



Supporting Primary School Principals to Manage Complexity in Contemporary Education Settings

*Applying a Service Lens to
Support Education Leadership*

Full Report

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for the Australian Government Primary Principal Association (AGPPA)
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Summary Visual of Research Project and Findings

This project set out to explore whether a service lens can provide a useful and practical perspective for primary school principals, and what is the contemporary state of primary education.

A cross-discipline partnership

Section 3



“As an Educator, can service design provide a perspective on determining and understanding what people need from the school?”

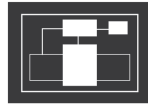


“Can service design establish a more robust, contemporary and evolving leadership framework for this Principal in her context?”



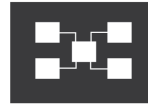
Service Artefact 1

Our Strategic Framework
Why we exist and what our intent is



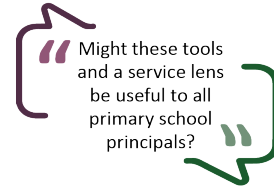
Service Artefact 2

Our Ecosystem
Who is involved



Service Artefact 3

Our Services & Value Proposition
How we deliver



Might these tools and a service lens be useful to all primary school principals?”

3 Tools developed with a principal, for a principal, in their context

Section 3

Curiosity turns into research

Section 2

“What is a contemporary understanding of what it means to be a Primary school principal; and can acknowledging the Principal as an Education Leader through a Service Delivery lens/mindset be key to what a Principal Service Leadership Model, based on education service leadership, means for the sector?”

Capturing what has been said and framing it from a service context

Section 5

Primary Sector Education System



- The macro system is multi-layered and complex.
- The system depends on a single accountable role for the translation of macro system aspirations and demands to individual school delivery.

Primary School



- There are descriptions and support resources around the purpose of a school, but not around how a school is managed and operates.
- The macro system regularly expects/imposes change that effectively requires the school to examine multiple operational elements.

Primary School Principal



- A pathway to principalship is not clearly mapped.
- The principal role requires more than leading teaching and learning expertise.
- There aren't practical tools and support resources about school operations and management.

Three findings from interviews into the lived experience of 26 principals across Australia and in New Zealand.

Section 7



Finding 1: Principals are adaptive agents in a complex adaptive system

A primary school operates within a complex adaptive system and the contemporary principal is an independent adaptive agent, constantly balancing the aspiration and demands of the system with the reality of their context.

The fundamentally adaptive nature being called out in the research is using a service lens to translate 'autonomy' (what a principal is conferred by the system) into practice (what a principal actually does, decides, delegates) and provide a way of examining what tools can support the principal's actions.

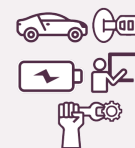


Finding 2: Three accountabilities of a primary school principal

Through a service lens we identified that the role of a primary school principal, who has ultimate accountability for school outcomes, can be deconstructed into three identifiable areas:

- Instructional Leadership.
- Organisational Management.
- Culture & Community Establishment.

The service artefacts provide touchpoints that allow the principal to think, plan, and act in relation to the Organisational Management component of their accountability.



Finding 3: Five principal typologies in relation to Organisational Management

Though principals are all individuals, there are definite types of behaviour and activity in relation to organisational management that emerge.

The research has identified five principal typologies in relation to their Organisational Management approach: Driver, Educator, Energiser, Enabler and Supporter.

These typologies are not about personal style, they are about practice and they help to identify different ways of operating in the service context.

Recommendations for evolving tools that have been tested by principals, for principals.

Section 8



As a set



As separate service artefacts



As practical communication tools

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Executive Summary

Where we started and what we asked

Most school principals would agree that they came to the position from having been trained, gained experience and been rewarded for their education delivery. Yet once they assume the position of principal – and Assistant/Deputy on the way there – the role surpasses simply implementing a vision for pedagogy, guided by an ‘instructional leadership’ model and a Principal Standard.

Traditionally, this career evolution is seen as a movement from an education focus to oversight of teaching and learning delivery with additional administration or leadership capabilities.

However, there exists a prevailing perspective that a primary school is an increasingly complex organisation, subject to a range of demands and opportunities from multiple stakeholders. Furthermore, in a contemporary setting, the school facility and its staff could perhaps be seen as a service delivery hub, where the model of being a principal evolves to include key service elements in order to be leader, manager, bureaucrat, community connector, innovator.

This research project utilised the discipline of service design, to explore the question:

“What is a contemporary understanding of what it means to be a primary school principal; and can acknowledging the principal as an Education Leader through a Service Delivery lens/mindset be key to what a Principal Service Leadership Model, based on education service leadership, means for the sector?”

A service design approach was used to explore the usefulness of three foundational service design artefacts in supporting the Education Leader as a primary school principal in the Government, Independent and Catholic education contexts in Australia and New Zealand:

1. A School Strategic Framework that connects the School and its philosophy – why we exist and what our intent is.
2. A School Operating Ecosystem within a set operating context – who is involved in the different elements of a school.
3. A School Service Offering and Value Proposition Framework encompassing Management Services, Education Services, Administration Services and Campus Services – how we operationalise service delivery.

NB: For this research we only refer to primary school coverage of Years 1 to 6 and primary school principals.

Who we are

The research was funded through the Principals Australia Research Foundation (PARF).

The Australian Government Primary Principal Association (AGPPA) is the sponsoring agent.

Research Team and Technical Panel

The Research Project consisted of a core team, a Technical Panel and monthly progress engagement with AGPPA.

Core Team – Undertook the research project

- Wendy Cave: Principal, Ainslie School, Co-President Primary ACTPA, ACEL Fellow (Honorary) – Research Project Lead – facilitated the connection with AGPPA, APPA, ICP and PARF.
- Mel Edwards: former DMA Co-Principal – Design Lead and Design Researcher: led and directed all the design activity and writing of the final research paper. Project Lead – managed the administration of the Team and Project overall.
- Sophie Bissell: Deputy-Principal, Ainslie School, ACTPA member – Education Lead and Design Researcher.

Technical Panel – Provided technical and specialist perspective and inputs throughout the key stages of research.

- Diane Joseph: Education Policy and Leadership Specialist – provided advice on applicability within Education Organisations and strategy.
- Justin Barrie: Design Specialist and former DMA Co-Principal – for process advice (design research, prototyping) analysis, synthesis and conclusions. Significant contributor to the final report.
- University of Canberra: Academic Advisors – background research support and review analysis, methodology critique and report consultation.
 - Centenary Professor Moosung Lee: Leader – Research Group for Educational Leadership and Policy.
 - Dr Bernard Brown: Senior Lecturer – Teacher Education, Academic Program Director (Postgraduate).

External expert input

- AGGPA’s Empowered Leadership Working Group – Robyn Evans (NSW), Deborah Grosseck (VIC), Adam Wilson (SA).

The research approach

The research itself is a piece of service design research. As opposed to scholarly research traditions or a literature review,

service design research uses evidence from background and expert sources – and more explicitly, lived experience – to create models, hypotheses and findings that enable implementation of solutions. The research intent was to deconstruct the system, through the use of created artefacts, in order to understand if they could be useful in practice.

The Project brought together three perspectives:

- Education Sector – specifically the Primary Sector and the group of professional principals who are on the ground leading primary schools.
- Sector Stakeholders – specifically, Australian Government Primary Principal Association (AGGPA), whose core focus is to provide a unified and authoritative voice to promote and advocate for Public Primary Principals and Schools.
- Service Design experts – the professional discipline and methodology that seeks to understand how a service system actually operates in order to understand and describe how it might better deliver services for all the people involved – from recipient, through deliverer, and leader.

What research areas we explored

There were two approaches to the research:

1. Background research into existing sources.
2. Field research into lived experience with practicing principals.

We located 29 research papers, primarily Australia-specific, but a number of American and European papers also. We examined each of the eight State/Territory Education Department or Directorate websites for strategic direction, principal resources and support material and any improvement frameworks or directives.

Research into the New Zealand experience was undertaken, with the Ministry of Education website being the main source, and the website created by the Ministry for education leaders.

Field research included approximately 40+ hours of interviews with 26 practicing principals between May–August 2022.

State/ Territory	No. of Participants	State Territory	No. of Participants
VIC	4	Government	21
NSW	3	Catholic	3
ACT	3	Independent	2
NT	1		
QLD	4		
TAS	4		
SA	3		
WA	1		
NZ	3		
TOTAL	26		

Background research – foundation findings

There are three areas of focus the initial research activity examined:

1. The Primary Sector Education System.
2. The Primary School.
3. The Primary School Principal.

The Primary Sector Education System

Starting with the Australian education operating landscape, specifically focused on the Primary Sector we asked:

- What are the tiers of governance and policy that intersect with accountable roles?
- What are the information and resource flows across the different levels?
- How is it supposed to all fit together?

In summary, we found:

- The macro system is multi-layered and complex.
- The system depends on a single accountable role for the translation of macro system aspirations and demands to individual school delivery.

Each component of the system is intended to enable delivery of quality education to children and young people, and supports to children, young people and their families, as well as connecting education outcomes to societal and economic benefits of citizens.

It is clear in viewing the System as a whole that it is complex. The individual school – and in particular, the Accountable Role of the principal – is the locus for:

- Top–down government directives and regulations – which are measured and must be followed for compliance within the system.
- Bottom–up societal and individual expectations and demands – that must be responded to in order for the school to be part of the community, as well as duty of care compliance.

There are feedback loops and a logic exists to the flow of the connections and forces. That said, the Accountable Role has to operate to deliver on all of the resources, supports and forces, while still maintaining the “core business of teaching and learning” and keeping the student at the centre.

The Primary School

From understanding the System at its highest level, focus turned to the Australian primary school itself as the physical and intentional space where education delivery occurs. From the existing information and research we asked:

1. How does a school actually work?
2. What are all the required elements for a school to deliver on the macro System expectation/need?

In summary, we found:

- There are descriptions and support resources around the purpose of a school, but not around how a school is

managed and operates.

- The macro system regularly expects/imposes change that effectively requires the school to examine multiple operational elements.

In the research available a common or agreed way for a school to be understood as an organisation that operates to deliver education did not exist.

Each jurisdiction, including the Catholic and Independent Schools, had improvement cycles and frameworks but the operations/school management aspects were often embedded in the language of data and accountability, resources, finance and facilities.

From the research it could be gleaned that ‘how a school runs’ is experientially known, often learned on the job. Descriptions we found amongst the sources came from:

- Surprised new principals who started from scratch when working out how a school operates beyond notions of leadership, and the “business of teaching and learning”; and
- Experienced principals who continually reframe their own personal mental models of school operations in order to balance and tradeoff best deployed effort and resource for student outcomes.

The Primary School Principal

The focus of the research project was not specifically the principal themselves as professional individuals and leaders of education, but the principal as the Accountable Role who must make sense as leader within a complex system.

We looked at:

- How is the accountable role of principal described?
- What is the pathway to becoming a principal and at what points are supports and resources available? For example, at induction.
- What have principals most recently said about the contemporary experience of being a primary school principal in Australia?

In summary, we found:

- A pathway to principalship is not clearly mapped.
- The principal role requires more than leading teaching and learning expertise.
- There aren’t practical tools and support resources about school operations and management.
- Three common principal refrains:
 1. My core business is teaching and learning, and student outcomes.
 2. Autonomy is critical, but there is a lack of role clarity.
 3. Administration gets in the way of my core business.

The inconsistent or subjective application of autonomy from the system impacts the principal’s view of their role and their ability to do it. Autonomy is system-constrained, perhaps chaotically dynamic, because when the system wants something, that takes precedence over any decisions or direction set at the local level.

Field research findings – what we learned

FINDING 1: Principals are adaptive agents in a complex adaptive system

A primary school operates within a complex adaptive system and the contemporary principal is an independent adaptive agent, constantly balancing the aspiration and demands of the system with the reality of their context.

This is contrary to a traditional view that schools are the physical place that ‘just’ implements government policy and curriculum within a complex system.

The fundamentally adaptive nature being called out in the research is using a service lens to translate ‘autonomy’ (what a principal is conferred by the system) into practice (what a principal actually does, decides, delegates) and provide a way of examining what tools can support the principal’s actions.

Applying the service lens

By viewing the Accountable Role of the principal as an adaptive agent, the service lens then looks to what are the tools that can help the principal adapt to the system demands in their context. That is, what exists to support the accountable role to be enacted?

We found that the service artefacts are effective because, individually, they provide a breakdown from a foundational perspective:

- Why do we exist and what is our intent in our context, in our location?
- Who is involved and what are the connections in the different elements of our organisation?
- How are we organised to operationalise service delivery and deliver services and experiences of value?

Collectively, they identify the Organisational Management accountability of a principal. One accountability of three identified in Finding 2.

The balance of aspiration and demand is more easily planned for by principals, if services can be defined and understood through acceptance of the complex adaptive system view and the principal’s requirement for autonomy (i.e. the right to adapt in their context).

The service artefacts do exactly this. They highlight and define the elements required for enacting a principal’s role beyond instructional leadership. While the macro system may set aspiration and expectations, the artefacts and this research provides a way to navigate through this to meet those demands.

FINDING 2: Three accountabilities of a primary school principal

Through a service lens we identified that the role of a primary school principal, who has ultimate accountability for school

outcomes, can be deconstructed into three identifiable areas:

- Instructional Leadership – because education outcomes are paramount.
- Organisational Management – because a safe, sustainable and stable environment for learning is crucial.
- Culture & Community Establishment – because the environment a principal sets, based on their values, is demonstrated in every interaction.

The service artefacts provide touchpoints that allow the principal to think, plan, and act in relation to the Organisational Management component of their accountability.

Applying the service lens

A school is an enabling environment, for learning, for safety, for student and teacher growth and development and for fulfilling the commitment to education excellence and equity.

In thinking about the education position with a service lens the artefacts looked to deconstruct how a school actually operates. The service lens sees an organisation as a provider and deliverer of services that enable desired outcomes for all users.

Principal: “I’m responsible for developing young people.”

Service Response: “How do I practically deliver on that when I can’t do everything myself?”

Principal: Our core business is teaching and learning.

Service Reframing: We are an enabling environment that facilitates growth of a child through teaching and learning that occurs in a physical space.

The service lens is not to privilege bureaucracy and process over relationships and pedagogy, the intention is to pose: If you look at a school as if it was a service delivery organisation could you undo some of the complexity in some areas that operate like service delivery?

Applying the service lens means statements, beliefs and expectations principals have of themselves can be classified toward practice, tools and boundaries.

FINDING 3: Five principal typologies in relation to Organisational Management

Though principals are all individuals, there are definite types of behaviour and activity in relation to Organisational Management that emerge.

The research has identified five typologies of principal in relation to their Organisational Management approach: Driver, Educator, Energiser, Enabler and Supporter.

These typologies are not about personal style, they are about practice and they help to identify different ways of operating in the service context.

Applying the service lens

Typologies are a service design technique and tool. They look at the key users in a system and describe how to craft tools to support experience. They are based on evidence directly sourced from the lived experience of interview participants.

Typologies are useful in designing the artefacts different principals will use (that is, being open to the fact that they should be designed in a way that facilitates different types of use) and also to enable principals to select the mode of artefact that suits their Organisational Management type.

The typologies are not a comprehensive assessment of principals, but a model for using the service artefacts, they capture:

- What is important.
- What frustrates.
- Preferred tools and techniques.
- Attitude to Organisational Management.
- Organisational Management artefact use.

Evolving the service artefacts for use

The original service artefacts were created with and for a specific principal, in a specific context. The service artefacts came from the world of service design with complex public sector organisations. They were not attempting to reimagine a school as a ‘business’, but they were explicitly intended to highlight and clarify that a school is complex, and that an enabling environment must exist for teaching and learning to occur, therefore – from a service perspective – tools must exist to support understanding and action.

- **As a set** the three artefacts represent the operating landscape and Organisational Management components of a complex organisation.
- **As separate service artefacts** they are one–page visual overviews that deconstruct the practical elements for describing:
 - Why do we exist and what is our intent in our context, in our location?
 - Who is involved and what are the connections in the different elements of our organisation?
 - How are we organised to operationalise service delivery and deliver services and experiences of value?
- **As a practical tool** they were designed for principals:
 - To understand at an overview level the lay of the land quickly, not deeply; and
 - To see the scope of accountability and breakdown.
- **As a communication tool** they are designed as:
 - A memory jogger, that provides a reminder about how things work, to confirm or verify connections and to reduce uncertainty, to initiate action, to get started.

- A quick reference tool for the principal, to provide a sense of confidence on the known, to feel secure at an overview level (not a deep comprehensive handbook).
- A device – for making meaning not instructing, to communicate or generate understanding, to discuss or predict possibility with others.

Service artefact usefulness

Across the board the intent of the service artefacts was validated through the research with principals.

The service artefacts don't present a philosophy or style, but a common – and now tested – representation of the parameters of what is known with regards to Organisational Management. As they are, they:

- Provide a 'template' for a visual or a framework of the types of questions a principal needs to ask about how their school runs.
- Can be used, not as a day-to-day service artefact, but something that helps a principal to get started, get an overview, or share their accountability.
- Need to be timeless, not time bound – a living document of 'how we are running things'.

From a visual and aesthetic perspective, the artefacts:

- Help visualise the fundamentals of what principals should be covering for Organisational Management.
- Must be on a single page for usability, and the graphics should be as simple as is appropriate for the principal to use.
- Are a visual stimulus – so printed, not necessarily published and displayed publicly except for those concerned with Organisational Management.

Tools, not rules

Importantly, the service artefacts are tools, not rules.

The qualification for usefulness with the service artefacts is that they are a tool:

- To be tailored and questioned for contextual application.
- For conversation about what is there, and what is not.

Their act of creation or tailoring presents an opportunity for a principal to reflect on their own world, or engage staff in filling in the details for their own learning, or for aspiring principals to examine the schools they operate in.

But they are not rules, or infallible frameworks that every principal, in every school should 'follow'. They support the critical thinking required of an education leader in the contemporary primary sector in Australia.

How the research could be used

We set out with this research to answer a range of questions about applying a service lens to education. We explored the contemporary understanding of what it means to be a primary school principal; and whether the service lens is useful via the created and tested service artefacts.

The service lens does not *corporatise* the role of principal, but it does provide a language for the aspects of the job that must deliver on compliance, legal frameworks and risk management inherent in running a large organisation.

The result of the research is that principals have assessed a tool and thinking created by principals, for principals that has been proved to:

- Demystify accountability for the new or unaware, and enable understanding.
- Deconstruct education leadership in order to enable action.
- Relieve cognitive load and increase confidence in decision-making.
- Provide a shared reference point – within school, within sector.

The application of the service lens doesn't re-define the Principal, but leads to further broader questions about whether the traditional notion of principal as they are expected to operate is sustainable in the increasingly complex adaptive systems such as education delivery, within increasingly complex societies.

For AGPPA, the research can

- Inform AGPPA's Strategic Objectives.
- Support promotion and advocacy through consideration of where principal-generated tools reside and are accessed.
- Start a conversation or review the type of 'administration' currently required by principals.
- Be used to review or support the induction practice for principals.
- Provide a new language when supporting the wellness and wellbeing of principals at all stages of their career.

For the Education Sector, the research can

- Be shared with Departments and Directorates, Education Offices and Associations.
- Support the evolution of a future education leadership model.
- Be considered as a new type of research approach.
- Be used to consider how to attract new candidates, from different fields, and how they could be oriented to the sector.

For Principals, the research provides

- A contemporary perspective of their role, and a focus on one key aspect of their accountability.
- Immediate access to the service artefacts as they are.

Introduction

“The best ideas emerge when very different perspectives meet.” – Frans Johansson

Where we started

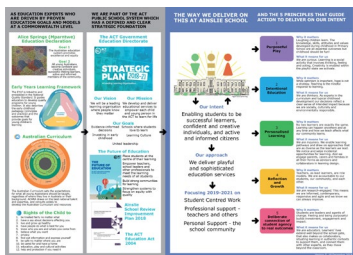
A relationship between an educator and service designers

Between 2015 and 2020, Wendy Cave, an ACT primary school principal and Design Managers Australia (DMA) a small service design agency with specialist experience in education worked together to share and explore expertise and experiences of their respective practices.

