



APPA Next Generation Principal: Leaders Shadowing Leaders



About the Program

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APPA believes one of the best forms of learning is by watching and working with an experienced colleague. **Shadowing** is a process whereby the aspiring leader is able to watch and discuss the functions of the school principal role with an experienced colleague in a supporting and professional relationship.

Leaders Shadowing Leaders builds capacity and empowers colleagues. Designed as a two-way engagement process, it enables both context and content to work for both leaders.

Shadowing provides 'on-the-job' learning and development through a collaborative partnership with a colleague. Essentially, shadowing involves working with, and learning from, a fellow principal who is able to provide information around a specific aspect or aspects of running a school and leadership practice. Shadowing is widely recommended as an effective tool for learning and can be a one-off, short or medium term, or ongoing arrangement. Shadowing should always be confidential, non-judgmental and supportive. It does not require a high level of formality.

Program Design

The Goal

Using the Principal Self-Assessment Tool (AITSL) or the Framework of Leadership Capabilities (below), the goal is decided by determining what learning is required and what areas of school leadership are being explored.

The Reflection

Both leaders – the aspiring and the experienced – complete this before the shadowing begins. The experienced leader reflects on the guiding principles that have informed their leadership decisions and actions; the aspiring leader reflects on the learning required and the questions for guiding discussion.

The Strategies, Structures and System

The experienced leader outlines how leadership is demonstrated and what actions are implemented in the school.

The Outcome

Some questions arise here - What is the evidence of success? When does the work happen? How will I know when the goal has been achieved?



Program Structure

The Shadowing program follows the steps of Show, Watch and Support.

In the initial visit to the experienced principal's school, the experienced principal (or host) shows the aspiring principal (or visitor) aspects of his or her leadership in various ways e.g. during an information session, by demonstrating particular actions or through showing the evidence of particular actions.

In the next visit, this time held at the aspiring principal's school, the roles are somewhat reversed as the aspirational principal is watched performing targeted tasks.

Finally, the process moves to a support or mentor role between the host and the visitor over a series of meetings and observations.

1. Show – observe behaviour/action/system

This allows the aspiring principal to explore aspects of the experienced principal's leadership style, work habits and actions. Preparation, communication and follow-up are key to the success of this phase:

- a. Pre-visit: Describe the task to be observed or worked on.
- b. During: Observing, feedback with objectivity and constructive advice. Begins the development of the mentor or coaching role.
- c. Post Reflection: How did the learning feel? What was achieved? Has confidence increased? Where to next?

Pre-Visit	During	Post
<ul style="list-style-type: none"> • Information or task required • What is it? • Why? • Purpose of visit • Pre-reading material 	<ul style="list-style-type: none"> • How is it done? • Observing • Discussion • Q&A • Clarifying thinking • Collecting evidence or resources 	<ul style="list-style-type: none"> • Reflection • Journal writing • What has been observed as new learning? • What is still concerning? • Identify next step/actions

2. Watch – be observed in action

This can be a visit by an experienced leader to aspiring leader or a return visit with documents.

- a. Pre-visit: Describe the task to be observed or worked on.
- b. During: Observing, feedback with objectivity and constructive advice. Begins the development of the mentor or coaching role.
- c. Post Reflection: How did the learning feel, what was achieved? Has confidence increased? Where to next?

3. Support – the follow-up mentoring or coaching

This is where the host and visitor can move more formally into a mentoring or coaching arrangement. Includes: ongoing feedback, identified self-improvement tasks, self-referral for professional learning, etc.

Program Structure (Continued)

Shadowing Options

- New principal to experienced principal
- Aspiring principals (DP or AP) to principal (in school)
- Aspiring principal to principal (another setting)

Timeframe

This is negotiated between leaders to ensure there is enough time for the pre-visit work and follow-up time for reflection and implementation of learning.

Some Protocols to Consider

There should be clear understandings in relation to:

- Endorsement – the visitor receives the written / signed endorsement to participate
- Format and structure of the day – what time do I arrive, etc?
- Timeline – is it a short or long term arrangement?
- What both the Host and Visitor hope to gain
- Communication structures between host and visitor – how often, when and what
- Photos or Recordings – do I need permission? (Written permission should always be gained.)

