

# The Menzies School Leader Fellowship Program

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April 2019

Commercial in confidence



# In 2008, Australia's ambition was to develop an education system for young Australians that was recognised globally as 'second to none'

The Melbourne Declaration (2008) recognised the crucial role that education has in developing 'a prosperous, cohesive, diverse society that values our indigenous heritage'.

At the time Australia ranked among the top ten highest performing countries in the Program for International Student Achievement survey (PISA). Our ambition at the time was to build a world class education system 'second to none'.

The stated goals at the time were:

- 1 Australian schooling promotes equity and excellence.
- 2 All young Australians become:
  - ▶ Successful learners;
  - ▶ Confident and creative individuals; and
  - ▶ Active and informed citizens.

## Commitment to Action

In 2008, all Australian governments committed to eight actions, including supporting quality teaching and school leadership.

"Australian governments commit to working with all school sectors to attract, develop, support and retain a high-quality teaching and school leadership workforce in Australian schools."

**Melbourne Declaration on Educational Goals for Young Australians (2008)**

Over the past ten years, there has been significant investment in building leadership capability through a range of different initiatives.

E.g.



# In 2019, we are failing to meet our ambition. The quality of our education system has declined in terms of equity, access and relative performance to our global peers



## Gonski 2.0

### Student outcomes are declining across sectors

Australian student outcomes have declined in every socio-economic quartile and in all school sectors (Government, Catholic and Independent).

### Inequity of education outcomes is growing

There is also inequity of education outcomes in the same classroom or school, with the most advanced students typically 5-6 years ahead of the least advanced students.



## Grattan Institute

### The divide between states for school progress is growing

The best states make up to four months more progress across two years of schooling at primary level and up to six months more progress at secondary level compared to the worst

The most worrying pattern is that students in low-achieving schools are making significantly less progress than in high-achieving schools.

### The gap is getting worse not better

- ▶ **Disparity and inequity** in learning outcomes means that some students are being left behind within the current model of school education
- ▶ Leadership is **under pressure** and stress
- ▶ **The gap** in academic achievement is widening compared to our global peers
- ▶ **Underperforming schools** are delivering a lot less than a year's worth of growth each year
- ▶ **Curriculum, pedagogy and assessment** are highly contested areas that lead to competing messages in schools

## OECD PISA Test

Australia's international ranking has noticeably dropped since 2000

READING LITERACY



13

RANKS

MATHEMATICS



19

RANKS

SCIENCE



11

RANKS



# However, transforming the education system to improve performance is made complex by a number of factors

Australia has a federated system of schooling where states are accountable for school education but funds are provided by the Federal government

The Education structure in Australia incorporates a number of systems and funding bodies

**3.8M**

ENROLLED  
STUDENTS

**9.4k**

SCHOOLS



65% Government

20% Catholic

15% Independent

There is a complex set of stakeholders

**1** FEDERAL GOVERNMENT

**2** TERRITORY GOVERNMENTS

**6** STATE GOVERNMENTS

**9** EDUCATION DEPARTMENTS

**Regulatory Bodies**

School & Teacher  
Registration

Curriculum

Assessment

Reporting

**Peak Bodies**

School Principals

Teachers

Parents

**Key Influencers**

Universities

Think Tanks



The improvement agenda is made more challenging due to the fragmentation of the system and a lack of common narrative in terms of the right improvement strategy



A fragmented  
system makes  
difficult aligning  
effort



Inconsistency  
around improving  
practice in  
classrooms

Challenges are more complex because of the growth in diversity and size of the population and changing context



Diverse growing  
population

+



Technology

+



Globalisation

+



Access to data

# School leadership is a critical leverage point for school system improvement

Our hypothesis is that the education system requires a talent pipeline of school leaders that are better prepared for the complex role of leading the improvement required to lift student performance.

**To test this hypothesis, we need to understand:**

1

The leadership profile of the current talent pipeline of school leaders

2

How to accelerate the development of our current and future school leaders to lead in complexity to improve education outcomes for all Australian students

## The Questions

1

Our current talent pipeline



What is in our current talent pipeline?

2

Developing for the future



How do we improve the pipeline for the future?