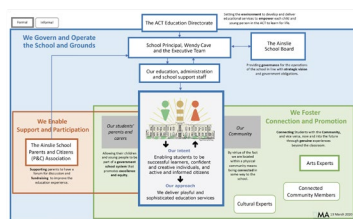
In 2018, when Wendy was appointed to a new school setting with new challenges, the relationship explicitly shifted to examine and support her by using a service lens to explore the principal role. The hypothesis was that a school is actually a complex organisation and that tools from the world of service design might be useful in an education setting.

Over the two year period of working together three service artefacts were developed in response to real-life operational need.

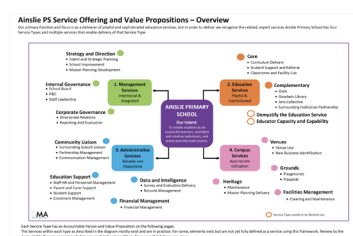
School Strategic Framework



School Operating Ecosystem



School Service Offering



- For the educator, the development of the artefacts in response to immediate operational need demystified and deconstructed the world she operated and led in a new way.
- For the service designers, the application of strategic service design thinking and methodology seemed to have benefit not only for the Principal, and her team’s working day, but also evolved her perspective on leadership in a contemporary education setting.

Over years of use by Wendy, and her informal sharing within the primary sector in Australia and beyond, the two parties wondered: “Might these artefacts and this service thinking support understanding of practical decision-making for all Australian primary school principals?”

Turning the relationship into research

The original parties were able to secure funding through the Principals Australia Research Foundation (PARF) with Australian Government Primary Principal Association (AGPPA) as the sponsoring agent.

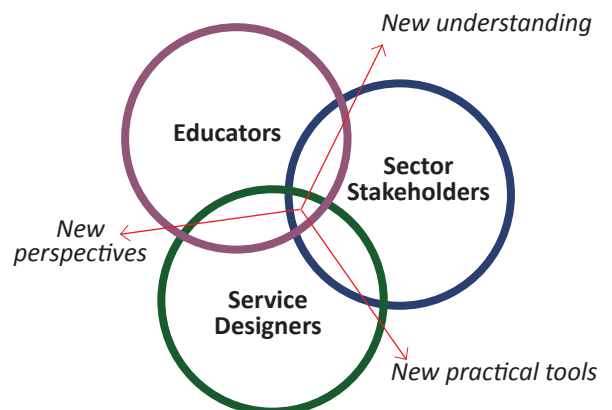
For AGPPA, Principal Associations around the world have for many years been concerned about the changing role of primary school principals. Work intensification has plagued the profession and was the focus of an international conference in Toronto in 2016. Primary school principals have traditionally ‘made things work’ because that tends to be built into their mindset, with a focus on what is best for the children in their schools.

AGPPA is intent on better articulating this role to ensure that government/department resourcing better meets what is required. While secondary schools have continued to be well resourced to support the many roles schools play, primary has sadly been ‘the second cousin’ in this debate.

A new approach for new thinking

AGPPA was committed not only to answering the questions, but also to a new type of research.

Firstly, the project itself comes from a principal’s experience. The service design approach engaged practicing and leading principals in assessing and considering a tool and thinking that is about supporting principals in their context. In connecting the three disciplines there is real potential for new understanding, perspectives and tools:



How to use this document

At its most simple, the research wants to understand three things:

1. Are the service artefacts, that were developed over a two year period in response to specific needs, useful for other principals in their contexts?
2. Does a service lens provide a useful perspective to better understand how to support principals?
3. What is the contemporary landscape and experience of primary school principals in Australia?

Section 1

Executive Summary

Section 2

Introduction

Section 3

Education and Service Design: A Collaboration –

Background into how the Educator and Service Designers worked together, and detail about the resulting three service artefacts.

Section 4

Research Approach 1: Background Research – Approach and methodology.

Section 5

An Agreed Foundation of Knowledge – Analysis and synthesis from the background research into the current state.

Section 6

Research Approach 2: Field Research – Approach and methodology.

Section 7

What We Learned and What It Means – The three findings from bringing together the current state and the lived experience research. Effectively responding to the questions about artefact usefulness, service lens relevance and the contemporary primary sector landscape.

Section 8

Evolving the Service Artefacts for Use – Details of the response by principals to the artefacts and recommendations on how they can be evolved for use.

Section 9

How the Research Could Be Used – Conclusions and how the findings could be used in the short and long term.

The research occurred in three phases over 2022:

- Phase 1: Understand the System (February – April)
- Phase 2: Understand the Experience – current and desired (May – August)
- Phase 3: Refine, Validate and Capture the Findings (August – December)

Education and Service Design: A Collaboration

The Principal's Story, The Service Designer's Story, Three Service Artefacts

This section shares the perspectives and experiences of the educator and the service designers, and details the service artefacts that developed over two years.

The Principal's story

Wendy Cave, current primary school Principal in Canberra, ACT has been a Principal for 16 years and an educator for more than 30 years. Her career has been one of small jurisdiction experience – in itself this brings a particular type of depth through opportunities that open beyond the school. Since entering the teaching profession, humanist, social and constructivist learning theories have driven Wendy's work. Perspectives including Sergiovanni's value added leadership¹ and Hargreaves and Fullan's professional capital served leadership development and practice².

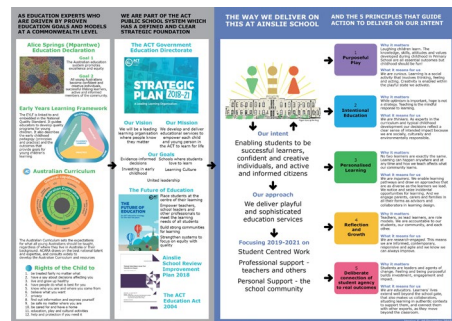
It was an introduction to the discipline of service design with Mel Edwards and Justin Barrie of Design Managers Australia (DMA) in 2015, as a lens that compliments education leadership, that broadened Wendy's appreciation of the possibilities of contemporary principalship. Through regular sessions an examination of education with a service lens provided space for reflection, creation and refinement of strategy. The discipline of service design helped Wendy with a new perspective on determining and understanding what people needed from the school and how it operated.

In 2018 Wendy, was appointed to a school which, while highly regarded by the community, presented issues involving high risk and high emotion. Declining student performance, inclusion of vulnerable families, projected expansion of enrollment, and conservation of a heritage site set a context for a significant change agenda. It was a busy environment, and early observations indicated inconsistencies between visions and values of interest groups.

Her goal was to create positive, productive relationships with and between staff, students, families, Board Members, and the Parents & Citizens Association. Consultation with the community, use of evidence and experts, communication and feedback loops were key to her approach. But it wasn't until Mel and Justin began developing for her school 'organisational management' service artefacts that Wendy's leadership efforts across all aspects of the school – teaching, community and culture, leadership and management began to benefit.

There were three service artefacts* developed over two years that specifically captured the School for a perspective Wendy had not experienced:

A School Strategic Framework

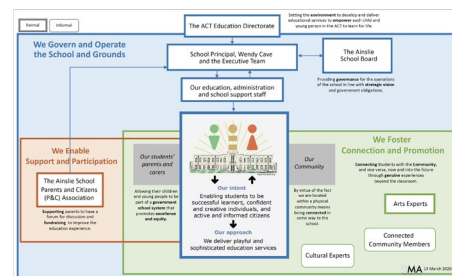


Connects the school and its philosophy – why we exist and what our intent is.

How the service artefact is used:

- Introducing staff, families and visitors to the school and its philosophy.
- Promoting reflection, analysis and critique of practice.
- Enabling diversity of approaches towards a shared vision and goals.
- Supporting the translation, interpretation and alignment of system imperatives to the school's context.
- Fostering partnerships with parents, in child-centred approaches.
- Encouraging innovation and motivation as initiatives evolve beyond a linear, annual plan.

A School Ecosystem



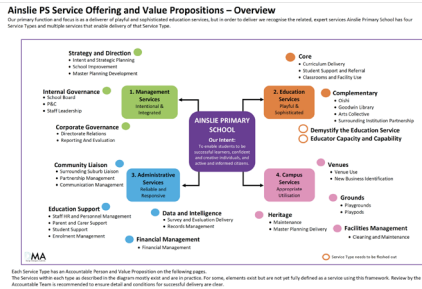
Within a set operating context – who is involved in the different elements of a school.

*The Service Artefacts are detailed from page 16.

How the service artefact is used:

- Inducting office bearers to the P&C and School Board.
- Determining appropriate avenues for consultation, promotion and acknowledgment of people, programs and progress in the school’s continuous improvement.
- Ensuring decision making and governance is transparent, responsive to diversity and reflective of broad views of the majority of the community.
- Staff leadership development.

A School Service Offering & Value Proposition



initiatives and developing the people who create, embed and sustain them.

An opportunity to explore broader use

Over the three years of development, Wendy would share her experiences and the service artefacts with colleagues around the country. The response to the service artefacts, to the approach and to the outcomes prompted her and DMA to apply for a research grant to explore if, and how these service artefacts, and this point of view could be useful beyond the School, and beyond the jurisdiction:

- As an affirmation of the true current state – enabling conversation about the skills and competencies that principals should possess.
- As a planning tool for principals to build site or institution specific strategies around workforce and engagement.
- As a development tool for aspiring principals to be trained, mentored and supported by governing bodies like the Directorate (supported by education providers who move beyond education specific training and degrees).

Encompassing Management Services, Education Services, Administration Services and Campus Services – how we operationalise service delivery.

How the service artefact is used:

- Conceptualising and managing the demands of a complex and dynamic professional work environment.
- Ensuring accountability for multiple services.
- Determining and enabling personnel/line management for each service type.
- Identifying performance development goals and priorities.
- Supporting recruitment of school leaders and administrative staff.
- Balancing multiple priorities and perspectives.
- Privileging and sustaining a focus on people who deliver and experience the services a school provides.
- Promoting wellbeing through the experience of teamwork and shared accountability.

Leading with a service focus supported open dialogue to make inconsistencies in values and practices visible throughout the school. This enabled implementation of a school improvement strategy that has resulted in increased community confidence, staff empowerment, and improved student outcomes.

The three service artefacts synthesised and framed ideas, and offered clarity – a precedent of success. They have supported strategy and alignment of structures and culture from classrooms to community groups. They continue to support constructive interactions, enable diversity and provide springboards for thought and action.

The work of a principal is complex and multifaceted. The service artefacts have supported Wendy’s mindfulness and intentionality in managing priorities, progressing multiple

The Service Designer's story

Design Managers Australia (DMA) was an active service design agency from 2003–2020, specialising in public services. For over five years, DMA built a strong relationship with Wendy Cave and her Executive Teams, exploring the service design approach as it intersected with education delivery. Over the course of the relationship the team had collaboratively focused on three streams of investigation and support:

1. The design of individual services in an education setting,
2. Service design as a lens for strategic organisation of a school as a centre for education delivery, and
3. Improvement of educators and education leadership by applying a service, not only an education lens, to education delivery.

Intent

Service Design work should only take place if there is a design question to be answered – not just as ‘blue sky’ thinking. In this case having seen and supported Wendy in the operating environment she was working – ACT Public Education – a clear intent emerged to see if strategic management models and the concept of Principal Leadership could be augmented by other disciplines.

The intent was to answer the service design question:

“Can we establish a more robust, contemporary and evolving leadership framework for principals by bringing a clear service design lens to education.”

This intent was supported by DMA’s extensive knowledge of service delivery across multiple government service systems. Service Design enables the exploration of services from a topic-agnostic position, bringing the service artefacts, techniques and knowledge of related systems to improve all.

The key areas of cross system knowledge that were brought to the education context in order to answer the intent were:

- Public services are a deliberate and planned interaction in the user’s life and therefore should be clearly structured strategically.
- Service delivery in a public sector context is complex and therefore any design of services must reflect the multiple dimensions of delivery.
- Operations that underpin service delivery include the collaboration of multiple roles, bureaucratic and hierarchical management systems, and clear rules around operation, such as agency agreements. They are not often open to flexibility and change.

Logic

There are two lines of logic in a service design approach to understanding education leadership:

Logic of the present

The job of service design is to formalise, name and test the effectiveness of what is informally known. On typical design projects this is undertaken through ethnographically-based research such as observation, interviews with members of the service system and quantitative research where available.

Formalisation of the known enables demystification of the system and clear measurement of the effectiveness of the system-in-operation. It also enables clear service improvement strategies (for the deliverer or the user or both) to be put in place.

In this context it was clear that anecdotal references to the ‘broad responsibilities’ of a principal were known to the principal community. However, the ‘myth’ of the principal who goes beyond purely pedagogy and instructional leadership needed to be formalised and named.

Logic of the future

By naming the current system in operation through a service lens, defining, iteration and expansion of services can take place. This occurs for the service designer through prototyping and co-design – but cannot take place without a model in place from which to iterate and test.

The logic DMA started with was that no government service system is unique – any points of difference comes from specific goals, business rules and application of services to specified user groups.

With this logic in mind, the thinking and models were developed through our interviews, analysis and application of knowledge of the school operations at a number of primary schools in the ACT, and direct work with the governing Education Directorate as well.

The model logic was clear – education services comprise an important but not singular part of the contemporary education leadership model. The associated services require as much, if not more, attention for the principal, as they are often assumed or informal (in current operating circumstances) and under-invested.

Promotion to principal, and the building of teams by that principal, can reflect a dated notion that good educators ‘with some additional skills’ are what is required. Incidental roles such as administration and facilities, though recognised as crucial, are generally junior/subordinate and often part-time in focus.

An opportunity to explore broader application

The broad position as service designers is that contemporary educational leadership fits the organisational concept where education services are just one of many services provided within a school.

Applying a service lens means the role of a principal requires being organised in order to operate in an interconnected system. This requires discipline and rigour, to what can be viewed as emotional and relationship management work. The term 'enabling environment' is appropriate in similar service settings because a school has a lot of other things operating and working, other than just a young person's development.

And in order to do that well, so principals are not constantly fighting tension because all the services are not articulated in one way or the other, they require tools that allow delivery in a planned way – that is what contemporary education leadership does.

In practice, what the service artefacts appeared to do was enable a principal to hear what someone with a need/want is saying, and to respond with a mental model that says: "that belongs here and we are, or we are not addressing that this week" or "I hear what you're saying and you know what, I know you're complaining about the classroom, but actually you're right, our administrative services are not up to scratch and it's not actually teacher's fault that the note wasn't sent home, I'll take care of that."

In an industry with no shortage of education frameworks, models, guidelines and other written tools, the development and use of the three service artefacts, as well as their physical appearance (on a page, simple visual intent, easily adaptable) seemed to be having the same constructive impact as other service design tools created for other complex organisations. The fact that the principal is at the centre of the complex system for a length of time, with evolving relationships with those in it, just highlighted the dynamic and complex nature of the contemporary primary school.

From a Service Design perspective – dealing in complex organisations and bearing witness to the evolving societal complexity and challenges in the education space – the opportunity presented to research the tools effectiveness gave voice to practical opportunities:

- **Mastering complexity** – If you started as a principal would this help you to master things more quickly or run things better so that you could focus on whatever you want to focus on?
- **Tools that support decision-making** – Do the service artefacts enable you to think about your organisation, or is coming up with the answers an activity that needs to be guided?

- **Leadership and leading** – This is about the service, not the person so our critical point of testing is do these service artefacts enable education leaders to *lead*? (Rather than, are these service artefacts something that leads to the development of educational leadership?) They seem to allow for the question "What kind of principal do I want to be?" While they don't constitute education leadership, do they enable a perspective for a leader on what they do?
- **Education system compared to other complex systems** – Whole global systems are built on this service delivery recognition. If the overwhelming feedback through the research is that they're not usable and there's no potential for the service artefacts in an education setting, the really interesting question is why not? Why does education think it's different to equally complex organisations such as defence, justice, tax, super, law.

What is Service Design?

A service is the seeking and receipt of a specific outcome of a customer/ user across a range of interactions and touchpoints over time. The value of the service is as much about the quality of the experience for all the people involved (customer, service provider) as it is about the resolution as it exists within people's existing complex world.

Service Design is the process of identifying opportunities for service innovation and improvement through a holistic view of customer/user and business/organisation needs and experiences, crafting all aspects of the service journey from strategy to process to system to product.

Service designers work with organisations to understand if services and their business are working:

- How they are intended to; and
- How potential/current users and customers want or need them to.

This matters because it enables an organisation to consider how to understand and make decisions on:

- Opportunities for improvement.
- How strategy drives efforts.
- How the organisation is structured to deliver the services and experiences created – from systems and technology, data and information, through business processes and activities, ultimately to enable products and service delivery to customers, users and stakeholders.
- The impact of all of the above on services, to staff and customer experience, to the way the organisation's business works.

Why a service focus matters

The world of services and service interactions is crowded with variations of the same platforms, tools, and products. More than ever, the public sector competes with customer expectations based on their private sector experiences. It is service that differentiates. Service is what turns an idea, invention or product into something that people or businesses use to consume that product or experience. Service delivers and supports the interactions that help people and businesses to achieve their goals.

Customers expect authenticity, but also efficiency and responsiveness. They demand adaptiveness but also consistency as they move through interconnected technologies, channels and experiences.

Service is at the heart of making sense of these seemingly conflicting demands, because how the demands support customer outcomes isn't through brand, technology or costs alone (though they are important). It is through service. And through the discipline of service design there is a repeatable and scalable way to achieve optimal, sustainable and differentiated service experiences.

Outputs of applying a service lens – three service artefacts



Service Artefact 1

A school is a complex organisation – subject to a range of demands and opportunities from multiple stakeholders. A school ultimately delivers services to humans through humans, and like other complex organisations, there are foundational questions that must have answered in order for the organisation to, if not exist, then to be manageable, sustainable and able to grow:

1. Why do we exist and what is our intent in our context, in our location?
2. Who is involved and what are the connections in the different elements of our organisation?
3. How are we organised to operationalise service delivery and deliver services and experiences of value?

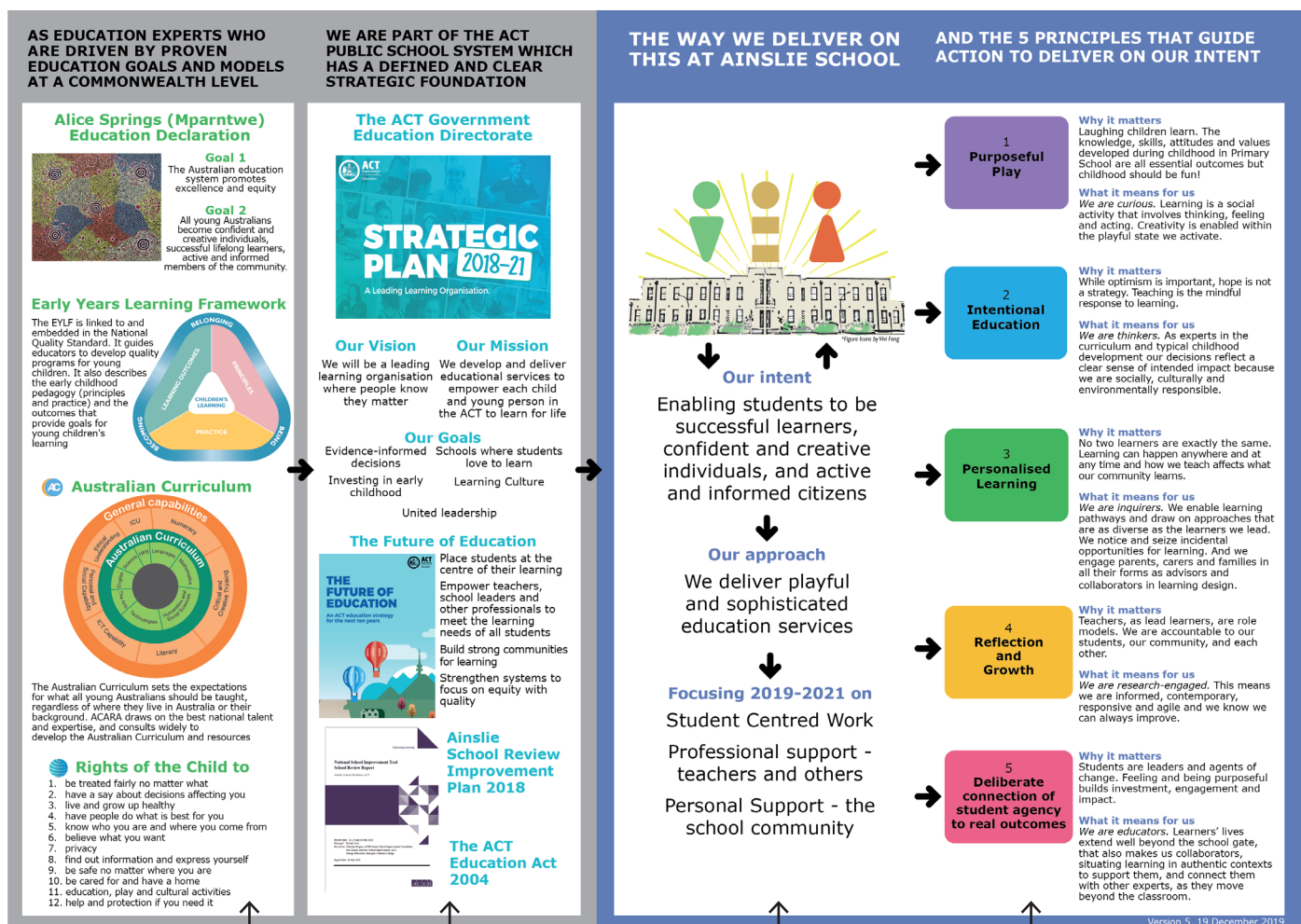
THE STRATEGIC FRAMEWORK

Why do we exist and what is our intent in our context, in our location?

