



Principal Selection Process - Information for applicants

We are trialling a new selection process for principal vacancies, designed to attract and select the most suitable leaders for these key roles. During the pilot, applicant suitability will be assessed through a multi-stage process.

Successful principals are able to lead and manage the planning, delivery, evaluation and improvement of the education of all students in a community through the deployment of resources provided by the Department of Education and the school community.

The process aims to identify successful applicants able to model important values and behaviours to a school and its community.

During this process you will need to demonstrate and will be assessed against the following six Domains of Practice - particular to the role of a principal:

1. Leading the moral purpose
2. Building productive relationships
3. Creating enabling conditions
4. Promoting improved teaching
5. Driving data informed practice
6. Leading strategic change

In addition, the Department of Education has identified six critical personal attributes (the Department's Leadership Attributes). These define the personal attributes and dispositions that are expected of a principal. These attributes are:

- Openness and capacity for learning
- Trustworthiness
- Resilience
- Interpersonal acumen
- Self-awareness
- Drive to excel

During this recruitment process, applicants will be assessed against both the Domains of Practice and the Department's Leadership Attributes, which are explained in more detail in pages 4 to 6 of this document. These will be assessed in relation to the business needs and context of the school.

The Selection Panel will assess the personal attributes (above) using information provided by nominated referees.

All information contained in the advertisement and the School Profile which is attached to the advert should be considered when applying for the vacancy.

Self-Reflection: Am I suitable for the role?

A self-reflection tool has been designed to assist applicants to determine whether they have the skills and attributes to be successful in the advertised role. Prior to applying for the position, applicants should familiarise themselves with the JDF and School Profile information attached to the advert, then complete the self-reflection tool provided via the advert link. The outcome of self-reflection remains private to applicants and can't be accessed or used by the panel during the selection process, but may assist in determining whether they should progress with their application

Stage 1

There are two steps in stage 1:

- 1 In the first instance, applicants are required to lodge their applicant information details through Jobs WA, via the "Apply for job" link at the bottom or top of the advert. No documents, resumes or referee nominations are required to be uploaded at this link.
- 2 Applicants complete an online questionnaire via a link in Application Instructions section of the advert.

The questionnaire is designed to capture work-related information regarding the Domains of Practice and Personal Attributes of Effective Leaders. The questionnaire requires you to:

- Complete an online CV template addressing your work history.
- Complete four 250-word written examples outlining recent achievements that best illustrate your suitability for the advertised position.
- Complete a 100-word explanation for each example outlining why you have selected the achievement for inclusion in your application (total four statements).
- Nominate four (4) to six (6) referees, being a combination of superordinates, peers, colleagues and subordinates, who agree to complete an online referee template regarding your skills and attributes relevant to the advertised role.
 - The online referee report will be sent to your nominated referees by a consultant assisting the panel.
 - Referee reports will seek information regarding the six Domains of Practice and the Department's six Personal Attributes of Effective Leaders.
 - It is preferable that the referees you nominate have worked with you in the last two years and are aware that you have nominated them.
 - If you are a current principal, you may consider referees that are:
 - Network Principals
 - Directors of Education
 - Colleagues at the same level
 - Employees who currently report to you
 - If you are an aspiring principal, you may consider referees that are:
 - Current or recent principals
 - Deputy principals (or similar)
 - Colleagues at the same level
 - Employees who currently report to you

During Stage 1 the following Domains of Practice and Personal Attributes of Effective Leaders will be assessed:

- Leading the moral purpose
- Building productive relationships
- Leading strategic change
- Interpersonal acumen
- Self- awareness

Applicants assessed as competitive during Stage 1 will progress to Stage 2.

Stage 2

Applicants will be invited to complete an online assessment consisting of two (2) written responses. Applicants will be given two (2) hours to complete this assessment.

The assessment can be completed in a location of the applicant's choice, however other persons must not be in the room when completing the exercise.

During Stage 2 the following Domains of Practice and Personal Attributes of Effective Leaders will be assessed:

- Creating enabling conditions
- Promoting improved teaching
- Driving data informed practice
- Openness and capacity for learning
- Trustworthiness
- Resilience
- Drive to excel

Applicants assessed as competitive during Stage 2 will progress to Stage 3.

Stage 3

Applicants will be invited to an interview with the panel.

Domains of Practice and Personal Attributes of Effective Leaders will be selected by the panel and assessed at this stage of the process.

