Professional Practice & Definition	Aspects of the role	Requirements		
		Vision and Values	Knowledge and Understanding	Personal Qualities, Social and Interpersonal Skills
Leading Adventist Mission and Community *School leaders are committed to mission of the Seventh-day Adventist church and lead the school introducing students, staff, families and the wider community to Jesus. School leaders create a thriving community of faith and learning with flourishing students.* *School leaders maintain a safe and secure environment where every child of God matters.*	**The Adventist leader aims to:** • Follow Jesus' example of faith, hope and love in daily interactions • Support an Adventist faith community • Demonstrate commitment to the Adventist ethos of the school • Promote the role of Adventist Education in bringing students to Jesus. • Communicate the school's mission in the wider community • Demonstrate an understanding of the interrelatedness of vision, mission, policy and practice • Build capacity for spiritual and faith formation of self and others • Provide pastoral care for those in need. • *Focus on the well-being of the school community.*	**The leader values:** • The importance of a personal relationship with Christ • The integration of faith and learning • Adventist identity and mission • Applying a Biblical worldview to contemporary social issues. • Commitment to inclusion and appreciation of diversity. • Service to others • Stewardship and service • Life-long faith formation.	**The leader knows about and understands:** • Core teachings of the Adventist Church on education • The role of the School Chaplain and the local church in shaping the Adventist identity of the school • The structure of the wider church and how it relates to education • That God is the centre of ministry and the purpose of ministry.	**The leader continually seeks to:** • Integrate the teaching of the Adventist Church into school life • Articulate Adventist identity of the school clearly to all stakeholders • Guide the spiritual and faith formation of students and staff • Attend to the pastoral care and wellbeing needs of the school community • Build trust, open dialogue and engage with students, families, church and local communities • Demonstrates empathy and respect for different faith traditions. • *Advocate for social justice.*
Leading Teaching and Learning *Principals create a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning. Principals have a key responsibility for developing a culture of effective teaching, for leading, designing and managing the quality of teaching and*	**The Adventist leader aims to:** • Develop a culture of effective teaching and learning grounded in Adventist Identity • Create a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning	**The leader values:** • Student centred learning • Inclusion, diversity and access for all • A safe, secure and healthy school environment • Closing the achievement gap • The importance of professional learning for all staff • Collective efficacy	**The leader knows about and understands:** • Global changes, trends and current research into teaching and learning • Best practice • Strategies for improving student achievement • New and emerging technologies	**The leader continually seeks to:** • Create an inclusive learning culture • Demonstrate the principles and practices of effective teaching and learning • Access, analyse and interpret data • Establish and sustain appropriate curriculum structures and systems

learning and for students' achievement in all aspects of their development. They set high expectations for the whole school through careful collaborative planning, monitoring and reviewing the effectiveness of learning. Principals set high standards of behaviour and attendance, encouraging active engagement and a strong student voice.	• Ensure a consistent and continuous school-wide focus on student achievement and improvement, using quality data to monitor progress and inform planning • Set high expectations for the whole school through collaborative planning, monitoring and reviewing the effectiveness of learning • Ensure that learning is at the centre of resource management • Challenge thinking and learning of staff to further develop professional practice • Develop professional learning communities within a culture of collaboration • Ensure behaviour management practices follow Christian values and support a rigorous learning environment	• Evidence based decision making. • Strategies for developing effective teaching practices and improving teacher performance • System strategies and initiatives.	• Strategies for ensuring inclusion, diversity and access • Curriculum design • Tools for data collection and analysis • School Review and Improvement processes	• Collaboratively plan for the future educational needs of students • Engage in professional dialogue to both challenge and support teacher practice • Engage teachers in ongoing reflection about the impact of their professional learning • Support teachers to learn, practice and reflect on a variety of approaches to pedagogy and assessment
Developing Self and Others *Principals work with and through others to build a professional learning community that is focused on continuous improvement of teaching and learning. Through identifying celebrating best practice, effective continuing professional learning and feedback, they support all staff to achieve high standards and develop their leadership capacity. Principals support others to build capacity and treat people fairly and with respect. They model effective leadership and are committed to their own ongoing professional development and personal health and wellbeing in order to manage the complexity of the role and the range of*	**The Adventist leader aims to:** • Source and engage in opportunities for professional growth • Develop and implement effective strategies for staff induction, professional learning, spiritual nurture, leadership, and performance review • Build the capacity of others • Acknowledge and celebrate the achievements of individuals and teams • Inspire colleagues to take intellectual risk	**The leader values:** • Capacity building • Organisational trust • Personal integrity • Professional trust • Professional, life-long learning • Shared/Distributed leadership • Effective teamwork • A culture of high expectations • The wellbeing of self and others • A positive outlook - "Grit" • Protecting time for focused staff development • Emotional maturity.	**The leader knows about and understands:** • The significance of interpersonal relationships, adult learning and models of continuing professional learning • Strategies to promote individual and team development • The importance of succession planning • The principles of emotional intelligence • The difference between mentoring, coaching and	**The leader continually seeks to:** • Foster an open, fair and equitable culture • Delegate effectively • Develop, empower and sustain individuals and teams • Foster innovation and creativity • Employ coaching skills to cultivate professional growth • Give and receive effective feedback • Challenge underperformance