There is a difference between an outcome (“I’m responsible for developing young people”) and a Strategy (“I’m responsible for providing an enabling environment where anyone can develop in the way that they need to”). The Strategic Framework is essentially a service artefact designed to use a service lens to give Wendy control in her suboptimal operating service environment.

The Strategic Framework was the first service artefact developed. It emerged from structured and informal conversations with every staff member, key parent bodies and student representatives, in an effort to capture and articulate shared

Ainslie School's Strategic Framework, current as at December 2022. The first version was created October 2018.



Foundational strategic reference points created and set at a Commonwealth level and expected to be common (if not directly applicable) to all schools and educators in the Primary Sector.

Local directional and foundational reference points – from a Territory perspectives to a school perspective, i.e., improvement plans.

Specific school messaging that reflects the connection to State and Commonwealth levels, but more importantly, captures the philosophy and style of the school.

Values or principles that capture ‘how we do things around here’ – reflecting all the humans involved – teaching, administration, students.

values and beliefs. Aligning personal visions to commitments and strategies of local and federal education authorities raised the significance and relevance of our work.

Development motivation

A principal brings in their assumed knowledge of how the education system operates from their experience as a principal. Often, they have a clear set of principles/statements that provide their “moral purpose” – based on their own theoretical foundations and lived experience. In this instance, Wendy’s foundations were as Humanist, belief in social learners, constructivism and self–determination.

A Strategic Framework was necessary in her role as new school leader as it captured the Australian Government and local position and direction that formed the foundation for education at the primary level. And, in a Government School especially, the principal’s (who is appointed to the role) own foundations. For an experienced principal with a clear position the service artefact would draw out “what kind of principal am I and how we do things (deliberately) around here.” This went beyond pure education pedagogy and education outcomes.

Service design was a way of deconstructing a range of anecdotal and informal knowledge that was actually driving the service system.

Service artefact development

Wendy had moved into a place where there was effectively a commercial/consumer angle as a dominant behaviour in the new community of people she had entered. Parents/Carers and surrounding community were used to questioning pedagogy,

approach, and environment, with a seemingly individualistic focus. Essentially, a power system existed with a misalignment between professional education and parental expectation. This was reflected in the outcomes of School Review that was scheduled to occur before she began as principal, where empirical evidence showed NAPLAN results were low; a purely education– derived metric. She could hardly counter her users with a purely educational response because that wasn’t actually driving the school.

In Wendy’s case, without a clear strategic framework, she was being responsive to the reality of the system in operation, not a clear service system. The strategic framework and the conversations around it gave her the reference to say: “Because we have these foundations we need to do this” (instead of saying, “I think we should do this – just trust me”).

Service artefact construction

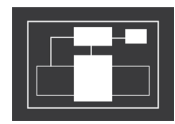
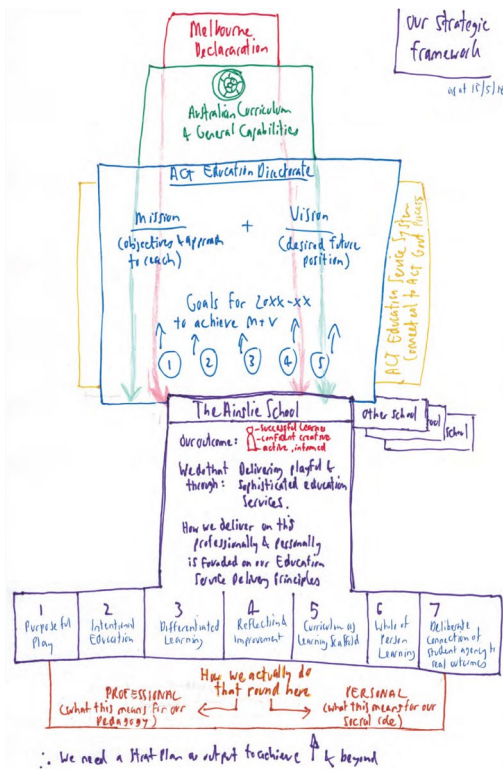
The service design construct – through the visual of the Strategic Framework – allowed for Wendy to get some immediacy of change and action. Whereas, if there was only a focus on Education/Curriculum practice and then measurement through NAPLAN results change might take two to six years to see results.

The Strategic Framework is effectively an articulated intent – the ‘why’ you exist, that incorporates a principal’s vision for the direction and style of a school. “How we do things (deliberately) around here” because all schools must respond to the needs of students first, and to the contemporary environment in which they operate.

As a visual representation, the Framework invites others to join in a conversation that has clear foundations and boundaries, based in government direction, pedagogy and that celebrates the ‘style’ of the leader of that organisation. In its one-page form it is used during recruitment rounds and staff induction to situate the school ethos, and enable discussion of the guiding principles in practice in the delivery of education.

It has allowed the Executive Team to develop its confidence to shift from ‘goal-oriented’ to ‘intent-oriented’ especially as Ainslie School, a historically respected and successful school within the ACT public school system will always have a range of points of evolution and opportunities presenting.

Original sketch from May 2018 based on discussion about what known foundations exists



Service Artefact 2

THE ECOSYSTEM

Who is involved and what are the connections in the different elements of our organisation?

Much of the groundwork for developing the subsequent service artefacts came from the deep discussion and synthesis that went into the Strategic Framework development.

Development motivation

The trigger for developing the Ecosystem, almost a year after the Strategic Framework, was again to provide Wendy with some rightful control. In the absence of a set directive, and in the presence of the proliferation of new communication and social tools Wendy needed to own a conversation about how the school was promoted and discussed.

Further driving the need for an ecosystem view were the constant evolving directives (even before COVID-19) – in this case there were ACT Education Directorate initiatives such as School Master Planning and the CBD and Light Rail Corridor development, along with Ainslie’s own internally driven expansion into the arts and culture.

The Ainslie primary school Ecosystem was developed to support the management of the strong Parents and Citizens Association membership encountered in Wendy’s first year at the school. An interest in business operations and the imposition of specific views on operational matters, often outside of the actual constitutional role of a P&C as defined by broader government regulation, required stealthful work in establishing boundaries, points of intersection and expectations for constructive and productive engagement. The service artefact captures the roles multiple groups play within the school so that there is certainty about intent and assurance new ideas and approaches work well with existing efforts.

The motivation here was to also open up the awareness and

conversation beyond the established groups (a minority) to the broader, currently unrepresented members of the community (the majority).

Service artefact development

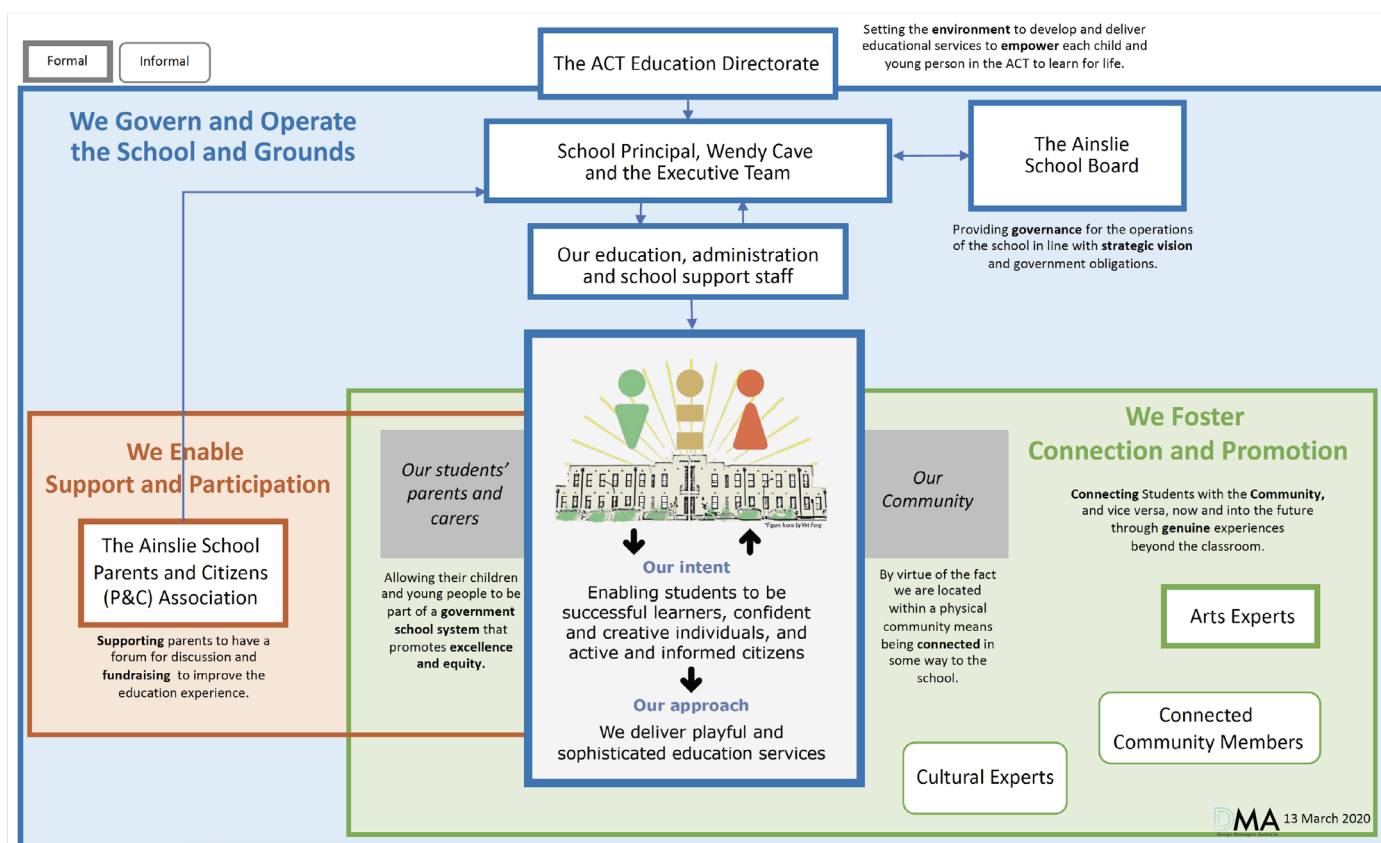
The Ecosystem is an operational document in the purest sense. It is the next level from Strategic Framework in that it describes how I (as principal) will treat/interact or engage with different groups, by identifying who exists and why. That means, before considering developing new groups or channels, the existing ones are understood.

The Ainslie School Ecosystem exists within a set operating context; a government funded school within the public education system. That means

- **We are Directorate-driven**
Which means we work within established processes and deliver on the intent of the Director General.
- **We seek outcomes for all**
Which means we are focused on all of our young people and their education outcomes
- **We must be accountable and transparent**
Which means we must be open about our decisions, clear about our processes and focused on delivering on the investment in our school for all.

This means that Ainslie must always seek out the broad views of the majority of our community, reflect and respond to the

Ainslie School’s Ecosystem, current as at December 2022. The first version was created March 2020.

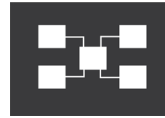


diversity that presents and ensure that all are part of the Ainslie School story.

Service artefact use

The Ecosystem is not a public document. It is an *operational business tool*. This Ecosystem captures the roles multiple groups play within the school ecosystem. That means there is certainty about intent and ensures new ideas and approaches work well with existing efforts and planned innovations.

When supporting potentially volatile groups within the ecosystem the service artefact itself sets out the areas of governance and accountability that confirms to all users and audiences that the principal, in a government school in particular, is appointed, not elected. It also allows the management of wider voices into the conversation because it recognises the boundaries of existing groups. Additionally, that any public voice from the school should be carried/sanctioned by the public servants accountable.



Service Artefact 3

THE SERVICE OFFERING AND VALUE PROPOSITION

How are we organised to operationalise service delivery and deliver services and experiences of value?

Development motivation

The Strategic Framework used strategic service design techniques to articulate the school’s ‘why’. The Ecosystem used practical design techniques around visualisation and planning to articulate the school’s ‘who’. But the Service Offering was design work to take thinking beyond education.

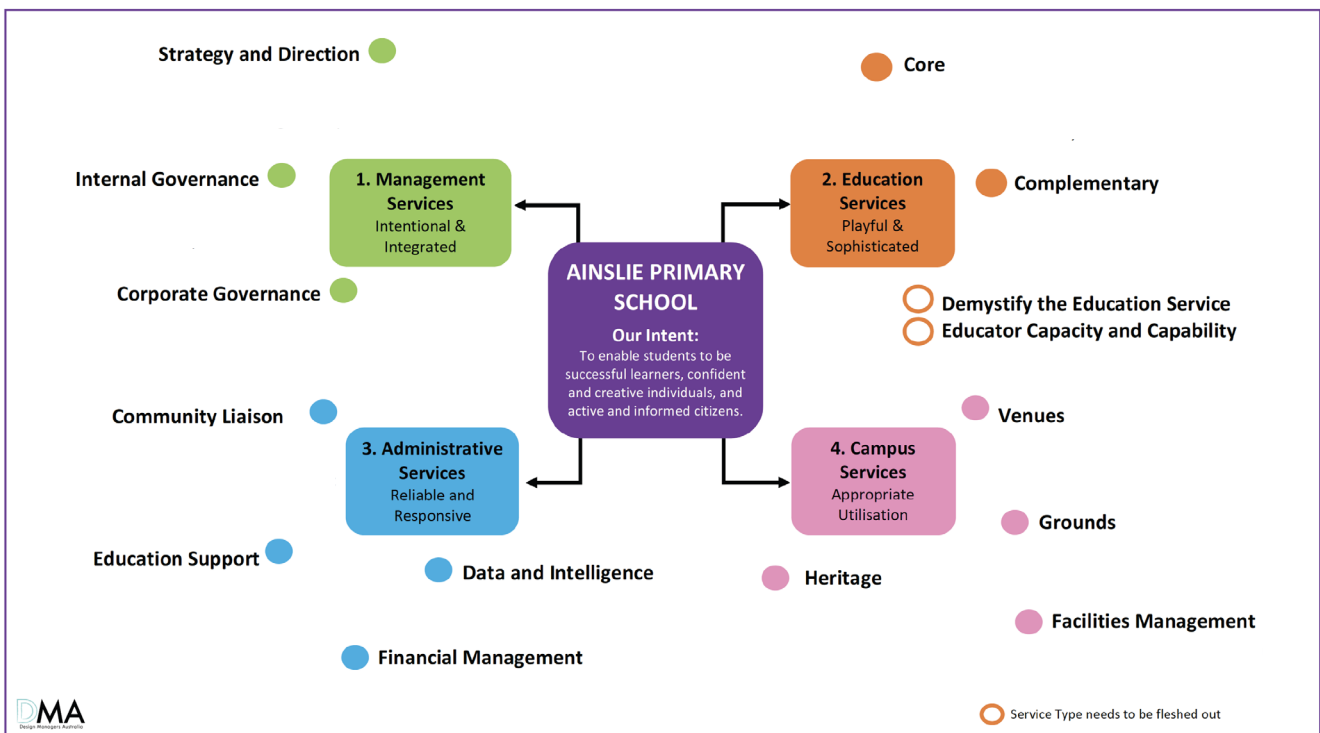
Its development ‘trigger’ was DMA as service design professionals who designed and developed similar tools for similarly complex organisations to enable decisions to be more holistically made about potential offerings, management of services as they evolve, or are added to, which aligned accountabilities and governance.

The development of the Strategic Framework first enabled conversation about governance and intent. The Ecosystem meant there could be talk about the organisation of effort

Ainslie School’s Service Offering, current as at December 2022. The first version was created July 2020.

Ainslie PS Service Offering and Value Propositions – Overview

Our primary function and focus is as a deliverer of playful and sophisticated education services, but in order to deliver we recognise the related, expert services Ainslie Primary School has four Service Types and multiple services that enable delivery of that Service Type.



Each Service Type has an Accountable Person and Value Proposition on the following pages. The Services within each type as described in the diagram mostly exist and are in practice. For some, elements exist but are not yet fully defined as a service using this framework. Review by the Accountable Team is recommended to ensure detail and conditions for successful delivery are clear.

and tactics. It was during the development of the Ecosystem that the need to categorise different service areas resulted to define what was actually done when the System says :

- We govern and operate the school and grounds.
- We enable support and participation.
- We foster connection and promotion.

The Service Offering is the synthesis of an exploration of the contexts in which Wendy operated, and the complex organisation she leads. It reflects the services the school provides that are separate to education, and the people, places, activities and events that support these aspects of work. It brings the school's intent to life, and ensures the offerings are clearly defined in terms of why and for whom.

Service artefact development

Following a series of sessions discussing the notion of a 'menu of services' for Ainslie – prompted by Wendy and the parallel planning around the COVID-19 situation where home learning was put into practice – DMA developed a draft view of the Ainslie PS Service Offering and Value Proposition (SOVP), which highlighted services that were additional to 'education services'.

For Ainslie, the primary function and focus is as a 'deliverer of playful and sophisticated education services' (their Strategic approach), but in order to deliver it was recognised that there were related, expert services. These fell into four Service Types, and had multiple services to enable delivery of that Service Type.

The Service Offering has three parts:

1. A breakdown of Service Types – these were refined from the service groupings developed for the ecosystem:
 - Management Services.
 - Education Services.
 - Administration Services.
 - Campus Services.
2. A breakdown of the services within those groupings to a description level – for the most part these activities/ functions/accountabilities existed at Ainslie, they were just not called out as such, or connected with like areas.
3. A value proposition for each of the services.
This broke down each area, group and sub groups in detail:
 - What the service meant
 - How it worked at this school
 - Who was involved
 - Measures of success

See Appendix 6 for the detailed breakdown of the four service types.

It is important to note that while the Strategic Framework is effectively topic-agnostic – you could use the same format for a hospital or any government service agency, the SOVP is a

statement of intent, not a quality measure. It is quality agnostic and 'timeless'. The SOVP says "this is what we offer here" but must be underpinned by business rules, which might change, and delivered with defined skills and competency. The SOVP is not intended to reflect those.

Similarly, while the Value Proposition of each Service Type provides broad measures of experience, the quality of the experience is not articulated, just the outcome.

There will always be a difference between the service and the skills or competencies required to deliver that service. Being a nurturing teacher as opposed to a non-nurturing teacher, both of which might be legitimate in different circumstances, are absolutely able to exist under the SOVP. The service doesn't determine the skill or the role.