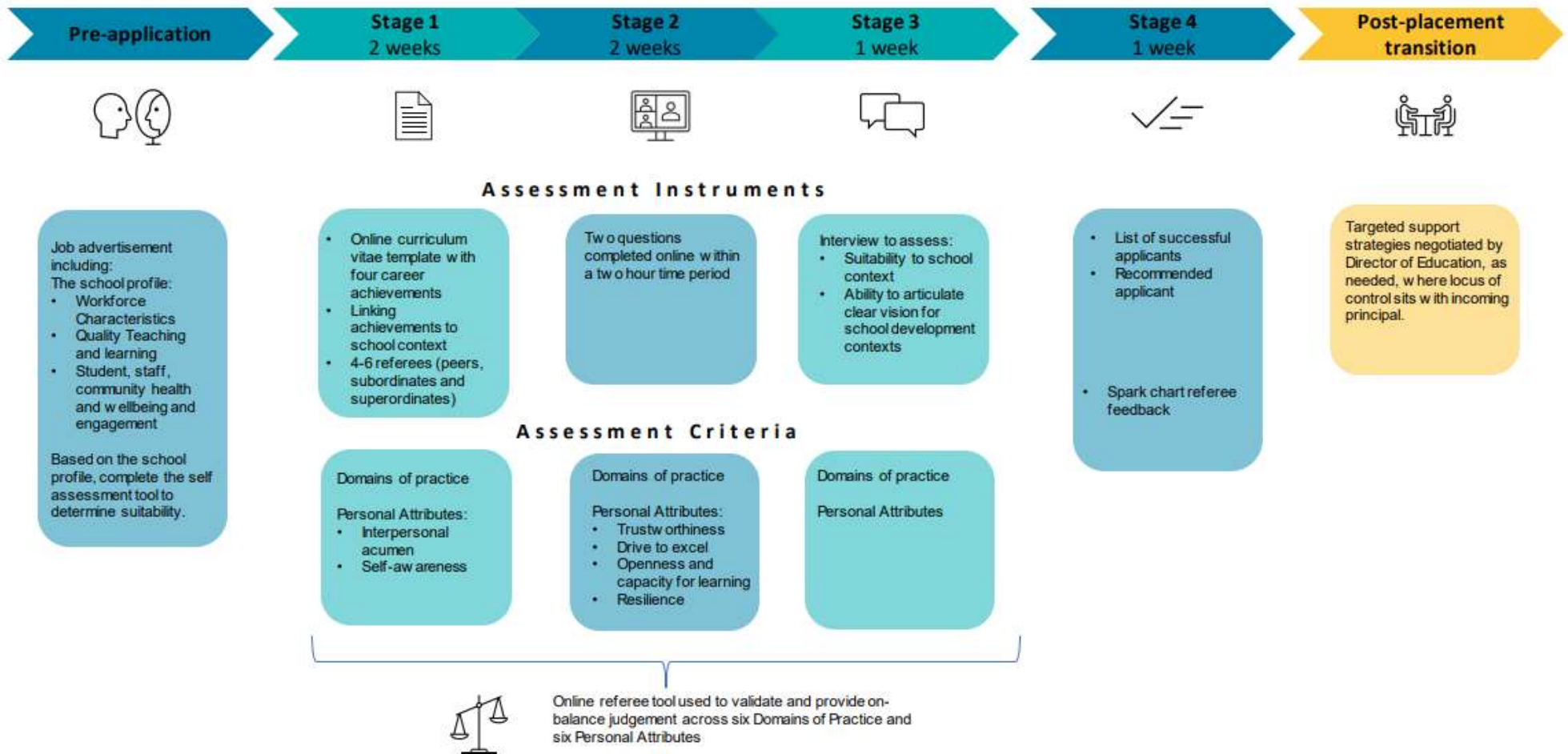
Stage 4

At the conclusion of all interviews, the panel will complete a final assessment, using information from stages 1,2 and 3, to identify the most competitive applicant.

Feedback, including a summary of the referees' online feedback will be provided to all applicants during the four-day breach period.

The Department of Education adheres to the Public Sector Standards during this trial process

Principal Selection and Placement pilot process



Explanation of Assessment Criteria

Stage 1. Domains of Practice

Leading the moral purpose

- lead a school-wide commitment to caring for, and promote the development of, every student;
- promote a school-wide belief in the capacity of every student to learn successfully;
- engage and lead the school to higher levels of effectiveness in meeting individual student needs;
- make successful student learning the central consideration in all aspects of their leadership; and
- influence others beyond the school in their commitment to, and pursuit of, this educational agenda.

Building productive relationships

- create a cohesive culture built around a commitment to improving outcomes for students;
- communicate and model the kinds of behaviours and relationships they wish to see;
- build and promote staff relationships that are based on high levels of trust and respect;
- create an inclusive school environment in which everybody feels valued and supported; and
- establish productive partnerships with parents, the local community and other organisations.