			leading, and when to use each mode	• Encourage, influence and motivate others to leadership
learning capabilities and actions required of the role.	• Demonstrate transparent decision making and consistency between words and action • Maintain high visibility in the school associated with quality interactions with staff and students • Provide opportunities for giving and receiving feedback.		• Time management approaches and practices.	• Communicate effectively with a diverse range of people • Discern and make student centred decisions • Exercise emotionally intelligent behavior • Manage conflict effectively • Build resilience in self and others • Use performance and development frameworks to foster professional growth of self and others.
Leading Improvement, Innovation and Change *Principals work with others to produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities. They recognise that a crucial part of the role is to lead and manage innovation and change to ensure the vision and strategic plan is put into action across the school and that its goals and intentions are realised.*	**The Adventist leader aims to:** • Continually reflect on the culture of the school to create a future focused and vibrant Adventist learning community • Work with the school community to translate the vision into agreed plans which promote and sustain school improvement • Engage with the Quality Adventist Schools framework as a tool for school improvement • Ensure that strategic planning embraces the diversity, values, and experiences of the school and community	**The leader values:** • Strategic thinking • Innovation • The ability of all students to learn • Collaboration • An inclusive, respectful, compassionate, equitable school culture based on Adventist world view • Continuous personal and professional improvement. • 'Outside of the box' thinking. • Intentional collaboration and professional networks.	**The leader knows about and understands:** • Local and national education trends • Ways to build, communicate and implement the Adventist mission within the school's strategic plan • Ways to liase with school stakeholders • Quality Adventist School framework processes • Strategic planning processes. • School company performance and development process • New technologies, their use and impact	**The leader continually seeks to:** • Problem solve, think creatively and plan strategically • Respond to educational change in a timely manner • Lead and facilitate innovation and change • Inspire, challenge, motivate and empower others to progress the vision • Work with others to produce and implement clear, evidence-based improvement plans • Employ coaching practices with individuals and teams

	• Develop a culture of shared knowledge and shared responsibility for the school's learning program • Lead creativity, innovation and appropriate technologies to achieve excellence • Communicate the school's strategic direction clearly, concisely and effectively to all stakeholders • Motivate team members to support the pursuit of the school's improvement goals and objectives.		• Learning organisational thinking • Change management theories and practices. • How to effectively network. • The importance of data and how to analyse for change. • How to build a 'growth culture' that fosters innovation, productivity and staff engagement.	• Identify and develop learning capabilities needed in the school to support effectiveness and innovation • Develop quality assurance and review strategies to demonstrate the effectiveness of innovation and change.
Leading the Management of the School *Principals use a range of data management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment as well as value for money. This includes appropriate delegation of tasks to members of the staff and the monitoring of accountabilities. Principals ensure these accountabilities are met. They seek to build a successful school through effective collaboration with school boards, governing bodies, parents and others. They use a range of technologies effectively and efficiently to manage the school.*	**The Adventist leader aims to:** • Effectively supervise staff • Challenge and support staff to maximise student learning • Recognise and respond to the pastoral care and wellbeing of staff • Provide equity of access to opportunity and achievement • Use standards-based performance appraisal processes to foster professional growth • Ensure school policies, processes and activities are aligned and compliant with school, system and legislative requirements.	**The leader values:** • Accountability for student outcomes • Continual review and improvement • Personal and professional self-evaluation and reflection • The alignment of the management processes of the school with Adventist beliefs and practices • Pastoral care and wellbeing.	**The leader knows about and understands:** • System administrative policies and procedures • School organisational strategies • Accountability frameworks • The School Review and Improvement Framework and associated processes • A range of evidence and data to support, monitor, evaluate and improve aspects of school performance • Performance management • Compliance requirements for registration and accreditation • Project management strategies for planning and implementing change. • Conflict resolution strategies.	**The leader continually seeks to:** • Develop processes that ensure compliance with system and government body regulations • Maintain the school focus on teaching and learning • Discern priorities for improvement using the QAS Framework • Engage the school community in systematic and rigorous self-evaluation of the work of the school • Collect and use a rich set of data to understand the strengths and areas of growth for the school • Implement performance and development frameworks to foster professional growth of self and others.

Engaging and Working with the Community	The Adventist leader aims to:	The leader values:	The leader knows about and understands:	The leader continually seeks to:
Principals embrace inclusion and help build a culture of high expectations that takes account of the richness and diversity of the wider school community and the education systems and sectors. They develop and maintain positive partnerships with students, families and carers and all those associated with the wider school community. They create an ethos of respect taking account of the spiritual, moral, social and physical health and wellbeing of students. They promote sound lifelong learning from preschool through to adult life. They recognise the multicultural nature of Australia's people. They foster understanding and reconciliation with Indigenous cultures. They recognise and use the rich and diverse linguistic and cultural resources in the school community. They recognise and support the needs of students, families and carers from communities facing complex challenges.	- Build a collaborative learning culture within the school and actively engage with the wider education community to build effective learning communities - Develop staff understanding of local community culture - Promote an expectation of excellence within the community - Demonstrate confidence, optimism and resilience to lead purpose and vision within the community - Facilitate family engagement that fosters positive learning outcomes for students.	- The importance of community - Inclusion and diversity - Personal responsibility - The role of parents/carers as the first educators of their children. - Listen to and respond to community feedback. - Communicate in a clear, respectful and timely manner. - Authentic and ethical behaviour.	- The richness and diversity of the school's wider community - The role of the school within the evangelising mission of the church - The principles of a professional learning community - Strategies to encourage parent involvement - Problem solving techniques/practices - Adventist church policies and procedures	- Build a culture of high expectations - Create opportunities to develop and maintain positive partnerships with students, families and carers, and the local church communities - Connect and network with the school's broader community - Recognise and support the needs of students, families and carers facing complex challenges - Foster a culture of positive change based on personal responsibility - Engage in dialogue which builds community partnerships