Service artefact use

As with the ecosystem the SOVP is not a public tool. It has proven to be the most practical business tool, used:

- As a business manager tool during Recruitment activity.
- As a means of engaging with Heritage partners on extending the campus facilities.
- As a way of considering workload when new opportunities arise. The descriptions give a means to reflect on what a person is accountable for (so they don't take on too many things).
- As a lens to assess the spread of Major Projects, the SOVP has provided a business tool to discuss effort and measures.

An unanticipated twist

During the 2020 school year and the COVID-19 pandemic, the value of these tools was brought to the fore. In a time of unparalleled uncertainty for schools and school communities, the three artefacts became critical and much used reference points:

- **The Strategic Framework** highlighted for teachers, students and families continuity of purpose, approach, and programs. It also exposed the many opportunities for progressing a personalised learning agenda during a shift to remote delivery.
- **The Ecosystem** supported consultation management and assurance of the quality and timeliness of decision making as the medical emergency unfolded and information emerged from multiple stakeholders in government. During COVID-19 restrictions and Government directives the visual of the ecosystem enabled concrete discussions about who was needed to talk to, how they would be reached, and what level of prioritisation for ongoing engagement might be necessary. It also meant, as new digital tools appeared almost everyday during the 2020 school year, assessing the ownership of the tool and who would sustainably provide support for use could clearly be discussed and agreed.

- **The Service Offering and Value Proposition** helped to place responsibilities and accountabilities for developing education, management, facilities and administration requirements with the right people. The school drew on our value propositions to ensure remote delivery of services fulfilled existing, new and emerging needs of families and collaborators. The coordinated response supported the trust, confidence and wellbeing of students, staff and families at this time.
 - In terms of articulating the services responsive to business rule changes, during COVID-19 2020, under Campus Services there are identified services related to Venue management and use of physical facilities, and a service relating to Grounds access, based on a 'range of approved circumstances'. With Pandemic guidelines and restrictions the services remain, but the business rules governing their particular use has changed, based on what's happening at the time.
 - More recently with Rapid Antigen Test (RAT) distribution in Term 1 2022 and discussion about who should do it, Wendy was able to identify it as a Community Liaison activity, and as public servants, it was the job of Ainslie

to distribute. It was for the principal to deal with the cost incurred, but a decision was able to be made quickly for immediate action, and with precedence.

- During COVID-19 2020, with the shift to home learning, the website had to become the virtual front office – the school looked at all the Administration and Campus Services to work out what that meant in practice to a cohort who was used to popping in to reception.

Finally, the communication artefact below was quickly developed and distributed to all teachers and parents within one week of the lockdown announcements in the ACT.

Communication tool developed from the service artefacts for 2020

Home Learning with Ainslie School | How it works and how we'll support you

We are moving through extraordinary times right now. For some we know you are actively managing things; for some, just coping; and some of you we know may be struggling. This reference sheet is to set your mind at ease in regards to your child's continuity of learning. Our partnership with you is key. Through our relationship and regular connection with you, we can do what we do best – support you and your child's learning, allowing you to do what you do best – parent and be a family.

How Ainslie is setup for this

The ACT Public School System has a clear foundation we are working within

Within that system we are on the front foot because of our clear intent and approach

Our intent
Enabling students to be successful learners, confident and creative individuals, and active and informed citizens

Our approach
We deliver playful and sophisticated education services

As with all staff at Ainslie our actions and delivery are guided by 5 Principles

- 1 Purposeful Play
- 2 Intentional Education
- 3 Personalised Learning
- 4 Reflection and Growth
- 5 Deliberate connection of student agency to real outcomes

How Home Learning works

First and foremost, you are the people best positioned to know what's happening at home and where everyone is at emotionally and practically. What Home Learning involves is:

- Some structure
- A little time for formal learning
- An abundance of play

And we all have a role:

Ainslie School		
Teacher role is to:	Student role is to:	Parent/Carer role is to:
Contribute expertise in curriculum, learning and child development	connect	connect
manage	think	support
guide	collaborate	notice
mentor	research	communicate
provide advice	self-manage	communicate
consult	inquire	connect
connect		

How we'll support you

Each Day
Communication with classroom teachers. This includes a combination of individual and/or group points of contact through the Google Applications.

Each Week

- Whole school communication through the Altiora and Monday's virtual gathering.
- Ideas to spark learning through Ainslie's Education Team including our specialists.
- Opportunities to connect with your child's classroom teacher to discuss progress and next steps, and share experiences of home learning.
- Examples of learning in action shared via the Seesaw platform.

Each Term
An overview of the Achievement Standards from the Australian Curriculum and lines of inquiry that will frame learning experiences.

PLEASE REMEMBER

- First, take care of your family's health and wellbeing as well as your own.
- Home Learning is NOT about turning home into school or parents into school teachers. We are here to support you with your child's learning.

↑

Content for context directly sourced from the Strategic Framework

↑

Development and creation activity delegated as a project and overseen based on the Service Offering categories.

↑

Who and for what quickly identified and categorised based on the Ecosystem.

Three Education Systems

While AGPPA is a Government focused association, because this research is focused on primary schools, they supported a commitment to including principals from the Catholic and Independent sectors in the participant sample, to test the transferability of the thinking in their environments.

Government schools *(source: ACARA)*

In Australia, government schools receive funding from the relevant state or territory government. A school is an education establishment that satisfies all of the following criteria:

- Its major activity is the provision of full-time day primary or secondary education or the provision of primary or secondary distance education.
- It is headed by a principal (or equivalent) responsible for its internal operation.

Catholic schools *(source: *Australian Catholic Education Statistics 2021)*

A catholic school is a Christian parochial school or education ministry administered by adherents of the Catholic Church. The schools include religious education alongside secular subjects in their curriculum. Catholic schools are faith communities based on belief in God and a Christian way of life.

In Australia *"Diocesan schools are administered by the Catholic Dioceses under the authority of the Bishop. Under Canon (Church) Law, the Bishop exercises responsibility through a local Diocesan Catholic Schools Authority, which provides direct administrative and educational support to the schools in a Diocese. All Diocesan schools operate within state and territory Catholic systems. Other Catholic school authorities are conducted and administered by Religious Institutes or Ministerial Public Juridic Persons (PJPs)."

Independent schools *(source: isa.edu.au)*

Independent schools are a diverse group of non-government schools serving a range of different communities. Independent schools are not-for-profit institutions founded by groups in the community and are registered with the relevant state or territory education authority. Independent schools are set up and governed on an individual school basis, connected directly to their community and answerable to their own governing board or management committee.

Resources and funding

School funding is delivered by both the Australian Government as well as the States and Territories to:

1. Non-Government schools (e.g.: independent, Catholic): the majority of public funding is provided by the Australian Government, with the states and territories providing the rest.
2. Government schools (e.g.: state schools): the majority of public funding is provided by the State or Territory that the school is located in, with the Australian Government providing the rest.

Research Approach 1: Background Research

Existing Primary and Secondary Sources

Background Research

The first third of the project was the background research.

Two areas of focus were identified in order to locate background reading

- Service Design perspective
- Educator Perspective

We located 29 Research Papers, primarily Australia-specific, but a number of American and European papers also.

We examined each of the eight State/Territory Education

Department or Directorate websites for strategic direction, principal resources and support material and any improvement frameworks or directives.

Research into the New Zealand experience was undertaken, with the Ministry of Education website being the main source, and the website created by the Ministry for 'Education Leaders' containing information and ideas for day-to-day concerns as well as professional learning support and career pathway information.

Method for locating background research papers

	Service Design	Principal Induction and Support
Definitions applied	<p>"What research papers exist that explore the notion of school as a designed complex system, in which services are delivered....</p> <p>'Services' not in a consumerist–ethos, but as a 'public' service.' a service intended to serve all members of a community, usually subject to regulation beyond what 'private' services are subject to, delivery of public policy that's been made in the public's interest and with its motivations.</p>	<p>"What research papers exist that explore the effectiveness of induction and support for principals?"</p>
Keywords	administration organisational structure, services, management	induction support wellbeing position role description
Search Strings Used	<ul style="list-style-type: none"> • school as a service industry • education and service design • service thinking in education • –pre–service +service –in–service +education – service–learning • school as a complex system • school as a complex service system • school as a service • how to design a school • apply service design to a school • –service delivery models (refers to special education services) • – School as a Service –education–as–service (refers to cloud–based platform delivery, is student–centered rather than teacher–centered; learning is customised for every student) 	<ul style="list-style-type: none"> • principal induction • approaches to support principal wellbeing • leadership effectiveness • professional accountability • approaches to support principal wellbeing

An Agreed Foundation of Knowledge

Three Areas of Focus: Primary Sector Education System, Primary School, Primary School Principal

Design research seeks to understand, interpret and validate how things are ‘supposed to work’ based on existing knowledge and data before embarking on deep further questioning.

Sectors and individuals are often asked in myriad surveys and research projects about what they experience so it was important to understand as much as possible of what had been said and what system knowledge existed, as well as what knowledge was assumed.

That meant, before testing the service artefacts themselves against the lived experience of principals, the first research activity was to gain understanding of the current state of the education system by looking at contemporary pieces of primary and secondary research into the principal experience from Australia and international papers, and consulting all official Government, national and local, websites and foundational strategic papers for each of the eight Australian jurisdictions.

There are three areas of focus the background research activity examined:

1. The Primary Sector Education System.
2. The Primary School.
3. The Primary School Principal.

The Primary Sector Education System

Starting with the Australian education operating landscape, specifically focused on the Primary Sector we asked:

- What are the tiers of governance and policy that intersect with accountable roles?
- What are the information and resource flows across the different levels?
- How is it supposed to all fit together?

National level – The National Education Vision sets the aspiration

At the top level, Australia has a national education vision, the Alice Springs (Mparntwe) Education Declaration (December 2019). The Declaration sets out a vision for education in Australia. The Declaration provides a common language and direction for all Government schools.

The vision is:

“For a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.”

The Education Declaration has two distinct but interconnected goals:

- Goal 1 The Australian education system promotes excellence and equity.
- Goal 2 All young Australians become:
- confident and creative individuals.
 - successful lifelong learners.
 - active and informed members of the community.

The achievement of these education goals is the “responsibility of Australian Governments and the education community in partnership with young Australians, their families and carers and the broader community.”³

Australian Government level – Resources to support ‘best practice’ to deliver on the vision

At the Australian Government level, National Agreements are developed with each State/Territory Education Minister which provide consensus on the fundamentals of Australian education and education delivery. This provides strategic and operational alignment across the country as well as standardised quality delivery frameworks.

At this level there are three broad areas of coverage:

- **National Reform Agenda – what continual improvement is expected**
The National School Reform Agreement sets out eight national policy initiatives against three reform directions that all government parties have agreed to implement across the five years to December 2023. After this time the Agenda is reviewed and renewed.
- **Educational Content – what must be covered in schools**
The Australian Curriculum, Assessment and Reporting Authority (ACARA) is the independent statutory authority responsible for the development of a national curriculum,

a national assessment program, and a national data collection and reporting program that supports learning for Australian students.

- **Education Leaders and Deliverers – who are qualified to deliver and the professional expectations that must be met**

Standards and Frameworks guide and measure excellence in teaching and school leadership through the Australian Institute for Teaching and School Leadership (AITSL). AITSL provides national leadership for the Australian States and Territories in promoting excellence in the profession of teaching and school leadership.

State/Territory level – strategy and delivery

Strategic Layer – Resources to support ‘best practice’ to deliver on the vision

At the State/Territory level there are eight separate Departments/Directorates whose role is to set direction, measure quality and govern primary schools through their own local agencies and bodies.

Legally, all schools must adhere to their local State/Territory:

- Education Act.
- Teaching Regulation Authorities.
- Relevant education advisory committees and councils.

At this level Catholic and Independent Schools additionally have their own directives, quality measures and governance. Catholic and Independent schools must adhere to the broad requirements of Australia’s education system but additional curriculum focus and operational directives for the leadership, efficient operation, and management of the schools resides within the Schools and with their own governing bodies.

At this level the supporting Department or Directorate provides policies and procedures and sets expectations and accountabilities for how the education system in the local area should operate. This includes:

- Recruitment of Senior Staff.
- Job Expectation and Description setting.
- Annual Planning Cycles, Continuous School Improvement Frameworks.
- Four–Yearly School Reviews.

Any additional direction or expectations for delivery of local curriculum elements, local policy and directives e.g. Health, Justice, Community is also provided through the State/Territory Government mechanisms.

Also at this level are those accountable for the State/Territory leadership, such as Ministers, Premiers, Chief Ministers committed to improving education, and/or the intersection of education with other societal aspirations. These Offices consult with interested entities (such as Advisory Groups, Industry, specialist sectors and partner Ministries) to explore needs and opportunities. Any resulting initiatives/ change programs /local agendas are in addition to the school’s own planning cycles.

Examples: Inclusion Agenda, COVID-19 Responses, Directorate /Government Education Reviews, Positive Behaviours for Learning (via DESE Student Wellbeing Framework).

Delivery layer – centralised delivery structures and support/ resources directly with Schools

Directly to the primary school – usually through the connection with the Accountable Role (the principal) – support and resources for each school in the local area occurs. Including:

Department Connected:

- Regional Support elements.
- Department/Directorate Officers and Support.
- Network/District Support.
- Improvement Officers.

Sector Connected:

- Professional Associations such as Peak Bodies based on Profession.
- Unions.

Individual Level – The Accountable Role and a physical location (i.e. the principal and the primary school itself)

There is a single Accountable role in the system that connects all the layers to the primary school; the principal. Although, the principal mostly operates as a sole entity, they have a number of collective feedback loops up through the multiple layers – through department/directorate support roles, professional peak bodies and unions.

Each primary school operates to deliver on the Australian Government, State/Territory functions and accountabilities through professional educators and staff who manage and deliver on those functions and accountabilities.

Societal level – societal expectations and environmental factors

Each School has a physical and societal presence in their community. Schools are usually an essential and integral part of every community. The combination of these elements is what is commonly known of as the ‘culture’ of the school.

As such there are broader societal, socio–economic, geographical and environmental factors that each school must take into account:

- Needs and expectations of Parents/Carers, Society, Community, Industry and business.
- Marketisation and Competition – for all types of school (Government, Catholic and Independent) this is in activities to attract and retain enrollment. For non–Government schools the marketing is often about the particular school attributes and reputation, for Government schools promotion is aligned to the benefits of the public school system itself.

The Australian Primary Sector Education System - the Operating Landscape

Australia has a national Education Vision

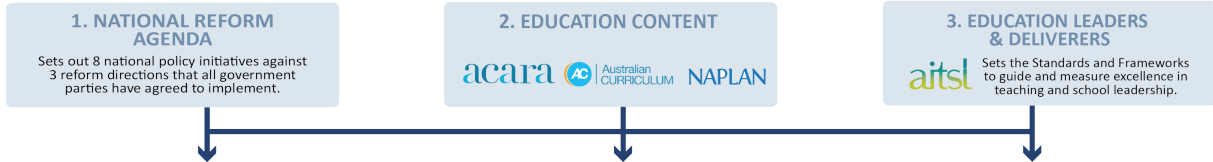
Our vision is for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.⁴

The Education Declaration has two distinct but interconnected goals:

- 1 The Australian education system promotes excellence and equity
- 2 All young Australians become:
 - Confident and creative individuals
 - Successful lifelong learners
 - Active and informed members of the community.

At the Australian Government level, resources to support 'best practice' to deliver on the vision are created. For alignment, National Agreements are developed with State/Territory Education Ministers.

There are three broad areas of coverage:



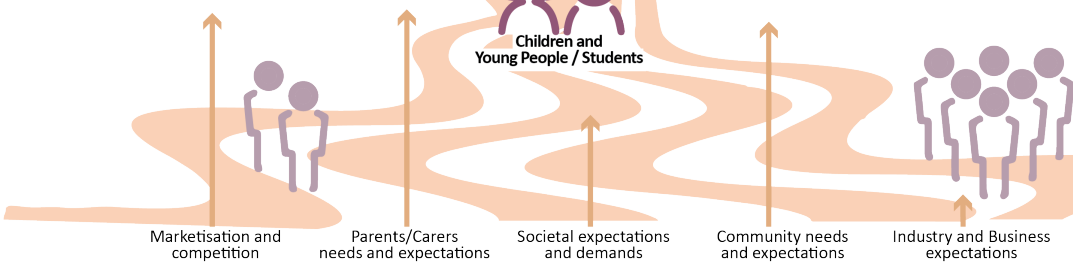
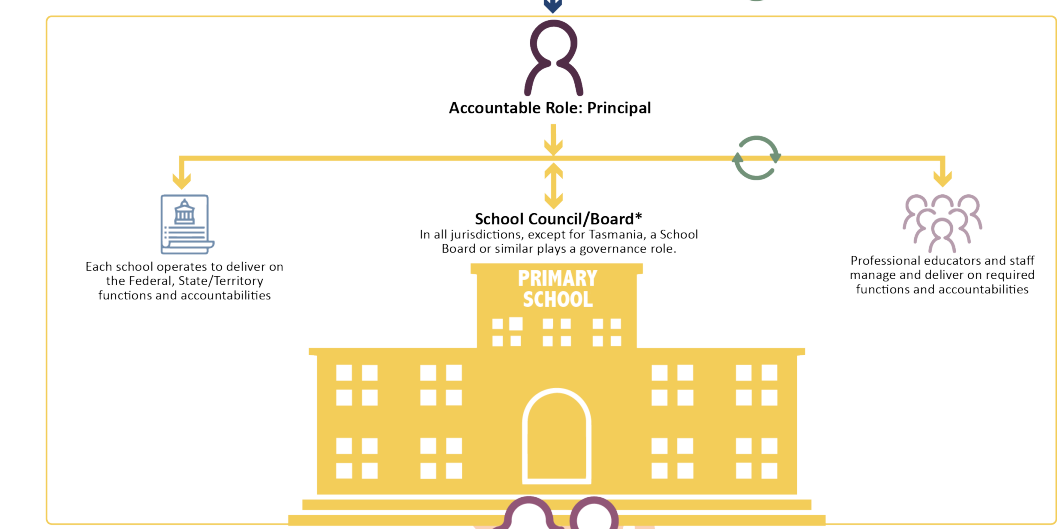
Strategic Layer (policy, strategy, long term)



+ MINISTERIAL EDUCATION AGENDAS

Minister-, Premier-, Chief Minister-initiated initiatives/change programs/local agenda drivers are in addition to a School's own Planning Cycles.

Delivery Layer (operations, med/short term)



Broader societal expectations and environmental factors such as socio economic, geographical

Each component of the system is intended to enable the delivery of quality education to children and young people as contributing members of Australian life, society and the economy.

The Primary Sector Education System – current state analysis

Each component of the system is intended to enable delivery of quality education to children and young people, and supports to children, young people and their families, as well as connecting education outcomes to societal and economic benefits of citizens.

It is clear in viewing the System as a whole that it is complex. The individual school – and in particular, the Accountable Role of the principal – is the locus for:

- Top-down government directives and regulations – which are measured and must be followed for compliance within the system.
- Bottom-up societal and individual expectations and demands – that must be responded to in order for the school to be part of the community, as well as duty of care compliance.

There are feedback loops and a logic exists to the flow of the connections and forces. That said, the Accountable Role has to operate to deliver on all of the resources, supports and forces, while still maintaining the “core business of teaching and learning” and keeping the student at the centre.

In summary:

- The macro system is multi-layered and complex.
- The system depends on a single accountable role for the translation of macro system aspirations and demands to individual school delivery.

Primary Sector Definition

Primary education usually begins at age 5, 6 or 7, and has a typical duration of six years. Primary education is typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal and social development, in preparation for lower secondary education. It focuses on learning at a basic level of complexity with little, if any, specialisation. Educational activities are often organised around units, projects or broad learning areas, often with an integrated approach rather than providing instruction in specific subjects.⁴

The Primary School

From understanding the System at its highest level, focus turned to the Australian primary school itself as the physical and intentional space where education delivery occurs. From the existing information and research we asked:

1. How does a school actually work?
2. What are all the required elements for a school to deliver on the macro System expectation/need?