Framework of Leadership Capabilities

This is based on the Australian Professional Standard for Principals and elements of school autonomy as identified APPA research *School Autonomy in Primary Education*:

1. Teaching and Learning

- a. Identifying and setting the curriculum priorities
- b. Leading pedagogical practice to meet identified local needs
- c. Monitoring and reviewing the effectiveness of learning, assessment and reporting practices, and the use of data to inform teaching and learning
- d. Encouraging active engagement and a strong student voice

2. Self and others

- a. Leading a learning community culture
- b. Building the professional capacity of staff
- c. Managing staff performance
- d. Engaging in professional learning and managing personal health and wellbeing

3. Improvement, innovation and change

- a. Developing and implementing the strategic directions
- b. Leading innovative practices
- c. Understanding the elements of change and the processes to lead change
- d. Identifying evidence-based practices to support innovation and change

4. Management of the School

- a. Implementing effective school governance practices
- b. Managing school finances, budgets and resources
- c. Working with staff, staff recruitment and retention
- d. Managing facilities and maintenance

5. Engaging and working with the community

- a. Connecting with parents and students: programs and structures, collaboration and engagement
- b. Building an inclusive culture within the school
- c. Engaging with stakeholders and building partnerships beyond the school
- d. Connecting and working with other agencies and organisations



Documentation of Activity

The program requires hosts to complete an application form for the program and visitors to complete an expression of interest. Visitors will need to complete a before the visit form, which is sent to the host, a during the visit record and an after the visit reflection. This documentation will be available from your local principal association.

Principal Association Support

Principal associations will receive a shadowing package that sets out a process for nominating hosts and how to support the process.

Access

The program structure is located online and is accessible to any aspiring or new principal.

Aspiring principals or principals (visitors) can contact their local principal association who will provide experienced hosts that have identified their areas of expertise using the Framework of Leadership Capability. Visitors can then select a host for their learning program. Visitors may elect to choose different hosts depending on the learning goal for the shadowing program.

Visitors in rural and remote areas may wish to use videoing conference or similar tools to access hosts.

For further details, contact:

APPA National Office

Email: natoffice@appa.asn.au

Telephone: 0466 655 468 (Dennis Yarrington)

or 0408 971 874 (Michael Nuttall)

Shadowing Protocols: Selection Process



Identifying Prospective Hosts and Visitors

1. Principals who exemplify the character of exceptional Principal leaders will be identified to be hosts in the APPA Leaders Shadowing Leaders (LSL) Program. The following tools will support this selection:
 - a. AITSL Australian Professional Standard for Principals
 - b. APPA Framework of Leadership Capabilities
2. Potential hosts will identify their areas/s of expertise and develop an Expression of Interest (EOI) in becoming a member of the Principals Association host group. A template for the EOI is attached.
3. A host principal selection panel will be chaired by the President or nominee, and comprising association nominees. It is recommended to have a representative of the employer to be a part of the panel.
4. Aspiring leaders to provide Expressions of Interest in being a visiting leader.
5. To confirm host to visitor partnerships, the association will provide opportunities for contact and sharing through informal (phone), semi-formal and structured professional contexts.
6. The development of the learning plan agreements between the host and visitor will support accountability of the APPA LSL Program.
7. Participants are encouraged to present their learning and achievements at showcases so that their learning is shared across the profession. Multiple modes of presentation are anticipated, and may include poster sessions, multimedia presentations, academic papers, workshops or an item at principal association meetings.
8. Each association appoints a coordinator to manage the program.
9. Associations may wish to add their logo to the Expression of Interest forms.
10. Funding to support the LSL Program is at the discretion of the associations.
11. Associations may wish to collaborate in a cross-sectoral arrangement.
12. LSL coordinators will confirm with APPA the number of certificates required for participants.

Shadowing Protocols: Role Descriptions and Expectations

Role Descriptions

The host

The term 'host' refers to the person who is being shadowed. Being a host requires preparation and awareness. As a host, it is important to be mindful that the shadowing experience should not prevent them from completing their day-to-day work. They should consider whether or not the time in which the shadowing is planned to take place is appropriate, and how long each period of shadowing should be. Ideally a visit should be no less than half a day.

The visitor

A 'visitor' is the person who shadows the host. Prior to the shadowing, the visitor should establish some personal goals; what has motivated them to be a visitor, and what end result are they hoping to achieve from shadowing? They should also work with the host to establish shared objectives for each session. It is important to reflect and debrief at the conclusion of the shadowing program, and to discuss what further action can be taken in the future with your shadow coordinator.