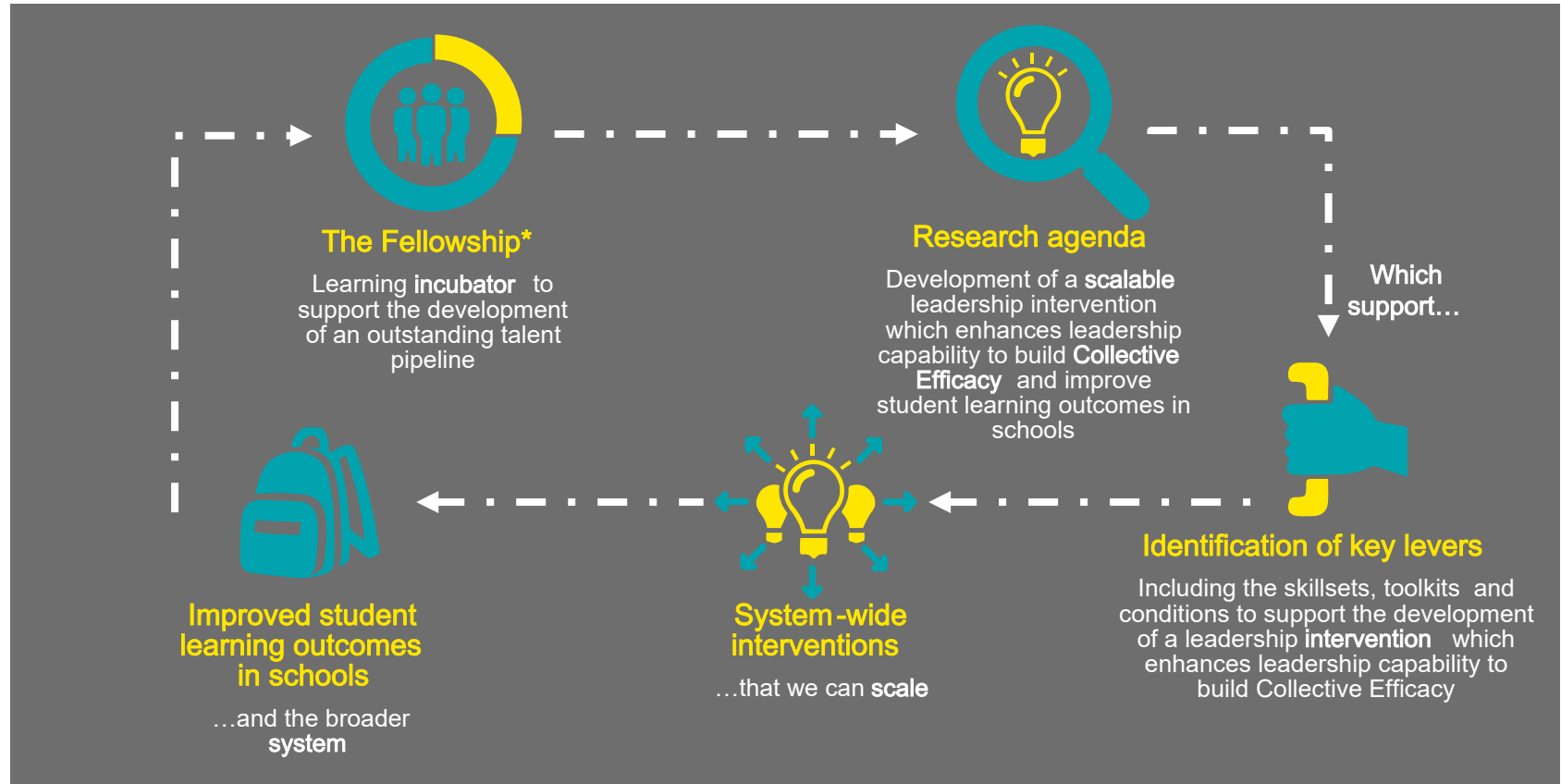


What is a great leader?



How do we accelerate and support current and future school leaders?

The Fellowship aims to act as a platform and incubation process to understand key levers in leadership development and to use these insights to build a scalable leadership model across the education system