There are a number of ways to describe a primary school:

Fundamentally

“Education has the power to transform lives. It supports young people to realise their potential by providing skills they need to participate in the economy and in society, and contributing to every aspect of their wellbeing.”

Alice Springs (Mparntwe) Education Declaration

Primary school education is defined as beginning at particular ages, varying across Australian jurisdictions; and is the first stage of compulsory education as enunciated in Education Acts. Primary schools focus on developing essential literacy, numeracy and social skills, and provide foundational knowledge to children about the world around them.

Legally

School is compulsory for children from the ages of six and sixteen (Year 1 to Year 9 or 10). Primary school lasts for seven or eight years, starting at Foundation (also called kindergarten/preparatory/pre-school) through to Year 6 or 7.

Physically

Often a building or campus of buildings. Digital environments are becoming a regular ‘space’ for activity and interaction. This has accelerated since 2020 and the COVID-19 pandemic/restrictions

Societally

Primary schools are often physical hubs for community and community activities, this includes :

- Students, parents/carers and often extended family for school events.
- A place of work, employment and volunteer activity
- Australian Government compliance activity such as voting, or during the 2020–2021, as a location for COVID-19 test distribution.
- Religious instruction (Catholic and Independent).

Service and Intent Lens

A primary school is an institution designed to provide access to children for the first stage of their academic learning. It provides physical and emotional learning spaces and environments for the teaching of students under the direction of teachers delivered through agreed curriculum.

It is an enabling environment that facilitates growth of a child through teaching and learning.

Emotionally / Philosophically

It is a place where children spend much of their childhood.

What is required to run a school?

But in reality there is little in the way of practical descriptions to describe how a school actually operates – i.e. how it is organised to be able to deliver on quality teaching and learning.

One of the sources consulted was the Excellence and Improvement Frameworks and Cycles of each Jurisdiction and the Catholic and Independent associations. These were investigated as potential sources for operations guidance as

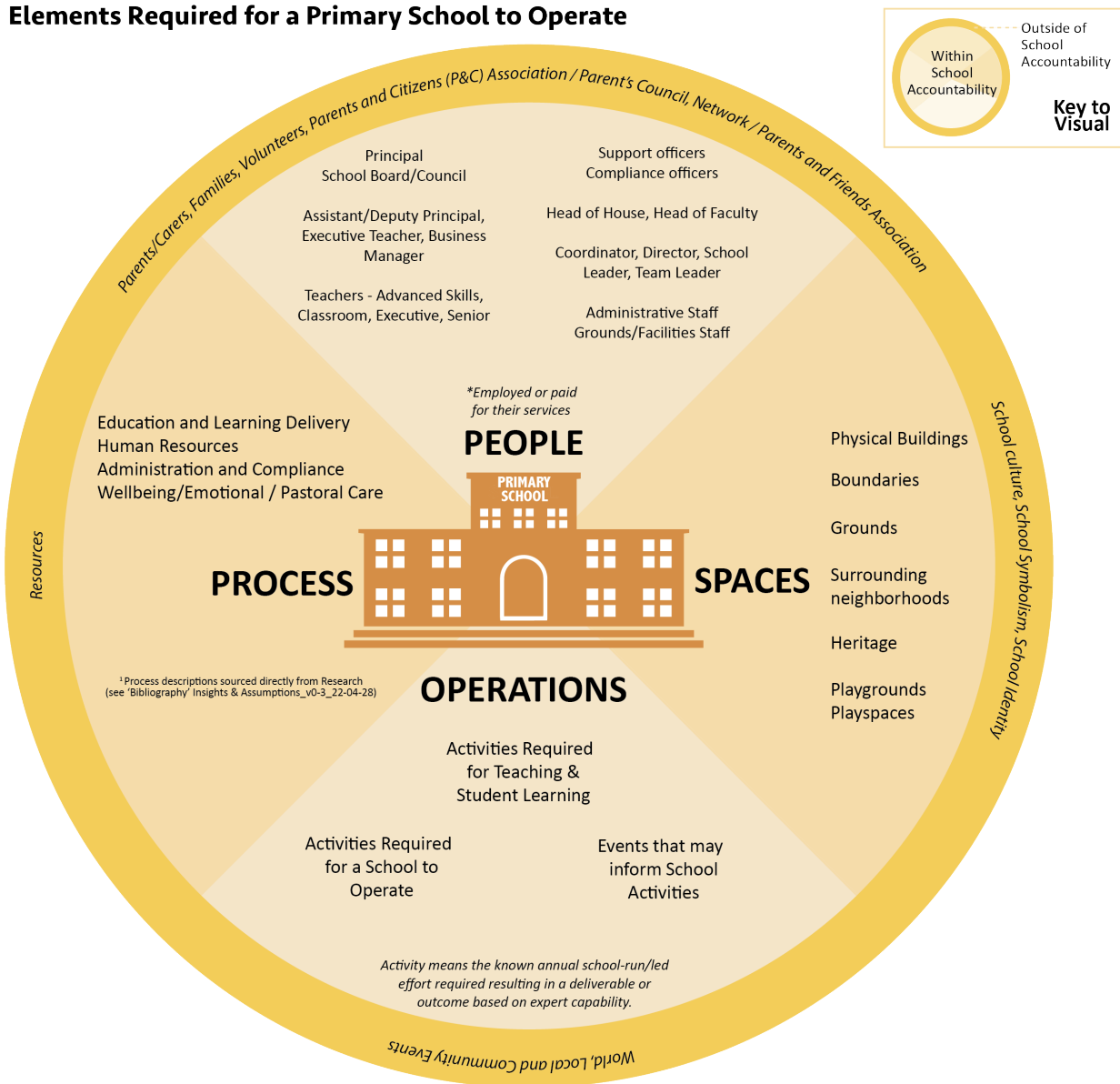
they are assumed to set out the pragmatic elements to support aspirational statements, i.e. where you want to get to, aligned to how you actually will. See Appendix 3 for the different frameworks.

In the diagram below we used a service-based theoretical framework for service delivery for the initial investigation which had four elements required for a complex organisation to operate.

- People (who) – those employed in roles with capability.
- Process (how) – the repeatable tasks required.
- Operations (what) – the combination of people and process organised to deliver on school/organisational outcomes.
- Spaces (where) – the physical location education delivery occurs.

For the full detailed breakdown of what is in each element see Appendix 4.

Elements Required for a Primary School to Operate



Primary School System – current state analysis

In the research available a common or agreed way for a school to be understood as an organisation that operates to deliver education did not exist.

Each jurisdiction, including the Catholic and Independent Schools, had improvement cycles and frameworks but the operations/school management aspects were often embedded in the language of data and accountability, resources, finance and facilities.

From the research it could be gleaned that ‘how a school runs’ is experientially known, often learned on the job. The descriptions we found amongst the sources came from:

- Surprised new principals who started from scratch when working out how a school operates beyond notions of leadership, and the “business of teaching and learning”⁵; and
- Experienced principals who continually reframe their own personal mental models of school operations in order to balance and tradeoff best deployed effort and resource for student outcomes.

While identified as one of the biggest stressors, “implementation of new requirements, systems and requests is a continual challenge for schools. Technology enhancement initiatives seeking to streamline compliance and administrative requirements”⁶ in the looking into existing sources we could find no tangible advice or breakdowns to simplify or even highlight the practicalities of running a school beyond instructional leadership.

This is not a criticism of the instructional leadership resources, supports, descriptions that exists as they are fundamental to the outcomes of a school; but from a service lens, the question is about the sharing of practical activities that are performed over time in order for a school to be able to achieve those outcomes – with people, process, place and within set resources and strong government and societal expectations.

It should be noted that, depending on the size of a school population or its location, business management and administration support roles can be employed as responses to organisational management and school operations. These are capability responses that some schools do have. However, they were not the focus of the research, as it is the principal who is accountable for the school. Further, it should be noted that this type of capability in an organisational structure did not seem common in the readings.

In summary:

- There are descriptions and support resources around the purpose of a school, but not around how a school is managed and operates.
- The macro system regularly expects/imposes change that effectively requires the school to examine multiple operational elements.

Representative principal associations

The Australian Primary Principals Association (APPA) brings together government, independent and Catholic primary school leaders who work with the highest levels of collegiality in the best interests of Australian primary education.

APPA has relationships with the Minister and the Commonwealth Department of Education, Skills and Employment and a close connection with colleagues in the New Zealand Principals Federation.

Membership of APPA includes the National Sector Associations of Australian Government Primary Principals Association, Independent Primary School Heads of Australia, Australian Catholic Primary Principals Association

The Australian Government Primary Principal Association (AGPPA) is the peak body of government school primary principals in Australia, representing over 5300 primary school leaders across all state and territories.

AGPPA acts as a professional, respected and empowered voice that aspires to pursue the interests of primary educators in Australian Government Schools. Direct communication with Government representatives, policy makers and key stakeholders at a national and international level ensures that AGPPA addresses the issues that matter most in primary education.

AGPPA draws on the principle of collective expertise to exchange ideas, push initiatives and formulate policy suggestions. The AGPPA National Council is responsible for conducting and coordinating the activities of AGPPA. Membership of AGPPA’s National Council includes representatives from six states and two territories, with two members from each jurisdiction.

AGPPA National Council representation:

- New South Wales Primary Principals’ Association (NSWPPA)
- Victorian Principals’ Association (VPA)
- Queensland Association of State School Principals (QASSP)
- Australian Capital Territory Primary Principals’ Association (ACTPPA)
- South Australian Primary Principals’ Association (SAPPA)
- Western Australian Primary Principals’ Association (WAPPA)
- Tasmanian Principals’ Association (TPA)
- Northern Territory Principals’ Association (NTPA)

“Schools are large and complex organisations. The average primary school in Australia has an annual income of more than \$4 million; for the average secondary school, that figure is about \$14 million.⁶⁸ The average primary school has about 30 teaching and non-teaching staff, and the average secondary school about 90.⁶⁹ By contrast, only about 7 per cent of Australian businesses employ more than 20 staff”.

Making time for great teaching: How better government policy can help

The Primary School Principal

The focus of the research project was not specifically the principal themselves as professional individuals and leaders of education, but the principal as the Accountable Role within the system who must make sense as leader in a complex system.

We looked at:

- How is the accountable role of principal described?
- What is the pathway to becoming a principal and at what points are supports and resources available? For example, at induction.
- What have principals most recently said about the contemporary experience of being a primary school principal in Australia?

In the existing research three common principal refrains emerged:

1. My core business is teaching and learning, and student outcomes.
2. Autonomy is critical, but there is a lack of role clarity.
3. Administration gets in the way of my core business.

My core business is teaching and learning, and student outcomes

“There’s little things [...] that just eat away at your time, and it’s drawing us away from being instructional leaders, to really focusing on the operation of a school. I think if you talk to anyone who signed up to work in education, to work in a classroom, or even a school leader, they really signed up to be that instructional leader, and to work on that part of school life. The end game is improving student learning outcomes, but we’re really taken away almost 50% of our time on operational matters that probably could be given to someone else.”

**Autonomy, Accountability, and Principals’ Work:
An Australian Study Final Report⁸**

Generally speaking, the role, and attraction to the role, of principal is embedded in a passion for education, student growth and societal improvement. A common statement throughout the research with Australian principals is a desire and drive to “...put all your energy, and all your resources into the core business, that is the quality of the teaching and learning.”⁹

In primary schools teaching and learning encompasses curriculum delivery – with an emphasis on numeracy and literacy – but there is also an equal focus on non-academic foundations which aligns to the Education Vision for Australia:

Life Skills

“In Australia, students are expected to complete school equipped not just with strong competencies in core academic domains such as maths, English, history, and science, but also with general capabilities in critical thinking and creativity, communication and interpersonal skills, as well as broader values and attributes such as ‘resilience’.”

**Making time for great teaching:
How better government policy can help¹⁰**

Social Capital

“Too much focus on numbers as measure “narrowing purpose of schooling” We want to build kids with social capital, that are going to be citizens, understand citizenship, and their part in it. We want them to be lifelong learners, because that’s what they’re going to need to be able to do to thrive. It’s way broader than how well you can read and write – how to access learning, how to access information, how to be critical in analysis, and all of those things.”

Paradoxes in the Life and Work of Principals¹¹

The theme and regard for leading teaching and learning is present in the tensions identified by principals between being a leader of teaching and learning and attending to the day-to-day demands of the job.

The positives about being principal from a motivational perspective are value-driven where they are able to be influential and be part of a community. This includes the leading of teaching and learning, and in doing so having some agency and autonomy is a key enabler.

However, the four main sources of stress¹² continue to be the same for school leaders in 2020 as it was in 2019:

1. Sheer quantity of work
2. Lack of time to focus on teaching and learning
3. Mental health issues of students
4. Expectations of the employer.

“Leadership aspirants, once in steady supply, are now deterred from applying for principal vacancies by the complexity and high workload associated with the role”.

Paradoxes in the Life and Work of Principals¹³

Autonomy in practice and lack of role clarity

Principals in all jurisdictions identify a key issue as being a lack of clarity about their role. They describe a mismatch between their perceptions, public perceptions, and systemic perceptions of the role of the principal. Previous research has suggested that an ‘ideal’ principal position would include clearly defined role expectations¹⁴ due to its increasing scope and complexity.

An agreed aspect of the role is the leadership component. For a role of such complexity it is perfectly understandable that there are multiple definitions and interpretations of leadership, and ‘education leadership’.

The way that educational leaders work with and through people to achieve collective goals has been studied and described in multiple ways. Some scholars, such as Robinson, Lloyd and Rowe (2008)¹⁵ and Wang et al (2015)¹⁶, suggest that leadership can be understood typologically. Wang¹⁷ proposes that effective principals and other school leaders draw on multiple types, or components, of leadership to influence structure, activities and relationships within their organisations. These leadership types include:

- Constructivist leadership: Value-based leadership that builds supportive and reciprocal relationships between leaders and staff.
- Strategic leadership: Leadership that considers school and system context, needs and agenda in decision making.
- Transformational leadership: Leadership that engages and connects people through formal and informal interactions.
- Shared leadership: Leadership that engages people in democratic decision making whilst reducing isolation of individuals.
- Instructional leadership: Leading collective understandings of quality practice and curriculum in schools.

“School leaders mostly learn how to deal with the demanding emotional aspects of their roles from experience, rather than through systematic preparation.”

The Australian Principal Occupational Health, Safety and Wellbeing Survey 2021¹⁸

Definition of leadership for our research

For this Project the definition of leadership we have used in general is offered by Leithwood (2012) as “the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization’s vision and goals”¹⁹. Leadership is “exercised through relationships between and among individuals” (Leithwood, 2012, p. 3) who include administrators, teachers, parents, and community partners.²⁰ Leadership can be enacted by a host of individuals and is not necessarily the province of a school principal who has formal authority.²¹ When applying a service lens this description represents the aspects of the culture and community as well as the ability (or compromised ability) to enact within the system beyond exclusive focus on teaching and learning.

Using Brian Caldwell’s definition of autonomy it “refers to the decentralisation from the system to the school of significant authority to make decisions, especially in respect to curriculum, pedagogy, personnel and resources within a centrally-determined framework of goals, policies, curriculum, standards, and accountabilities”²² autonomy is conferred by the system to the accountable role of principal. The intent behind it is how the system expects the principal to manage their school and practice their professional expertise.

There appears a strong understanding from the principal about what autonomy means, and how it should work:

“And when I say ‘autonomy’, I don’t mean there’s no expectations and we’re not checked up on. There’s certainly compliancy. But I think it’s about complying in a way that is contextualised to the place that you work in. And I think that’s where the autonomy comes in. I know my community, I know my staff, I know the areas where we need to cross every T and dot every I and the areas where we can be a bit more fluid.”

Paradoxes in the Life and Work of Principals²³

However, workload issues are largely associated with compliance to rules and regulations, not autonomy and differing levels of maturity in practice.

“... I think you’ve got all the autonomy you want until they want you to do something.”

Paradoxes in the Life and Work of Principals²⁴

Pathway to principalship – how does a principal understand what is required?

In terms of the lack of clarity of the role there does exist an intention from the system to describe and support principals with advice and resources. There are descriptions from within the sector (frameworks for leadership, approaches, AITSL) but resources for what might be common or agreed about becoming and/or being a principal does not seem to exist or be easily accessible.

Induction

An effective introduction to the role has been identified as key to supporting and retaining principals. But strategies and resources available to support a principal’s entry to the role, though experiences with these are varied and perhaps missing the interpersonal aspect that is required:

“... being a principal is a different role from classroom teaching and requires specific preparation. This involves three phases of socialization. First, aspiring leaders require professional socialization, preparing to become a principal. Second, they need to change their identity, from teacher to principal – a process of personal socialization. Third, they need a period of organizational socialization, learning to lead in a specific school.”²⁵

A pathway to and through principalship

Although we could find no information that described the career pathway for a principal the visual on page 32 – interpreted from expert evidence and background reading – captures an apparently common journey.

Administration gets in the way of my core business

“School leaders are heavily burdened with the management of the education, safety, health, and wellbeing of their pupils, staff, and school community. The position requires them to always be alert and aware of all matters that relate to their schools, communities, and the reporting requirements.”

The Australian Principal Occupational Health, Safety and Wellbeing Survey 2021²⁶

From the experienced (10+ years) principals there is an understanding of establishing and setting the administrative groundwork for compliance with policies and processes within the school. This experience means some are in a position to say “This [groundwork and setup] is the speed-hump. Once you’ve done that and have created a safe, caring and enjoyable learning environment, you’re over the speed-hump, then you can put all your energy, and all your resources into the core business, that is the quality of the teaching and learning.”²⁷

Which leaves the question, in the absence of experience or guidance, how does a new or aspiring principal gain this experience or perspective when appropriate administration and compliance is intended to help maintain accountability?

“It is important that teachers and school leaders are enabled by systems and sectors to spend their time on the activities that have the greatest impact on student growth and achievement. Compliance and administrative activities and approaches should not represent a burden that undermines the work of teachers and school leaders.”

‘Shifting the balance: Increasing the focus on teaching and learning by reducing the burden of compliance and administration’²⁸

While principals commonly reflect on role as teaching and learning measured by student outcomes research has found that the role is not only responsible for a “dizzying set of responsibilities (e.g., Kraft & Gilmour, 2016; Spillane & Hunt, 2010; Spillane & Lee, 2014), which range from ensuring that hallways are clear of disruption, family members engage in the school’s improvement strategy, compliance documents are completed on time, and students demonstrate mastery of complex academic and social skills”.²⁹

This accountability is legal in nature in terms of ethics and governance, it is equated with answerability, blameworthiness, legal liability, and the expectation ‘the buck stops here’ account giving.

