



## Principal Selection Process - Information for applicants

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.

This new selection process for Principal vacancies is designed to attract and select the most suitable leaders for these key roles. The multi-stage process aims to identify successful applicants who are able to model important values and behaviours to a school and its community.

During this process you will need to demonstrate that you meet the following six Domains of Practice – particular to the role of a Principal, as you will be assessed against them:

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 the Domains of Practice and the Department's Leadership Attributes will be validated in stages 1 and 2 and assessed in stage 3. This is 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 validate the personal attributes (above) in stages 1 and 2 using information provided by nominated referees.

All information contained in the advertisement and the School Profile which is attached to the advertisement 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 advertisement, then complete the self-reflection tool provided via the advertisement 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 three steps in stage 1:

1. Complete the Work History and Referee Details Application Form that is attached to the advertisement.
2. Apply for the position via JobsWA by selecting "Apply for Job" at the top or bottom of the advertisement. You will need to provide detail of four career achievements including:
  - a. The school name, your position title, and a brief description of the school context (150 words)
  - b. A description of the achievement that demonstrates your effectiveness against the Domains of Practice (250 words)
  - c. An outline of why you chose to include the achievement (150 words)
3. Attach your Work History and Referee Details Application Form to your application on JobsWA and submit prior to the closing date and time outlined on the advertisement

### **Information about the Work History and Referee Details Application Form (Step 1):**

This Application Form requires you to complete up to 12 entries capturing your professional leadership journey. You will also need to nominate four (4) to six (6) referees, which must include 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 and along with an opportunity to write a comment. You must include your current super-ordinate. If you are applying for multiple positions using the PSP process, your referees will be sent a link for each process.

- The online referee report will be sent to your nominated referees by a consultant assisting the panel. The referee report will generally take between 15-30 minutes to complete. If the referee has already completed a referee report for a recent PSP process, within the last 6 months, they can choose to re-use this instead.
- Referee reports will seek information regarding the six Domains of Practice and the 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 and which category they have been nominated for - superordinate, peer or subordinate.
- 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

### **Information about your JobsWA application (Step 2):**

Your application is designed to capture work-related information, relevant to the specific school context, regarding the Domains of Practice. The application requires you to provide four (4) career achievements detailing the following:

- The school name, your position title, and a brief description of the school context (150 words)
- A description of the achievement that demonstrates your effectiveness against the Domains of Practice (250 words)
- An outline of why you chose to include the achievement (150 words)

During Stage 1 the following Domains of Practice will be assessed via your application and referee reports, and the Personal Attributes validated via your referee reports only:

#### **Domains of Practice**

- Leading the moral purpose
- Building productive relationships
- Leading strategic change

#### **Personal Attributes**

- Interpersonal acumen
- Self-awareness

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

### **Stage 2**

Competitive applicants will be invited to complete an online assessment consisting of two (2) written responses, with a 1000 word limit per question.

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 will be assessed via your application and referee reports, and the Personal Attributes validated via your referee reports only:

### **Domains of Practice**

- Creating enabling conditions
- Promoting improved teaching
- Driving data informed practice

### **Personal Attributes**

- Openness and capacity for learning
- Trustworthiness
- Resilience
- Drive to excel

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

### **Stage 3**

Competitive applicants will be invited to an interview with the panel.

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

### **Stage 4**

At the conclusion of the interviews, the panel will consider all information provided by applicants during 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 process.

# Principal Selection and Placement process



## Assessment Instruments

Job advertisement including:  
The school profile:

- Workforce Characteristics
- Quality Teaching and learning
- Student, staff, community health and wellbeing and engagement

Based on the school profile, complete the self assessment tool to support determining suitability.

Three steps:

1. Complete advert attachment 'Work History and Referee Details'
  - 12 work history entries
  - 4-6 referees (peers, sub ordinates and super ordinates)
2. Apply in JobsWA:
  - Complete application which includes four recent and relevant work history contexts; four career achievements; four opportunities to link achievements to school context
  - upload 'Work History and Referee Details'

Two questions completed online within a two hour time period

Interview to assess:

- Suitability to school context
- Ability to articulate clear vision for school development contexts

- List of successful applicants
- Recommended applicant
- Complete deidentified and aggregated referee feedback sent to applicants
- Further feedback can be sought through the panel consultant

Targeted transition strategies negotiated by Director of Education, as needed, where locus of control sits with incoming principal.

## Assessment and Validation Criteria

Domains of practice:

- Leading the moral purpose
- Building productive relationships
- Leading strategic change

Personal Attributes

Domains of practice:

- Creating enabling conditions
- Promoting improved teaching
- Driving data-informed practice

Personal Attributes

Domains of practice

Personal Attributes



Online referee tool used to validate and provide on-balance judgement across six Domains of Practice and six Personal Attributes

# 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