Role Expectations

A host should:

- Provide the visitor with a timetable which is suitable for the shadowing to take place.
- Agree on mutually convenient times that enable the visitor to shadow effectively, which will also not prevent the host from working as normal.
- Allow for time between or prior to sessions to ask questions and receive feedback.
- Prepare an area for the visitor where he/she can observe or participate comfortably.
- Inform other colleagues about the shadowing experience, and explain to them what it involves.
- Give the visitor details about the school
- Give constructive feedback to the visitor on their shadowing technique.
- If a session has to be cancelled or postponed, provide appropriate notice.
- If you need any special requirements or disability services, inform the visitor in advance to ensure there is enough time to put those adjustments in place.
- Maintain confidentiality at all times.

A visitor should:

- Be clear with the host as to expectations and goals prior to the shadowing.
- Aim to be as prepared as possible prior to the shadowing. Learn as much as possible about the school in which the host is working.
- Inform other colleagues about the shadowing experience. Make sure they are aware of your absence, and organise cover for your position if required.
- Respect the host, and act with discretion and awareness. Feel comfortable in withdrawing from a situation if that is the appropriate course of action.
- Maintain confidentiality at all times.
- Take notes whilst shadowing to learn from your time in the school.
- If you are unavailable for a session, provide appropriate notice to the host.
- If you need any special requirements or disability services, inform the host in advance to ensure there is enough time to put those adjustments in place.

Signed: _____

Date: _____

Signed: _____

Date: _____

Expression of Interest: Host

Personal Details

First Name: _____ Last Name: _____

School: _____ Email: _____

Phone (work): _____ Phone (mobile): _____

Qualifications

Academic Qualifications:	Institution Attended:	Year Recieved

Career Summary

Please provide details of your 3 most recent principal or other school leader roles as well as any other system leadership roles.

Year/s:	Position:	Place:

Referees

Name:	Title/Organisation:	Phone Contact:	Relationship:

Key Areas of Expertise

Please provide a dot point summary of your key areas of expertise. Refer to the Next Generation Principal: Framework of Leadership Capabilities, based on the AITSL Principal Standards.

• Eg. Leading a learning community culture.	•
•	•
•	•
•	•



What do you bring?

Please outline any contextual aspects you would bring to the host's role.

•	•
•	•

Major Achievements

Please provide a short description of your achievements in one or more of the areas nominated. This could include professional learning presentations, journal articles and conference presentations.

I will maintain confidentiality at all times.

Signed: _____

Date: _____

Expression of Interest: Visitor

Personal Details

First Name: _____ Last Name: _____

School: _____ Email: _____

Phone (work): _____ Phone (mobile): _____

Career Summary

Please provide details of your most recent school leader or principal roles in dot point form as well as any system leadership roles.

Year/s:	Position:	Place:

Referees

Name:	Title/Organisation:	Phone:	Relationship:

Key Areas for Shadowing

Please provide a dot point summary of your preferred areas for shadowing. Refer to the Next Generation Principal: Framework of Leadership Capabilities, based on the AITSL Principal Standards.

•	•
•	•
•	•

Professional Learning

List 3 recent and relevant professional learning events.

Date/s:	PL Title/Role you played:	Key Learning Focus:

I agree to maintain confidentiality at all times.

Signed: _____ Date: _____

Form A: Before the Visit

Personal Details: Visitor Leader

First Name: _____ Last Name: _____

School: _____ Email: _____

Phone (work): _____ Phone (mobile): _____

Personal Details: Host Leader

First Name: _____ Last Name: _____

School: _____ Email: _____

Phone (work): _____ Phone (mobile): _____

Background Information

Brief description of yourself (include your values, beliefs and aspirations for school leadership)

Leadership experiences:

Principal Standard/Framework of Leadership Capability focus areas:

Explicit behaviour, action or focus to be observed:



Describe

What are your questions?

What do you want to observe?

Preparation for Visit

What preparation has your host given you? Please complete after initial contact with the host.

Suggested and Recommended Readings/Activities:

Background readings/references:

Visit

Date: _____ Time: _____

Please forward at least one week before your visit.

Signed: _____

Date: _____

Form B: During the Visit

Visit

Date: _____ Time: _____

Observations

What did I see/hear?

Key concepts:

Things I didn't know before:

References for follow-up:

Follow Up

Next steps:

Form C: After the Visit

Reflections

What did I learn?
What might this mean for my practice?
What additional learning will I require in the future?
What's next?
Actions to be completed?

*Please forward a copy of your reflection to the coordinator. Forms will be confidential.
A certificate will be provided upon completion.*