Leading Strategic change

- identify needs/opportunities to deliver improved outcomes for students;
- communicate and promote the case for change and securing buy-in and commitment;
- specify what the intended results of change will be and how they will be measured;
- collaboratively develop, resource and execute an implementation strategy; and
- measure and evaluate the impact of change and learning from the change process

Stage 1. Personal Attributes of Effective School Leaders

Interpersonal acumen

Leaders with interpersonal acumen are empathetic. They understand people -their motives, values and goals as well as their strengths and limitations. These leaders read the emotional currents and power relationship of individuals and groups and respond to them appropriately. They build and sustain productive and respectful relationships, within the school and beyond, to achieve outcomes. In stressful situations, they can manage their own emotions and focus their attention on actions in their control that will have an impact, i.e. they have an internal locus of control. They maintain a positive and optimistic outlook that assists in shifting people from a defensive, blaming disposition to a more constructive problem-solving approach.

Self-awareness

Leaders who are self-aware are deeply reflective. They understand their strengths, limitations and areas for growth. They have real insight into their personal values and motives and an increasing awareness of just how much they do not know yet. They take responsibility for their actions and the impact they have on others. Self-aware leaders are motivated to improve.

Stage 2. Domains of Practice

Creating enabling conditions

- select, develop and make best use of available staff experience and expertise;
- target the school's financial and physical resources on improved student outcomes;
- ensure that available time is used efficiently and effectively for quality teaching and learning;
- clarify and communicate school policies and processes and staff roles and responsibilities; and
- draw on resources, perspectives and expertise of parents, the board/council and the community.

Promoting improved teaching

- promote the use of more effective, evidence-based teaching practices throughout the school; providing high quality support to classroom teachers in their implementation of best-practice teaching;
- create a school-wide culture focused on continually learning how to improve teaching effectiveness;
- encourage teams to engage in the systematic investigation of alternative teaching strategies; and
- introduce and lead school-wide initiatives to improve the quality of teaching and learning.

Driving data informed practice

- develop a school-wide understanding that all decision making should be guided by evidence;
- model the analysis and use of data to monitor progress, set targets and make decisions;
- promote teachers' use of data to identify starting points for teaching and to monitor learning;
- build their own and colleagues' skills in collecting, analysing, interpreting and using data; and
- ensure access to quality school infrastructure to collect, record, store, analyse and display data addresses any directions for school improvement.

Stage 2. Personal Attributes of Effective School Leaders

Openness and capacity for learning

Leaders who demonstrate an openness and capacity for learning believe they are learners and through learning continue to grow. They are committed to developing strengths in areas which will enable better performance in their work in a constantly evolving and complex world. They invite, reflect on, and respond to feedback to shape their behaviour to ensure they achieve desired outcomes. Leaders have the cognitive ability to deal with complexity, ambiguity and unpredictability and make decisions and judgments when the outcomes or results are not necessarily certain but have a reasonable probability of success. They are able to focus on a particular task, keeping the complexities of the whole situation in mind, while identifying the factors, both positive and negative, which will have the greatest impact.

Trustworthiness

Leaders recognise the need to work with, and through, others to achieve outcomes. They realise that positive and productive working relationships are built on a solid foundation of trust, participation and authentic communication. When motivating people to make changes or to work towards a given agenda or goal, leaders rely on their interpersonal skills and influence to persuade others to adopt a change or to work with them. Leaders skilfully execute those strategies that are most effective for obtaining outcomes valued by the staff. They demonstrate, through word and action, the best interests of staff, students and school are at the centre of their decision making. Leaders are willing and able to engage in honest conversations and sensitively deliver negative feedback. They offer genuine apologies and attempt appropriate restitution when they realise, they are wrong, and they do not place blame or responsibility on others.

Resilience

Leaders who are resilient remain positive in the face of challenging, adverse or uncertain circumstances. They do not lose sight of their goals when they experience difficulties or failure in their work. They pick themselves up, refocus their efforts and persevere to bring about intended outcomes. Resilient leaders show determination, courage and persistence over a number of years. They are not self-promoters but rather are humble about their achievements

Drive to excel

Leaders who are highly effective are driven to be very good at what they do. They are passionate about their work at the school and the purpose of the organisation. They have high expectations of themselves, setting ambitious but realistic goals for themselves. They proactively act and make choices rather than just waiting for things to happen. These leaders obtain satisfaction from the completion of tasks, attaining excellent standards and developing better ways to do things. They work tenaciously over considerable periods of time and maintain high levels of energy, focus and enthusiasm