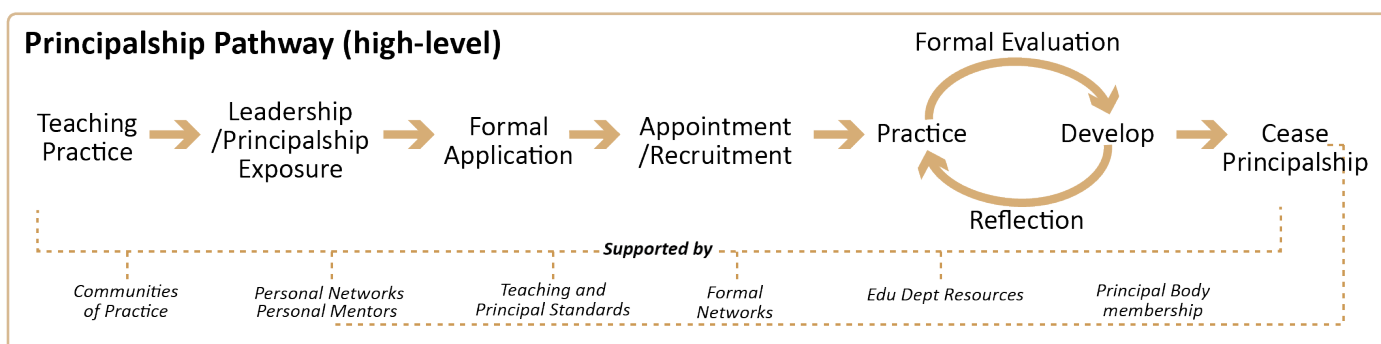
In previous research literature (e.g., Bambrick–Santoyo & Peiser, 2012) statements to the effect that student achievement is directly related to the time and skill a principal applies to instructional leadership activity and behaviours, to the extent that refocusing time and energy away from ‘non-instructional tasks’ towards exclusive instructive skill development “may be misguided”.³⁰

In the paper, ‘The Effect of Principal Behaviors on Student, Teacher, and School Outcomes: A Systematic Review and Meta-Analysis of the Empirical Literature’, the authors concur with Sebastian, Allensworth, Wiedermann, Hochbein, and Cunningham (2018) “who find that principals [who] conceive of their leadership skills unidimensionally across instructional and organizational management, and that these jointly predict stronger student outcomes.”³¹

Further, in the paper ‘Systematic Review of Key Leader Practices Found to Influence Student Achievement: A Unified Framework’ the analysis bore out that “broader views of instructional leadership also included managerial behaviors” (Donmoyer & Wagstaff, 1990; Murphy & Hallinger, 1988) and recent quantitative studies indicate that an organizational focus rather than a strict instructional approach provides a strong influence on student achievement (Francera & Bliss).³²

Specific ways in which principals indirectly affect student learning are described in the paper ‘A Review of the Literature on Principal Turnover’³³ and this includes hiring effective teachers (Baker & Cooper, 2005; Brewer, 1993; Burkhauser, Gates, Hamilton, & Ikemoto, 2012), setting the vision and expectations for the school (Brewer, 1993; Day, Gu, & Sammons, 2016; Eberts & Stone, 1988; Hitt & Tucker, 2015; Robinson, Lloyd, & Rowe, 2008), creating a positive organizational culture (Hallinger & Heck, 1996), supporting teachers’ professional learning (Printy, 2008), and providing strong instructional (Day et al., 2016; Eberts & Stone, 1988; Hitt & Tucker, 2015; Robinson et al., 2008) and managerial leadership (Grissom & Loeb, 2011).

A pathway to and through principalship, interpreted from expert evidence and background reading



The Primary School Principal – current state analysis

The principal role is complex, multi-faceted and challenging. It seems to be especially complex for new principals as they are not prepared with the fundamentals an experienced principal has gained over 10+ years. Within that, the system imposes a way of being and measuring that can come into conflict with its desire for social capital development.

Specifically, our research project is exploring whether tools/frameworks with a service lens are useful for the contemporary primary school principal in Australia. While the principal is ultimately accountable for student outcomes, the service lens seeks to demarcate between outcomes and tactics. In this vein the concept of autonomy is key because it articulates for a principal their authority to run their school in the way they see fit. This includes the ability to develop culture and connect with community because they are applying their local 'contextual knowledge at the site'³⁴ in their actions and interactions.

The inconsistent or subjective application of autonomy from the system impacts the principal's view of their role and their ability to do it. Autonomy is system-constrained, perhaps chaotically dynamic, because when the system wants something, that takes precedence over any decisions or direction set at the local level.

Leadership doesn't come just from the person, it is equally embedded in the structures and process established and maintained. Associated elements such as compliance when viewed as distinct and not a core part or enabler of 'teaching and learning' reveals a tension that can't go away. When compliance, policy and deployment of changes and new approaches are described as activities that take time away from 'core business', but they are in fact the facilitators of being in that business.

"In the context of this research, Biesta's comments support joining a discussion of purposes to principal perceptions of the work they want to do (and the roles they want to play) as leaders of teaching and learning. They invite a more substantial discussion about the 'why?', 'how?' and 'what?' of principal leadership and guard against vague and abstract ideas about 'instructional', 'pedagogic', and 'educational' leaders and the performative responses they invoke."

*Paradoxes in the Life and Work of Principals*³⁵

In summary:

- A pathway to principalship is not clearly mapped.
- The principal role requires more than leading teaching and learning expertise.
- There aren't practical tools and support resources about school operations and management.

From Background Research to Lived Experience

The assessment of the current state provided a good understanding of how the system describes how it should operate from its constituent parts. A great deal of research exists that explores the experience of being a principal in Australia with particular focus on instructional learning, pedagogy, and wellness, system intention (i.e. Autonomy for Principals).

To this point, the researchers had developed:

- Understanding of what is known or understood about running a school from existing research, articles and government–endorsed investigations.
- Consideration of a school as part of a complex system and what that means for how a complex organisation operates.
- No argument to oppose applying a service lens view to the education system. Although no existing research provided a service delivery perspective and organisational breakdown the way the service artefacts appeared to.

In order to engage with principals, using the existing evidence the project had established a starting point for:

- How things currently are supposed work.
- What support/resource exists.

This led to the development of a research conversation focus. When we were speaking with practicing primary school principals the essence of what we wanted to understand in order to explore any type of service artefact usefulness was:

How do practicing primary school principals (Government, Catholic and Independent) in Australia make sense of their school, as a part of, and as a complex system"*

**i.e. drivers, outcomes, how your school actually operates*

From this point forward, unless identified, all quotes come from the principals interviewed during the Project.

The quotes are anonymised, but we have provided: Location, School Type (Government, Catholic, Independent), Experience as a Principal (0–6 years, 7–20 years, 20+ years), School Location (metro, regional, rural, remote), School Size (small >100 Med 101<499, large 500+)

Research Approach 2: Field Research

Exploring the lived experience of practicing principals in their schools

What is service design research

Design research uses data and knowledge from background sources, but more explicitly, lived experience, to create models, hypotheses and findings that enable implementation of solutions. The lived experience is explored through techniques such as long-form interviews, ideally in a location that is comfortable for the interview subject. Storytelling is encouraged and sharing examples from the person's way of operating and thinking is encouraged.

Design is exploring as part of a 'making' process rather than enquiring in order to purely 'learn'. There is where the researchers are seeking data and information that is:

- Contextual – where the research allows the mapping of a person's world – usually professional or as usage.
- Generative – exploring unmet needs, discovering new opportunities stimulating creativity as part of the exploration.
- Evaluative – investigating effectiveness, seeking to optimise design or assess business potential or usage of a product, service, or experience.

The design research mode applied for this project was *contextual* – which started in the background research stage, and *evaluative* as we sought to understand experience and explore how the artefacts might fit, support or complement how people actually operate.

In practice we engaged with users of the system, deliverers of services and professional experts in the education space specifically to actively understand and explore the system together. Beyond participants recruited for the research we also utilised throughout the entire project:

A Technical Panel for input, direction and critique

Consisting of technical specialists in education, design and academia. Through each of the three phases the experts were engaged collectively and one-on-one for their input, analysis, direction or prompting questions about approach and findings. The assessment and critique provided by the Technical Panel was critical for balancing the education intent and leadership aspirations with the application of a service lens.

Sponsors, stakeholders, external technical expertise for context and refinement

Consisting of regular communication with PARF, with AGPPA, attendance by the education leads in the team at conferences, engagement with business and strategic design expertise who have worked directly with principals. Opportunities in New Zealand to speak with practitioners of design in the education space also occurred.

Service design field research approach

Selection criteria

Our criteria for research participants was:

- Currently practicing principals in a primary school, and member of APPA or AGPPA. No restriction to level of experience.
- Split across types 8 State/Territory with proportionate representation to the 2021 data on primary school breakdown
- All locations –Metropolitan, Regional, Rural, Remote.
- Equal percentage Male/Female/Other+ split.
- At least 30% with experience outside of the Education sector.

Approach

This approach to potential participants was via the State/Territory principal associations and the invitation to participate was filtered through a Survey to ensure criteria and coverage was met.

- Are you currently a principal of a primary school in Australia?
- How long have you been a principal?
- What types of school have you been a principal of?
- Where is your school located?
- What best describes the location of your school?
- What is the size of your School?
- What is the classification of your School?
- Gender: How do you identify?
- Have you had previous work experience in a leadership role outside of education?

Recruitment

For the participants who met the criteria an appointment, which contained a consent form and pre-reading, was made for 90mins. The time allocations were determined by thinking about the flow of a principal's day:

8.30am – 10.00am
12.00 – 1.30pm
3.30–5.00pm

A pre-reading kit was distributed to the participant three days before the interview which contained the artefacts tailored to their industry with placeholder content (see Appendix 5):

- Government.
- Catholic.
- Independent.

The Participant was not required to read or prepare thoughts, but were given the opportunity to do so. The preparation kit also described the digital connection options and provided a practice with the software for a card sorting exercise (Mural).

Interviews

Interviews did not begin until a signed consent had been received by the research team. The consent and advice to each principal before any conversation began was that their anonymity was assured with only the core team having access to their de-identified interviews and data, the data was to be held in a secure and user-restricted online location.

The interviews were conducted through:

- Google Meet or
- MS Teams or
- Webex

The original intention was to use GoogleMeet for all interviews but we discovered each jurisdiction/school has different levels of access and security protocols. We quickly adapted to use whatever platform worked most easily for the principal.

There was a standard ‘script’ used for each interview and each interview was recorded and securely stored for viewing by only the core team members.

The interview framework

There were three parts to the interview with principals and the interviewers were guided by a script. Around 30 minutes was spent on each section, but the important part of the interview was to encourage natural conversations and storytelling within the investigative framework so that we could draw out evidence, make interpretations for qualitative insight and discern quantitative data. See page 37.

Who we interviewed

We interviewed 26 principals for conversation totaling around 40 hours between May to August 2022.

Each interview ran between 60mins and 90mins.

- 25 were conducted by Mel Edwards
- 1 was conducted by Sophie Bissell
- 7 were conducted by both Mel and Sophie
- All the interviews were recorded and documented and were viewed at least once by a team member.

COVID-19’s impact on field research with participants

We had intended to interview 32 people in total one-on-one during the field research phases. This represented four people from each State/Territory, including New Zealand representation. However, during the interview timing COVID-19 restrictions and staff availability was massively impacting principals and our ability to secure time with them across Australia and New Zealand.

Breakdown of School Systems Across Australia		Participants Targeted	Participants Secured
Government	71%	22	81%
Catholic	17%	6	11%
Independent	12%	4	8%

State/Territory	No. of Participants	State Territory	No. of Participants
VIC	4	Government	21
NSW	3	Catholic	3
ACT	3	Independent	2
NT	1		
QLD	4		
TAS	4		
SA	3		
WA	1		
NZ	3		
TOTAL	26		

School Location*	No. of Participants
Metropolitan	15
Regional	6
Rural	4
Remote	1

Gender	No. of Participants
Female	16
Male	10

Years of Experience as a Principal	No. of Participants
0 – 6 years	7
7 – 20 years	11
20+ years	8

Experience in Other Fields	No. of Participants
Yes	11
No	15

Definitions defined by the Australian Bureau of Statistics

- Metropolitan (located near a major capital city)
- Regional (towns, small cities and areas beyond the major capital cities)
- Rural (located outside of towns and small cities, open country and settlements with fewer than 2,500 residents)
- Remote (defined as places that are out of the way or considerably secluded from civilisation)

Part 1 – Remembered experience
Origin story, journey and experience

Tell us a bit about yourself...as principal, what was your journey to getting here today.

Tell us a bit about the 'system' you operate in? What does 'system' mean to you?

In thinking back, when you became principal what kind of 'induction' event, program or package was there?

It's Monday morning, talk to us about what the start of your week is like. Tell us about your day-to-day running at [NAME] school?

- Using your current 'covid' operations.

Part 2 – Reflected experience
Objective prompts to examine and reflect on mental models and practice

What we want to shift to now is exploring how you reflect on your style and how you run [school] by looking at the phrases on these cards and sorting them into what you agree or disagree with.

THINK – card sorting
Which statements do you agree, disagree with, and talk to us about why.

USE – card sorting
We know you have experience and knowledge yourself, so separate to that and think about when you're introducing staff to a new way of doing things, what do you use? Pull out your top 3 tools or techniques and talk us through why you picked them:

- What you use now?
- What would be ideal for you to use?

Part 3 – The service artefacts
Overall take, each artefact for your usefulness, usability, desirability

From our conversation today, and looking now if you haven't had any chance to look at these before, what is your initial response?

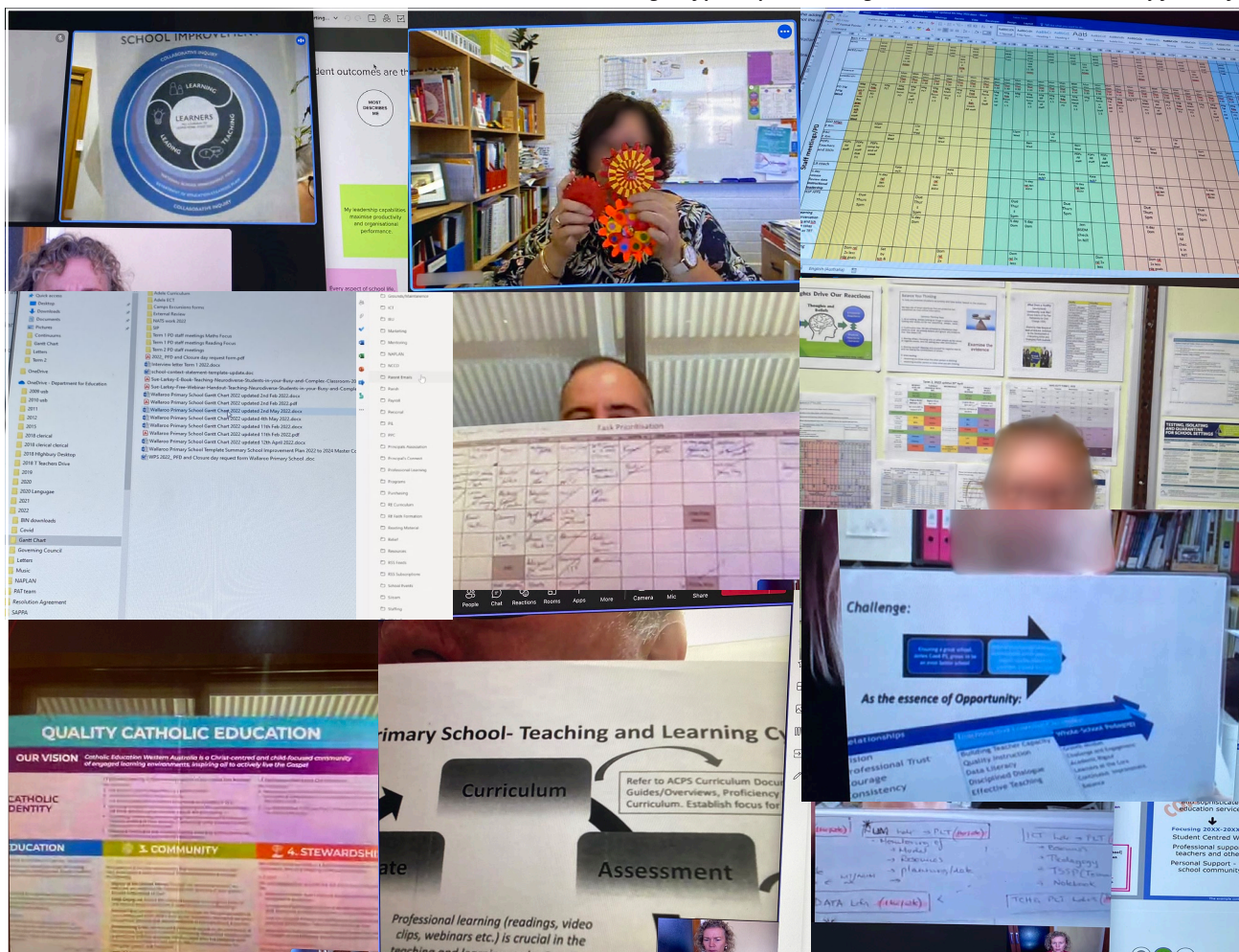
Let's go through them and I'll talk about the context and audience that they were created for. These were generated artefacts as specific engagement use. Intent would be these are specific to your [NAME] school.

- 1 Strategic Artefact
- 2 Ecosystem
- 3 Service Offering

Has your view evolved since we started talking? Would these be useful for how you work in your school?

Anything else you'd like to add about what has helped you?

Images of participants sharing the tools and resources that they find useful



On being a contemporary principal – aspiration, expectation, reality

“It’s a hard job not to be cynical. You see things change so much...we’re good at celebrating, but also good at comparing which we shouldn’t. Every context and every school is different.”

NSW, Government, 20+yrs, regional: medium

“What don’t you do when you’re a principal? I do timetabling, professional learning, IT and teaching.”

VIC, Government, 0–6yrs, metro: medium

“I’m always available – if a teacher needs me, I’m there. But it takes a toll, I can get caught up in the noise.”

ACT, Government, 7–20yrs, metro: medium

“What I love is the kids. The joy when they do/ experience something for the first time.”

NZ, Government, 7–20yrs, regional: small

“A very new principal takes 12mths to get a handle, Second year is less questions, third year, you’re in your stride.”

VIC, Government, 7–20yrs, rural: small

“My day is for the people in the building, and building up people for the next day.”

NT, Government, 7–20yrs, regional: medium

“[many principals] are teachers at heart – you’re actually running an organisation.”

QLD, Government, 7–20yrs, metro: medium

“[my job] is to protect teacher’s time.”

SA, Government, 7–20yrs, metro: medium

“You need energy, it’s a lifestyle. It’s not a job it’s a vocation. You are the ultimate role model – always watched.”

NZ, Government, 7–20yrs, regional: small

“My role is to protect teachers, clear space – the physical environment, the purpose built environment, and to delegate the ‘nitty gritty’ [operational] appropriately.”

NSW, Government, 20+yrs, regional: medium

COVID-19 and changing demands

Current discourse suggests that the role of a principal is demanding and becoming ever more so. The global COVID-19 pandemic came at a time when principals were navigating a range of pressure points.

- Operationalising and implementing new iterations of National Curriculum.
- Changes to workforce needs and associated industrial responses for example childcare in a feminised profession, workplace health and safety and workforce shortage.
- A range of community factors contributing to social vulnerabilities and systemic inequity.

With this in the background, the COVID-19 response across Australia positioned schools at the front line of community service. Where others closed or operated remotely, school doors were kept open.

“With the Covid impact – I reflect on what was before – before Covid, and now – the importance of learned issues, it’s all health and safety and teaching and learning now.”

TAS, Government, 7–20yrs, regional: medium

“What is actually important is not to follow the department line of what is important now. Health and wellbeing [of my staff] is front and centre.”

ACT, Government, 7–20yrs, metro: medium

“How are we producing learning that is reasonable and supportive of parents. But don’t ignore staff anxiety levels – teachers are members of the public too. Their workload and intensity tripled. But now, the empathy for teachers has worn away quickly.”

TAS, Government, 7–20yrs, regional: medium

“If I don’t have people in school I don’t have a school.”

ACT, Government, 7–20yrs, metro: medium

“[After Covid] culture is the focus now – not about how are things changing, now about how to catchup and keep up.”

VIC, Government, 7–20yrs, metro: large

What We Learned and What It Means

Insights into contemporary models of principalship and school leadership



FINDING 1

Principals are adaptive agents in a complex adaptive system

A primary school operates within a complex adaptive system and the contemporary principal is an independent adaptive agent, constantly balancing the aspiration and demands of the system with the reality of their context.

This is contrary to a traditional view that schools are the physical place that ‘just’ implements government policy and curriculum within a complex system.

The fundamentally adaptive nature being called out in the research is using a service lens to translate ‘autonomy*’ (what a principal is conferred by the system) into practice (what a principal actually does, decides, delegates) and provide a way of examining what tools can support the principal’s actions.