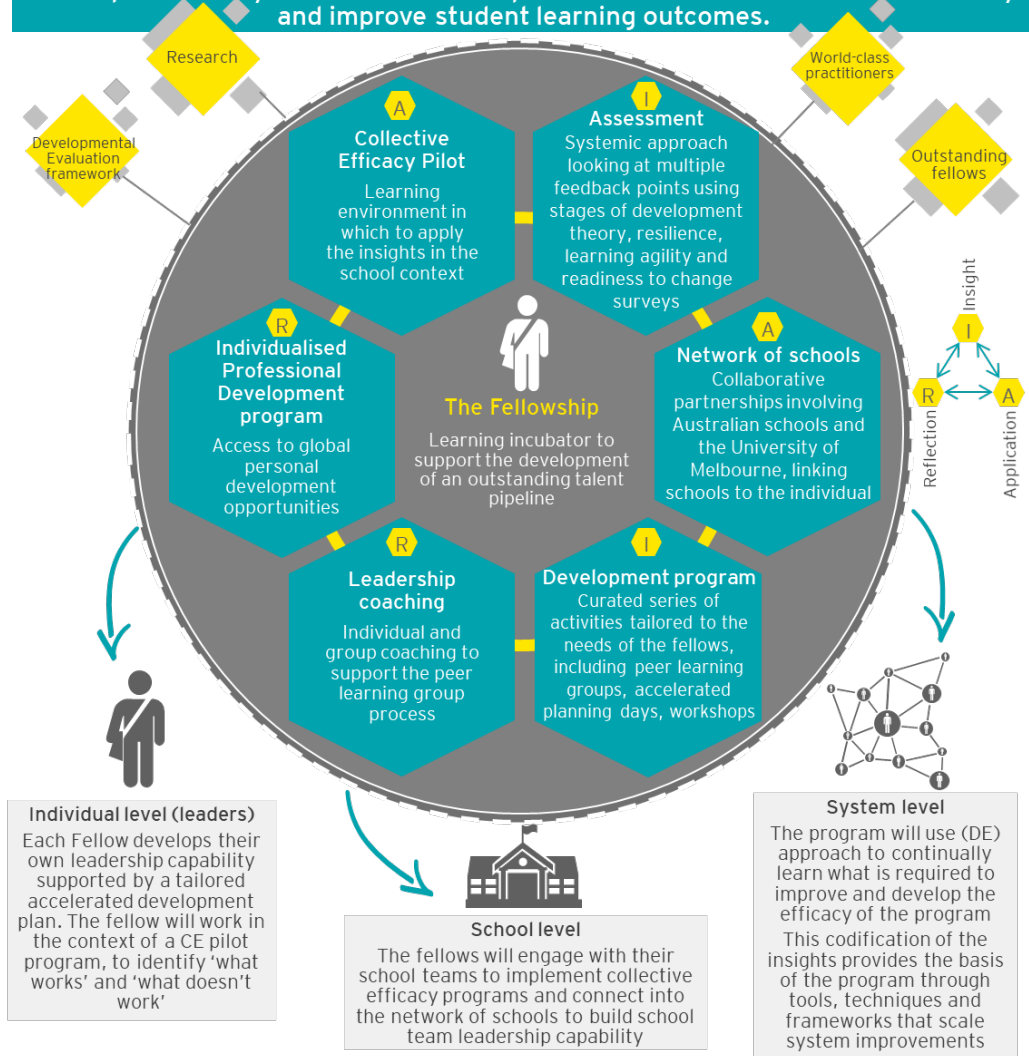
\*The Fellowship is comprised of:

- ▶ The Leadership Development Program over two years (value of \$95k)
- ▶ Collective Efficacy pilot at the Fellows' school – (value of \$30K)
- ▶ Professional development program and travel – (value of \$25k)





# The Menzies School Leader Fellowship Program


The Fellowship is the centrepiece of a dynamic incubator process that develops individual, school, cohort and system leadership capability and uses this insight to develop scalable system-wide leadership intervention to build Collective Efficacy and improve student learning outcomes.




The Melbourne Declaration (2008) set an ambition to develop an education system that was 'second to none'. 10 years on, there has been significant investment in the Education System, however Australia is falling well short on that ambition...

 Student learning outcomes are declining in every socio-economic quartile and in all school sectors

 The inequity of education outcomes is growing, with the most advanced students typically 5-6 years ahead of the least advanced students in the same classroom or school

 The gap in academic achievement is widening compared to our global peers. Australia's international ranking has noticeably dropped since 2000.

 There is excellence in teaching and learning across the different levels but we have failed to scale this excellence to all schools for all students

School leadership is a critical leverage point for school system improvement at scale

***Our hypothesis is that the education system requires a talent pipeline of school leaders that are better prepared for the complex role of leading the improvement required to lift student performance.***

The Complexity of school leadership requires a multi-integrated dynamic approach to transform the education system.

The Fellowship is a unique leadership development, immersive 2-year program which leverages deep domain knowledge research insights, individual capability development, peer-to-peer support, and incubates these insights to drive systemic change. The Fellowship is led by a multi-sector collaboration comprised of school leaders, their schools and corporate, philanthropic and university partners.

## Outcomes



Delineation of the talent pipeline required to improve student performance at a whole of system level and the leadership development platform to support this



Tools, techniques and frameworks required to scale leadership development program insights across the system



Best practice in Collective Efficacy (CE) delivered in schools

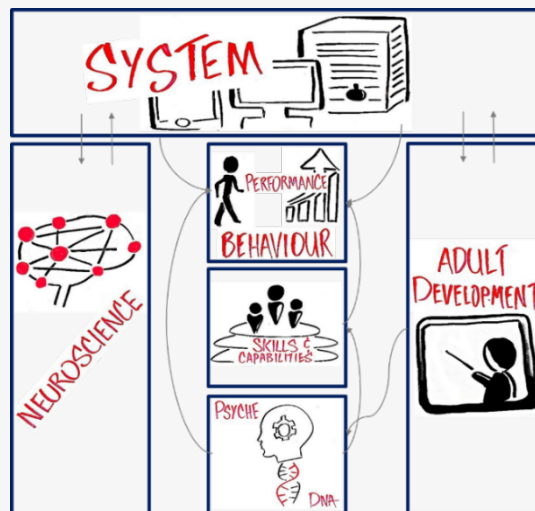
# A new approach to developing school leaders focuses on System Leadership and Collective Efficacy

Action research methodology will be used to experiment, codify and learn what approaches have the optimal impact on building System Leadership capability.

