

Great Teaching, Inspired Learning Evaluation of School Leadership initiatives

Centre for Education Statistics and Evaluation

Evaluation background

Great Teaching, Inspired Learning (GTIL) is the NSW Government's plan to improve the quality of teaching in NSW schools. CESE evaluated three key reforms under GTIL that aim to support leadership development among existing, new and aspiring leaders. The reforms evaluated were

1. The NSW Public School Leadership and Management Credential (GTIL Action 15.3)
2. The Leadership Development Initiative (GTIL Actions 14.1 and 14.2)
3. The Principal, School Leadership Initiative (GTIL Action 15.2)

Main findings

Part 1: The Leadership and Management Credential

Overall, the Credential is considered to be a valuable resource for new and aspiring principals, and provides useful information for effectively leading and managing a school. The most popular modules tended to reflect the core responsibilities and interests of many candidates in terms of leading learning and teaching in schools. By August 2017, 322 candidates had completed the Credential.

Part 2: The Leadership Development Initiative (LDI)

The evaluation found that the LDI is a valuable program that is working well for many participants and mentors. Participants are especially pleased with the development of their instructional leadership skills, which is consistent with the aims of the program. Capabilities that were enhanced for participants included their self-reflection about their leadership practices, and their ability to develop the instructional leadership capacity of others. Capabilities that were enhanced for mentors were their ability to help others gain higher accreditation and their ability to coach or mentor others.

Part 3: The Principal, School Leadership Initiative

Overall, most school principals said they were aware of the PSL position and stated that they had a good understanding of the PSL role. Principals indicated that they received support from PSLs in a variety of areas, but most frequently in relation to their school plan. Generally, PSLs were perceived by principals as a valuable source of support, alongside their Director and other principal colleagues.

Related reports

This report is part of a series of thematic evaluation reports prepared by CESE as part of the ongoing evaluation of the GTIL education reform.

Other reports include the Professional Experience, Cadetship and Internship Programs evaluation, and the Beginning Teacher Support evaluation. A final GTIL evaluation report is due in 2019.