*“Schools are defined primarily by the people who lead the school, and by the ever evolving relationships between that leadership and their staff, students, and parents. A school is furthermore defined by the very structure and appearance of its hallways and stairwells and windows, the quality of the air that its children breath, and the manner in which acoustics are shaped by its surfaces. A school is defined by the very place in which it sits, in that particular community, within that particular state and local policy context, in that specific time. And it influences and shapes the children within it in ways that can be nearly indefinable—in ways tremendously positive, or in ways tremendously negative. ... A community of adults and children interacting within a unique space, time, and place. An interconnected set of social relationships and roles governed as much by unpredictable and unseen forces as by the stable grammar of grade-levels and discrete academic subjects. But viewing a school as an ecosystem** means that you recognize that changing one thing may result in a cascade of unforeseen and perhaps unintended consequences.”*

What will it take to improve the conditions for learning in our schools? Schools & Ecosystems: Socio-ecological perspectives on education³⁶



“School is like a 3D puzzle with different levels – everything can happen, always decision-making.”

SA, Government, 7–20yrs, metro: medium

“[We’re] managing complexity, not even managing change, it’s managing complexity in terms of societal norms, education norms, personal health and wellbeing, as that has changed to a wellbeing perspective. [We] provide a leadership lens with management qualities. You need to have that blend.”

TAS, Government, 7–20yrs, regional: medium

“You have an impact in so many ways, you have a long lasting effect in families. It’s different everyday and you’re deciding directions for communities.”

TAS, Government, 0–6yrs, rural: small

“I love to grow leaders – that’s the best way to support the kids.”

QLD, Independent, 7–20yrs, metro: large



*Autonomy Definition: refers to the decentralisation from the system to the school of significant authority to make decisions, especially in respect to curriculum, pedagogy, personnel and resources within a centrally-determined framework of goals, policies, curriculum, standards, and accountabilities.³⁷

**Ecosystems are prototypical examples of complex adaptive systems, in which patterns at higher levels emerge from localised interactions and selection processes acting at lower levels. An essential aspect of such systems is nonlinearity, leading to historical dependency and multiple possible outcomes of dynamics.³⁸

What the lived experience showed us

In a complex system there are many parts, but often in a public sector system, there is a centralised agenda setting agency. Organisation is formed through interaction of parts at local levels, and gives rise to new levels of organisation. There are interconnected parts and multiple interpersonal relationships. Therefore, in a complex system, there is an *expectation of a pattern* i.e. 'follow these rules for aspirational outcomes'.

The research surmises that the description of contemporary education as simply a complex system is insufficient. While there are common outcomes intended for students – as described in the Education Declaration – the description of a 'complex system' suggests some level of standardisation possible at the delivery level – that is in the schools themselves, through the accountable role of principal, and from teachers to student and the school community, and ultimately society.

In a complex adaptive system, there is no central coordination from the top. Parts have a degree of autonomy and a high level of diversity within roles, accountabilities, skills sets, people and their experiences.

Therefore, in a complex adaptive system, there are *desired patterns* for achieving the aspirations and expectation of the macro education system which come from the jurisdictions, governing bodies, diocese, etc, i.e. 'apply this policy' or 'follow this approach for literacy'.

These *desired patterns* manifest as instructions/directives/ supports and flow to the primary school via the principal, as an independent agent, within the School's own community and school context.

Because the current macro education system operates as a 'complex system' this research proposes some of the issues experienced by principals (as set out in Section 3) may occur, in part, because the system does not truly take into account the capability, capacity and adaptive effort required of a contemporary principal to operate within the system, for system outcomes, and within their school context.

Further, the research proposes that the condition of autonomy for principals, which is a critical for the success of a school and its role within the system, is the result of a principal's *adaptive* decision-making in their school context. It is how they enable the macro system to achieve the education vision.

In this way each interaction of the principal within the system is *adapted* based on:

- Their Context – the schools', the vision and plan, the student needs.
- Their Experience – the principal's, and the experience of the school and school community.
- Community need/circumstances – the cohort of families and

staff connected to the school, the physical surroundings, the level of participation.

- Local curriculum.

Applying the service lens

By viewing the Accountable Role of the principal as an adaptive agent, the service lens then looks to what are the tools that can help the principal adapt to the system demands in their context. That is, what exists to support the accountable role to be enacted?

We found that the service artefacts are effective because, individually, they provide a breakdown from a foundational perspective:

- Why do we exist and what is our intent in our context, in our location?
- Who is involved and what are the connections in the different elements of our organisation?
- How are we organised to operationalise service delivery and deliver services and experiences of value?

Collectively, they identify the Organisational Management accountability of a principal. One accountability of three identified in Finding 2.

The balance of aspiration and demand is more easily planned for by principals, if services can be defined and understood through acceptance of the complex adaptive system view and the principal's requirement for autonomy (i.e. the right to adapt in their context).

The service artefacts do exactly this. They highlight and define the elements required for enacting a principal's role beyond instructional leadership. While the macro system may set aspiration and expectations, the artefacts and this research provides a way to navigate through this to meet those demands.

What that means for the service artefacts

If the research was looking at how the artefacts could be used in a complex system, they would be standardised and distributed from a centralised location – for example, through the Department/Directorate incorporated into existing frameworks such as the Principal Standard.

However, in recognising the adaptive role of the principal, in exercising their autonomy, the service artefacts themselves need to allow for each individual to also edit, re-shape and evolve for their context.

The intent of service artefacts is, in part, to relieve some cognitive load from a principal by reflecting back to them what their system looks like in order for them to determine what they can actually do, or be concerned about, or balance investment of resources into.

These models can be shared with administrators, with teachers, and with parents to demystify ‘why we do things we do around here’.

The research found that the way the service artefacts were perceived by the different principals meant – while they were unified in their perspectives of the relevance and usefulness of the content as presented – any preference for use as a tool came down to the type of Organisational Management typology the principal fit.

The finding in action

For the research this finding presents two avenues for action around what the complex adaptive notion means for:

1. The contemporary education system and the role of principals.
2. Applying a service lens to education and testing whether the artefacts are useful and usable.

The scope of this research does not address Avenue 1. That said, in not calling out the adaptive nature of the complex system primary schools operate in, there is an inferred narrative that demands and expectations imposed by the system, (e.g. policy, regulations, operating changes etc) are temporal and will eventually be, if not ‘satisfied’ then reduced over time and space allowed for Schools to operate how they see fit.

The reality of this disconnect is that administrators and school leaders live with the apparent ‘disorder’ instead of exploring ways to address the disconnect and potentially get the system to reexamine their expectations of the contemporary principal role.

The volume of information required for decision making can only be ascertained and filtered through the school leadership and often through the ultimate layer of accountability – the principal.

We believe this finding is a complementary input to the recommendations suggested in the paper ‘Autonomy The Role of the Principal The Sustainability of Principals’³⁹ and the finding supports what was learned in ‘Paradoxes in the Life and Work of Principals’ where the researchers identified a ‘paradox of system membership’ which drew out evidence from principals on the tension between “aspirations of the system and the goals and priorities of my school.”⁴⁰

Observations from principal participants in the ‘Paradox’ research highlighted an “apparent disconnect between a narrowly focused Department for Education improvement agenda and the broader functions and purposes of schooling being enacted locally.”⁴¹

Our research confirms that the macro system has the ultimate say in intention and imposes change and compliance desires, albeit usually based on consultative democratic process. However, these system desires might go against a school community, and fit for local needs, or a personal moral compass. This means in practice, the principal is constantly balancing the

intent and desire of high level education and societal outcomes. This balancing is navigated through relationships that occur over a period of time in the lives of the student. The student is the child of parents/carers who are, in turn, additionally going through their own growth and changes over time.

In the paper, ‘Autonomy, Accountability, and Principals’ Work: An Australian Study Final Report’ the researchers “[challenged] the certainties of current policy and practice by pointing out that principal autonomy in educational decision making is always context specific.”⁴² Principals in all jurisdictions identified a key issue as being a lack of clarity about their role and described a mismatch between their perceptions, public perceptions, and systemic perceptions of the role of the principal.⁴³

This was echoed in our own conversations where a retiring Principal said:

The workload is ridiculous. We need to challenge society’s view of a principal and that they must be everywhere, writing reports no-one will ever see. We now deal with a growing dysfunction of families – child safety, DV – and a level of documentation and accuracy, the responsibility is enormous.”

NSW, Independent, 20+yrs, metro: large (Retiring)

In terms of Avenue 2, through a service lens, and breaking down the system, the artefacts do in fact provide the contemporary principal the tools, awareness, and means to consider adaptation and its evolution.

The research found that the way the service artefacts were perceived by the different principals meant – while they were unified in their perspectives of the relevance and usefulness of the content as presented – any preference for use as a tool came down to the type of Organisational Management typology the principal fit.

Complex vs Complex Adaptive Systems

An example

The education system moves from complex to complex adaptive even though many similar public systems are just complex.

In a complex system like taxation for example, the expectation and demand and its highest level on the accountable roles is “You need to pay tax”

The recipients of the message are in the position: “How do I achieve the desired outcome expected?”

The system has in place the mechanisms, process and guidance to support the experience for the outcome.

In education the expectation on the key accountable role is “You need to develop essential literacy, numeracy and social skills, and provide foundational knowledge to children about the world around them within the institution of a school”.

The recipients of the message are in the position: “What must I do to achieve the desired outcome intended, but in my context.”

The system describes what it expected and provides their perspective on supporting the achievement. The principal develops their own set of mechanisms, process and even language based on their context in order to achieve the balance of expectation, demand and operations.

On working within the bureaucracy



“Department delivery is often behind school’s agility... there’s good system support in dysfunctional setting [and] lots of political interest.”

SA, Government, 20+yrs, metro: large

“Department expectations are documentation and admin, and I question, does it have to be done [by the principal]?”

TAS, Government 0–6yrs, regional: small

“The Department is not running at the same speed as us [schools].”

VIC, Government, 0–6yrs, metro: medium

“Department people may not have run a school but have I run a department?”

QLD, Government, 20+yrs, metro: large

“[There are] increasing workforce challenges around performance. The Department offers supports but they are not in the field.”

TAS, Government, 0–6yrs, rural: small

“I’m always conscious of being part of a bigger picture, making it visible and building capacity for it. If teachers struggle with the ‘system’ often I will place teachers in other government schools so they can see how it works, and is connected.”

ACT, Government, 7–20yrs, metro: medium

“Now you do the bricks and mortar courses but they don’t tell you what you really need, that’s because they [those in the Department] don’t do this job.”

VIC, Government, 7–20yrs, rural: small

“They [the Department] don’t have any say in my school, my school is an independent business.”

VIC, Government, 7–20yrs, rural: small

“Eight years out of school and in the Department gave me perspective. [It means] I know [the admin] I don’t care about it because it doesn’t matter. I try to do [admin] as quickly as possible to the level I know it’s viewed.”

NZ, Government, 20+yrs, metro: medium

“In the independent system there are less mandated expectations. [That] allows for true autonomy to align environment with school actions.”

NSW, Independent, 20+yrs, metro: large

“Make sure you’re giving yourself permission about what’s right for the school and community, not the Department.”

QLD, Government, 20+yrs, metro: large

“I need to be a master of context and community.”

TAS, Government, 0–6yrs, rural: small





FINDING 2

Three accountabilities of a primary school principal

Through a service lens we identified that the role of a primary school principal, who has ultimate accountability for school outcomes, can be deconstructed into three identifiable areas:

- Instructional Leadership – because education outcomes are paramount.
- Organisational Management – because a safe, sustainable and stable environment for learning is crucial.
- Culture & Community Establishment – because the environment a principal sets, based on their values, is demonstrated in every interaction.

The service artefacts provide touchpoints that allow the principal to think, plan, and act in relation to the Organisational Management component of their accountability.

“Although the nature of the shared frame of reference is expressed by administrators by using various terms such as vision, mission, organizational philosophy and set of core values, they all refer to the same thing: developing a comprehensive vision that directs school activities and | communicate this vision to mobilize stakeholders”

Managing schools as complex adaptive systems: A strategic perspective⁴⁴

“[My mentor] advised me early to always be aware of the bigger systems and processes, so I always come back to the impersonal the policy and processes that have to be done – this is the stuff that reduces anxiety, gives people a common ground.”

SA, Government, 7–20yrs, metro: medium

“A process will keep you safe – known process, and procedure, means knowing what to expect. ‘This is what’s going to happen...’ that’s strategy!”

NT, Government, 7–20yrs, regional: medium

“Staff needs to understand budget. Because that’s fundamental to what we do, and what we can do.”

SA, Government, 0–6yrs, regional: small

“To use business language the primary client is the student – how are you satisfying the client if you’re not doing all the things?”

VIC, Government, 7–20yrs, metro: large

“I must provide clarity around rules, that empowers teachers, that equips them with what they need to do their job.”

SA, Government, 7–20yrs, metro: medium

“I’m the person running the place that’s set up for good learning to happen. My teachers make the classwork happen, in partnership with parents. Operational matters set up the environment for learning to happen, staff do that, but I [ensure we’re] set up for that.”

NSW, Catholic, 20+yrs, regional: medium

What the lived experience showed us

In Section 3: the service designer story we talk about the anecdotal references to the ‘broad responsibilities’ of a principal that were known to the principal community but not captured, that the ‘myth’ of the principal who goes beyond purely pedagogy needed to be formalised and named and that education services comprise an important but not singular part of the contemporary education leadership model and that the associated services require as much, if not more, attention for the principal, as they are often assumed or informal (in current operating circumstances) and under-invested.

When we spoke with principals in their schools there was still the commonly held position, also highlighted from the background research:

“Our core business is our teaching practice and approach”

TAS, Government 0–6 yrs, regional: small

Technical Panel Input

During the development of this finding the Technical Panel engaged in discussion about the term ‘Organisational Management’. From an expertise perspective the description of the activities undertaken was accurate but the language of ‘management’ was viewed as somewhat distorting. Principals know the activities are required and Organisational Integrity was suggested as more fitting. However, in applying a service lens and a practical description of ‘what’ and not ‘why’ this accountability exists we kept the term ‘management’.

However, the service mindset poses a broader context that moves beyond a purely education practice focus for the principal in particular. It challenges and expands the notion of *core* and a number of principals extended this statement:

“Core business doesn’t mean it’s 100% of my time – we deliver education services”

VIC, Government, 7–20yrs, metro: large

In examining what was understood about how schools operate and the experience of principals (Section 3) it was evident that the service artefacts were possibly one of the only principal–developed articulations of a part of their accountability that frankly, no-one loves doing. Even though all recognise that they must perform.

From that point we were able to identify three distinct areas of accountability:

1. Instructional Leadership
2. Organisational Management
3. Culture & Community Establishment

There exists descriptors and tools that support* the principal for Instructional Leadership and Qualities of Culture and Community Establishment.

- AITSL Principal Standard and Leadership Profiles describe the requirements and capabilities for the person in the role
- Government policy and procedure describe aspects of care and well being compliance
- Leadership models exist, such as the Sergiovanni Developmental Learning Framework for School Leaders – these are usually all encompassing and holistic addressing the entire practice of school leadership.

But there is no common or stated ‘description/foundation’ for School Organisational Management even though the research found agreement about common elements. This doesn’t mean there aren’t a plethora of rules, pieces of legislation and regulation pertaining to organisational management, but they aren’t cohesive.

This is where the artefacts fit and the service lens identifies and fills that gap.

Applying the service lens

A school is an enabling environment, for learning, for safety, for student and teacher growth and development and for fulfilling the commitment to education excellence and equity.

In thinking about the education with a service lens the artefacts served to deconstruct how a school actually operates. The service lens sees an organisation as a provider and deliverer of services that enable desired outcomes for all users.

Principal: “I’m responsible for developing young people.”

Service Response: “How do I practically deliver on that when I can’t do everything myself?”

Principal: Our core business is teaching and learning.

Service Reframing: We are an enabling environment that facilitates growth of a child through teaching and learning that occurs in a physical space.

The service lens does not privilege bureaucracy and process over relationships and pedagogy. The intention is to pose: If you look at a school as if it was a service delivery organisation, could you undo some of the complexity in some areas?

Applying the service lens means statements, beliefs and expectations principals have of themselves can be classified toward practice, tools and boundaries.

What that means for the service artefacts

The research found there is a need for the service artefacts and the concept of Organisational Management to be defined. This supports principals to enact their accountabilities.

We must note at this point that the Catholic, Tasmanian and some arms of Independent schools did have resources that aligned to the notion of organisational management. But outside of these example we found no evidence of existing tools that supported a principal’s understanding of how to ‘run a school’.

We learned that the artefacts are useful and usable because tools are required to make the Organisational Management work manageable for the contemporary principal.

- Tools need to fit with the principal’s style and capability; one-size fits all, or a standardised ‘template’ will not work because the principal is making sense of their own context in every decision and action they make.
- Tools need to work with the context of a school in order to connect to the Instructional Leadership and Culture & Community Establishment accountabilities. Organisational Management is not more important than the other areas, but it must exist for a school to run.
- Principals require foundational understanding of what’s involved in running a school. Beyond the practicing principal, inexperienced or challenged principals need tools to help them consider where they invest time/resources. Those aspiring to be principals can use these tools to understand an aspect of their role.

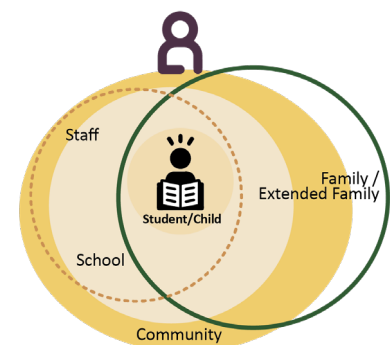
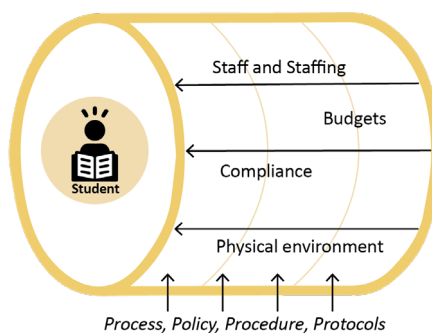
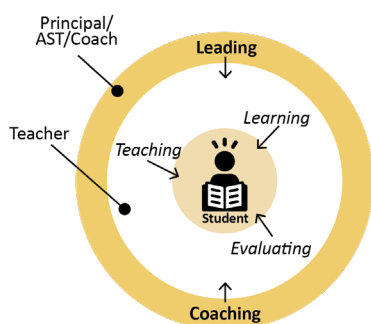
The Three Accountabilities of a Principal



1. Instructional Leadership	2. Organisational Management	3. Culture & Community Establishment
<p>Because education outcomes* are a School's primary/core role/function</p> <p>Description Management of curriculum and instruction by a school principal for quality teaching and learning measured by student achievement, and improvement, teacher feedback, and quality assessment.</p> <p>Leading learning communities.</p> <p>Influence and guide pedagogical practices.</p> <p><i>*As defined by the national Education Vision</i></p>	<p>Because a safe, sustainable and stable environment for learning and working that is appropriately resourced and managed is fundamental in a School.</p> <p>Description i.e. administration, operations delivery, management, improvement.</p> <p>Using a Service Lens the four areas are:</p> <ul style="list-style-type: none"> • Education Services • Management Services • Administrations Services • Campus Services. <p>For detail see Appendix 6.</p>	<p>Because the environment a principal sets, based on the their values is clear in every interaction that occurs within the School.</p> <p>Description Schools don't just have strategy and values as statements; through the principal, they demonstrate and live them through interactions. Moreover, the interactions are not standardised information transmission – there is a relationship being formed. Any communication and interaction is intersubjective.* It is a continuous interchange over years that goes both ways – parent/carer <>child<>teacher<>principal.</p> <p><i>*Intersubjective is the concept that each person is influenced by his or her family, friends, acquaintances, and culture.</i></p>

Where is the 'student at the centre'?

Although the language of 'student at the centre' is not explicitly used, the service lens accountabilities do reflect the place of student outcomes, but as the *ends*; the actions, activities and organisation of the accountability is the *means*.



The language of "administration"

During the interviews we kept track of the various ways principal's referred to the work that wasn't instructional learning, teaching, culture or community:

- Bureaucracy, Regulation, Process
- Time-wasting, Time-saving
- Red Tape, Compliance
- Imposed, Enforced

- Policy ("we have to do this"), Protocol ("we prefer to do it this way"), Voluntary ("we'd like you to do this")
- Nitty Gritty, Admin, Operational Stuff, Donkey Work

The research does not validate all the currently required activities that fit in Organisational Management; it is defining the category so that they can be interrogated by the principal within their context, and potentially, by the stakeholders in the Education Sector.