Previous approaches have focused too much on the leader, in isolation from the system in which they operate. A more integrated approach, which works for leaders in their schools, and then codifies these insights to develop scalable system-wide interventions which drive improvement, leadership capability and student learning outcomes.

1. **System Leadership** – Develop a different approach to defining and developing leaders
2. **Collective Efficacy** – Pilot projects to provide a learning environment in which leaders can apply insights in their school context

## System Leadership



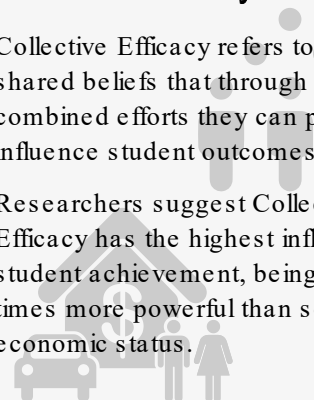
Supporting leaders to develop their System Leadership capability leverages recent advances in adult development (Stages of Development), adaptive leadership and research into neuroscience which underpins leader well-being.

We focus on helping leaders develop their System Leadership capability through learning on the job with the support of their peer group and access to national and international best practice expertise.

## Collective Efficacy

Collective Efficacy refers to educators' shared beliefs that through their combined efforts they can positively influence student outcomes.

Researchers suggest Collective Efficacy has the highest influence on student achievement, being three times more powerful than socio-economic status.





# The design principles that underpin the development of the program, reflect leading research nested in the context and learning needs of the leaders and the systems and communities they serve



## Best of global and local

We will draw upon leading global research into leadership and school improvement and leverage our experience in what works in our local context.



## Sequence matters

Our program is designed around themed years which becomes more expansionary in the ideas and concepts of leadership and Collective Efficacy.



## Real work, together

The most powerful learning occurs when academic ideas are worked with peers and then put into action on real work problems



## Guided by adult learning principles

The program design and delivery is based on leading practice research in adult development and learning



## Impact learner, impact system, measure

We not only aim to increase leaders ability to perform within this system, but also to mobilise the collective power of the community to change the system itself. We complete the learning cycle through measurement of impact at multiple levels to inform future teaching and learning.



## Learn our way forward

We will use a Developmental Evaluation methodology to iterate and improve the program to meet the needs of school leaders

# Research Agenda

## What are we aiming for?



1. The development of an optimal school leader talent pipe line
2. Development of the methodology, programs and tools to support the development of a scalable leadership intervention which enhances leadership capability to build Collective Efficacy and improve student learning outcomes in schools



## What questions are we asking?

1. A meta-analysis of the relationship between strengthening leadership capability and improving Collective Efficacy
2. What is the profile of the leadership capability skills of current school leader talent pipeline?
3. What are the skillsets and conditions required for school leaders to enhance Collective Efficacy to improve student learning outcomes in their schools and the broader system?
4. What methodology, programs and tools support the development of a leadership intervention which enhances leadership capability to build Collective Efficacy and improve student learning outcomes in schools?
5. The development of a measure of Collective Efficacy in schools that clarifies areas of focus and approaches for further improvement
6. The Menzies School Leader Fellowship Program - Case study evaluation of Collective Efficacy pilots to support best practice insights

# Complex problems require a sophisticated solution, harnessing the power of collaboration

The Fellowship is led by a multi-sector collaboration comprised of school leaders, their schools and corporate, philanthropic and university partners.



Anchoring role in building and supporting the collaboration to develop leadership capability across the education system



Global firm committed to building a better working world by engaging with like-minded organisations and individuals. EY collaborates with clients to create holistic, innovative answers that deliver quality results.



Creating and promoting research-based knowledge, products and services to improve learning.



Leadership consultant and coach. Advises organisations on talent development and succession management. She works both independently and together with a network of thought-leading associates to help leaders thrive in complex roles in a range of private and public companies, professional services firms, and the education and not for profit sectors

## Developmental Evaluation (DE)

To leverage real-time feedback, the program will adopt a Developmental Evaluation (DE) approach



- Evaluation approach that assists social innovators to develop social change initiatives in complex or uncertain environments



- Similar to role of R&D in private sector product development process, DE facilitates close to real-time feedback to program partners to facilitate a continuous development loop



- Incorporation of DE into the program design will ensure accountability for continuous learning, support the initiative's strategic planning process and build a strong foundation to build a cohesive partnership.