"What made you decide to be a principal?"

During the research we talked about each principal's career journey. Patterns emerged from these discussions that confirmed the mapping we developed in Section 3 on page 32 was accurate.

The way people move along the pathway can be different but in terms the decision to become a principal three drivers we described:

- **Shoulder tap** – where the person has shown leadership qualities and is encouraged to pursue the role.
- **Career Goal** – where the person intentionally sets out to be a principal as their career goal.
- **Motivated** – where the person reacts positively or negatively to a school/principal experience and is motivated to 'do better'.

Formal principal preparation, of any kind was described as insufficient, tending to be focused on the Department/Directorate – not "what it's actually like to be a principal".

An anecdotal statement from a young principal during a conference discussion attended by the team stands out: "I spend so much time on leadership I don't know what I have to do."

The Induction space would seem to be an opportune time in the journey to principalship for support resources or tools to play a helpful role.

A Pathway to and through principalship (revised)

In reflecting on the pathway from our current state analysis, the accountability breakdown and service artefacts could play a beneficial role at key stages of this journey. See diagram below.

Culture and community

The service lens, and associated accountabilities that the lived experience research highlighted do not explicitly have a call out to culture or community.

This is not because these elements are not critical, it is because from a service lens point of view they are outcomes rather than service descriptors in the context of our research question.

That said, from our research, we have captured that school culture and 'community' is what distinguishes each school, driven by the actions of the principal and others.

Culture is what the principal – either deliberately or sub-consciously, creates, adapts, adapts to, and/or shapes.

Community includes four human components

- Students/Kids.
- Staff.
- Parents/Carers.
- Other e.g. extended family, people in the surrounding areas of the school.
- The fifth component to Community is physical place and space. Place being the location, space being where school is experienced.

On the induction experience



"No one tells you what a principal does –how do I do this stuff?"

VIC, Government, 0–6yrs, metro: large

"[Becoming principal] happened quicker than I thought it would. Bit scary."

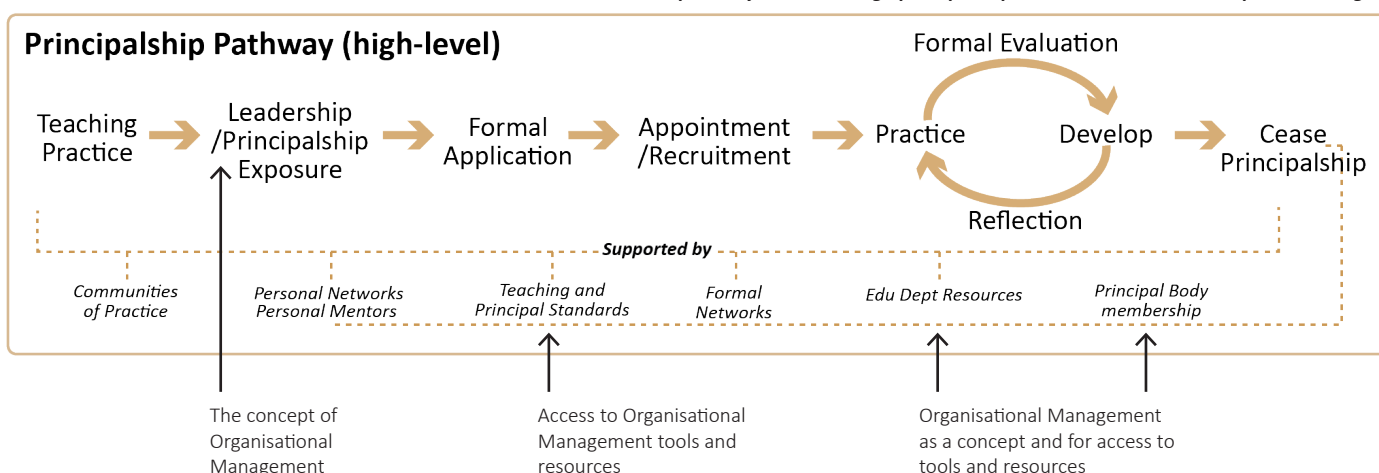
TAS, Government, 7–20yrs, regional: medium

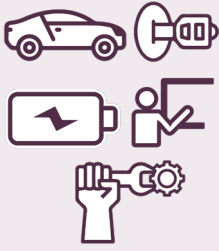
"I feel cheated with what I do – it's not the job I was prepared for. You learn Department ideology."

VIC, Government, 0–6yrs exp, metro: large



A pathway to and through principalship, revised based on lived experience insights





FINDING 3

Five principal typologies in relation to Organisational Management

Though principals are all individuals, there are definite types of behaviour and activity in relation to Organisational Management that emerge.

The research has identified five principal typologies in relation to their Organisational Management approach: Driver, Educator, Energiser, Enabler and Supporter.

These typologies are not about personal style, they are about practice and they help to identify different ways of operating in the service context.



“We have to recognise that becoming principal is a transition to a change of state – from specialty to coach. You don’t see the coach on the field. If you’re doing, you can’t oversee.”

QLD, Government, 7–20yrs, metro: medium

“I’m instructional on the surface but an organisational leader to support.”

SA, Government, 20+yrs, metro: large



Applying the service lens

Typologies are a service design technique and tool. They look at the key users in a system and describe how to craft tools to support experience. They are based on evidence directly sourced from the lived experience of interview participants.

Typologies are a springboard for understanding and designing for the variables of real user experience because they are based on target users expectations, behaviours and motivations. Typologies move beyond customer grouping to a ‘use of service’ and recognise different users for different contexts.

NB: As part of the investigation into application of the artefacts specific to each Typology the researchers have developed detailed breakdowns that captures:

- What is important to a typology
- What frustrates a typology
- Preferred Tools and Techniques of a typology.
- Typology attitude to Organisational Management.
- Organisational Management Artefact Use by typology.

The following pages show an abridged version of this content specific to the research findings.

How typologies could be used

They are useful in designing the artefacts different principals will use (that is, being open to the fact that they should be designed in a way that facilitates different types of use) and also to enable principals to select the mode of artefact that suits their Organisational Management type.

The typologies are not a comprehensive assessment of principals, but a model for using the service artefacts. The typologies can be used as a foundation to design and evolve other Organisational Management artefacts so that they are appropriate and relevant to the user.

For AGPPA, they provide insight on how tools and communication about the Organisational Management accountability could be framed and made accessible to the different types of principal.

What typologies are, and are not

Typologies provide indicators of how people will consume/use the artefacts and knowledge in context of a service-related experience.

Typologies do not define the ‘whole’ person, just how they respond to particular services, or in this case, the service artefacts specifically. As opposed to a ‘type’ which usually means a whole person exemplified by defining characteristics.

Typologies are not hierarchical or judgmental.

Principal Typology 1



Driver

When it comes to Organisational Management

I will make it happen, I will make it work better so we can get on with things.

Because as a principal

I want to achieve quality education delivery within my current context.

Principal Typology 2



Educator

When it comes to Organisational Management

I'll deal with it to get it out of the way.

Because as a principal

I am a educator first and always – education activity should really be my only focus.

Attitude to Organisational Management



"I'm learning that so-called red tape and operations are the job."

*"My role is to protect teachers, clear space – the physical environment, the purpose built environment, and to delegate 'nitty gritty' [operational] appropriately."
(e.g. to Business Manager)*

Organisational Management Artefact Use



- As a trust builder.
- As easy-to-absorb knowledge.

Attitude to Organisational Management



"Red tape and operations get in the way – my biggest drain is operational."

"It's not unnecessary but it is disproportional [in effort] to the outcome."



Organisational Management Artefact Use

- As a self-check, for their own understanding, rather than for using with others.

From the Research Data

- 27% of those interviewed fit the Driver typology
- Experience ranges:
 - 3 x 0–6 years.
 - 2 x 7–20 years.
 - 2 x 20+years.
- A number of Drivers had external experience, but from within the education industry, e.g. working in the department/directorate, education consulting.
- Most became principal by 'shoulder tap' or by being 'negatively' motivated to do better.

A Driver is the most adaptive user of the artefacts. They would use the artefacts in all their evolved delivery forms.

From the Research Data

- 15% of those interviewed fit the Educator typology
- Experience ranges:
 - 3 x 0–6 years.
 - 1 x 7–20 years *Participant has 7 years experience.
 - 0 x 20+years.
- Educators had no professional experience outside of teaching and school leadership roles.
- Most became principal by 'shoulder tap'.

An Educator's use of the artefacts has the least depth. They would use the artefacts in their generic form.

Principal Typology 3



Energiser

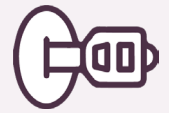
When it comes to Organisational Management

I'll sort it, trust me; it helps us do what we love.

Because as a principal

I want our school to offer great educational experiences for students and staff, into the future, and for society.

Principal Typology 4



Enabler

When it comes to Organisational Management

I will help you understand how it all fits together so we can use it appropriately.

Because as a principal

I believe attention to organisational planning is the foundation for excellent education delivery.

Attitude to Organisational Management

"What I get to last is curriculum and learning. But I can't teach every class – I make it possible for [for every class] to be taught."

"Don't dwell on the admin [if it doesn't serve the kids] – that said, admin is supporting for everything at the school."

Organisational Management Artefact Use

- To enlighten others on the basics required in order to do the good stuff.
- To share with others what the Energiser intuitively knows.

Attitude to Organisational Management

"[Teaching and learning as] core business doesn't mean it's 100% of my time – we deliver education services."

"Everything [in schools] isn't unique – if it was we'd be working way too hard."

Organisational Management Artefact Use

- Believes the artefacts should be compulsory when starting as a new principal.
- To get others understanding how things work in a school.

From the Research Data

- 23% of those interviewed fit the Energiser typology
- Experience ranges:
 - 0 x 0–6 years.
 - 3 x 7–20 years.
 - 3 x 20+years.
- Energisers all had external experience, but from within the education industry, e.g. working in the department/directorate, education consulting
- Most became principal by positive and negative self-motivation.

An Energiser is the lightest user of the artefacts depending on how they suit their need. They would use the artefacts but adapt them to their own delivery or change content.

From the Research Data

- 35% of those interviewed fit the Enabler typology
- Experience ranges:
 - 1 x 0–6 years.
 - 6 x 7–20 years.
 - 2 x 20+years.
- Enablers all had external experience from outside the education sector. A number came to teaching as a change in career.
- Most became principal by 'shoulder tap' or being motivated to use their previous experience to the role.

An Enabler is multi-skilled user of the artefacts. They would use the artefacts explicitly and extend their use with staff.



Supporter

When it comes to Organisational Management

I recognise that it is an important part of education leadership quality and effectiveness.

Because as a principal

I want to support education leaders in the interests of Australian society and economy.

What is Important to a Supporter

- Supporting the different levels of experience for practicing principals and aspiring principals.
- Advocating for and promoting the realistic aspects of being a principal.

Attitude to Organisational Management

“The challenge for principals is shifting from ‘how you do your job’ to ‘how you get something done’...resources help but also being smart in using connections, challenging the thinking process - sometimes wisdom is not knowing everything, but knowing who to talk to.”

**New Zealand Strategic Planning and Leadership Coach
who worked with hundreds of principals 2018-2022**

Evolving the Service Artefacts for Use

From original intent, to experience-in-practice, to next steps

In terms of the detailed content and applying a service lens the research:

- Finding 1 calls out the adaptive role of the principal which means in terms of useful information one size does NOT fit all.
- Finding 2 provides context for the artefacts within the Organisational Management accountability.
- Finding 3 describes the types of user through typologies.

Original service artefacts intent

The original service artefacts were created with and for a specific principal, in a specific context. The research wanted to understand if the fundamental components of the service artefacts could be useful in any primary school in any State/Territory, and in any system of education delivery – Government, Catholic and Independent.

The service artefacts came from the world of service design with complex public sector organisations. They were not attempting to reimagine a school as a ‘business’, but they were explicitly intended to highlight and clarify that a school is complex, and that an enabling environment must exist for teaching and learning to occur, therefore – from a service perspective – tools must exist to support understanding and action.

- **As a set** the three artefacts represent the operating landscape and Organisational Management components of a complex organisation.
- **As separate service artefacts** they are one–page visual overviews that deconstruct the practical elements for describing:
 - Why do we exist and what is our intent in our context, in our location?
 - Who is involved and what are the connections in the different elements of our organisation?
 - How are we organised to operationalise service delivery and deliver services and experiences of value?
- **As a practical tool** they were designed for principals:
 - To understand at an overview level the lay of the land quickly, not deeply; and
 - To see the breakdown and scope of accountability.
- **As a communication tool** they are designed as:



A memory jogger, that provides a reminder about how things work, to confirm or verify connections and to reduce uncertainty, to initiate action, to get started.



A quick reference tool for the principal, to provide a sense of confidence on the known, to feel secure at an overview level (not a deep comprehensive handbook).



A device for making meaning, not instructing, to communicate or generate understanding, to discuss or predict possibility with others.

Service artefact usefulness

Across the board the intent of the service artefacts was validated through the research with principals.

The service artefacts don’t present a philosophy or style, but a common – and now tested – representation of the parameters of what is known with regards to Organisational Management. As they are, they:

- Provide a ‘template’ for a visual or framework of the types of questions a principal needs to ask about how their school runs.
- Can be used, not as a day–to–day service artefact, but something that helps a principal to get started, get an overview, or share their accountability.
- Need to be timeless, not time bound – a living document of ‘how we are running things’.

From a visual and aesthetic perspective, the artefacts:

- Help visualise the fundamentals of what principals should be covering for Organisational Management.
- Must be on a single page for usability, and the graphics should be as simple as is appropriate for the principal to use.
- Are a visual stimulus – so printed, not necessarily published and displayed publicly except for those concerned with Organisational Management.

Tools, not rules

Importantly, the service artefacts are tools, not rules. The qualification for usefulness with the service artefacts is that they are a tool:

- To be tailored and questioned for contextual application.
- For conversation about what is there, and what is not.

Their act of creation or tailoring presents an opportunity for a principal to reflect on their own world, or engage staff in filling in the details for their own learning, or for aspiring principals to examine and make sense of the schools they operate in.

But they are not rules, or infallible frameworks that every principal, in every school should 'follow'. They support the critical thinking required of an education leader in the contemporary primary sector in Australia.

"You have to read the room – modern staff are not interested in too much info at wrong time."

ACT, Catholic, 0–6yrs, metro: small

Catholic, Independent and Tasmanian Government systems

During the conversations with principals who operate in the Catholic and Independent systems and within the Tasmanian government system, they all described existing and useful sources for the information contained in the artefacts – such as the Education Department website, or peak body. Some of the principal's needs, they felt, are fulfilled by those tools. With that stated, there were principals from each of these systems who said they would immediately use the Ecosystem and Service Offering.

Using the findings to evolve the service artefacts to support primary school principal capability

As part of the investigation into application of the artefacts the researchers have separately developed detailed descriptions of:

Evolving the service artefacts as a set

There are four 'versions' that can be developed from the research findings based on:

- Generic Content
- Tailored Content
- Blank Framework
- Questions/Prompts

Conditions for usefulness

Context-specific elements that include taking into account:

- Previous experience of a principal using the service artefacts
- Size and Resources of a School
- Level of experience with organisational management concepts and tools
- Language and style of the service artefacts
- Effectiveness of colours and layout

Specific application and evolution for each service artefact

This includes detailing:

- Who is the service artefact intended for.
- How might they use it.
- What is the current generic content assessment of the service artefacts tested.
- What content enhancement should be considered.

Overall responses by principal typology

Driver

"An accurate reflection of the school system."

ACT, Catholic, 0–6yrs, metro: small

"I can see using these in my context."

NSW, Government, 20+yrs, regional: medium

"Service lens is useful – it's what we are responsible for."

QLD, Government, 0–6yrs, remote: medium

Educator

"I love them – As template I could complete. They're not constraining because you bring your own interpretation of my context."

ACT, Government, 7–20yrs, metro: medium

"I'm not confused by them, but Content? Yes.

Format? – I prefer my [own] style."

VIC, Government, 0–6yrs, metro: medium

"They're busy – have to be concise to be powerful, but a good reminder visual."

SA, Government, 7–20yrs, metro: medium

Energiser

"I could see these in the Staff Handbook. Different users – I would get comms student or aspiring teacher to do gathering of content."

NT, Government, 7–20yrs, regional: medium

"[They're infographic visual models to encapsulate the essence of your school – your vision, your mission, or whatever it happens to be and I think that's really essential...obviously each school is different in that way but if the intent is...documents that help to share a vision and make sure everyone is on the same page with the language – I would say it would be essential for all schools to engage in."

NSW, Independent, 20+yrs, metro: large

"I quite like them – I could understand them."

NZ, Government, 7–20yrs, regional: small

Enabler

"Good for people when starting out – you pull all these things together. There are certain things you [need] to know."

NSW, Catholic, 20+yrs, regional: medium

"Would've helped if [they] existed when I got this role."

VIC, Government, 7–20yrs, rural: small

"Looks good. 'I'd like to be able to hand someone this when we have visitors to the school."

VIC, Government, 7–20yrs, metro: large

"Loved them. They're great. Need some graphic design from my perspective, but I see them used together."

QLD, Government, 7–20yrs, metro: medium



THE STRATEGIC FRAMEWORK

Why do we exist and what is our intent in our context, in our location?

Usefulness Response Based on Typology

Driver

*"Great as leadership induction, and training for aspirants – unless you experience it you don't see it."
NSW, Government, 20+yrs, regional: medium*

*"This stuff is not core business for teachers [it shouldn't be] so this helps."
NSW, Government, 20+yrs, regional: medium*

*"I like this – it shows 'I'm not making this up.'
VIC, Government, 0–6yrs, metro: medium*

Educator

*"It's clear, visual, quick way to communicate, [it's an] informed doc – a powerful document for transfer round."
ACT, Government, 7–20yrs, metro: medium*

*"It's important that this info is shared. [But] I wouldn't use it – our department already has this."
TAS, Government 0–6yrs, regional: small*

*"Nice to see it [on a page]."
SA, Government, 7–20yrs, metro: medium*

Energiser

*"Early career principal orientation shows the authorising environment. The request to the principal of the system. Gives you something to hand over quickly."
NT, Government, 7–20yrs, regional: medium*

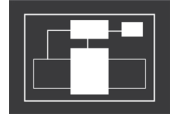
*"Liked it. The way it's set out the graphics, It resonated with me – and would teachers, school, staff. For parents I wouldn't give, but it allows me to talk through with them."
NZ, Government, 20+yrs, metro: medium*

Enabler

*"I'd ask someone to do that - put it together as a teaching tool, [for a] new teacher starting. Show this is how this system works."
NSW, Catholic, 20+yrs, regional medium*

*"This is a [great] map of what schools do – our Catholic system has this."
WA, Catholic, 7–20yrs, regional: med*

*"Big picture is presented all in one place, big power pieces are all there. There's alignment and these are the big things all should know – parent, school. Sometimes you can get caught up on your own school too much."
QLD, Government, 7–20yrs, metro: medium*



THE ECOSYSTEM

Who is involved and what are the connections in the different elements of our organisation?

Usefulness Response Based on Typology

Driver

*"Loved this – Helps to understand your role, different role (e.g. who's in charge of budget, where P&C fit)."
ACT, Catholic, 0–6yrs, metro: small*

*"Let's people know their place – should be on the [school] website."
VIC, Government, 0–6yrs, metro: medium*

*"We have a 'who you go to if you have a question' but [the ecosystem] is not an org chart replacement."
SA, Government, 20+yrs, metro: large*

Educator

*"I like it. Helps everyone see where everything interconnects."
ACT, Government, 7–20yrs, metro: medium*

*"Shows difference between the principal and governance."
SA, Government, 7–20yrs, metro: medium*

Energiser

*"This is your fit, this is your role. Great if it was clickable."
NT, Government, 7–20yrs, regional: medium*

*"Helps to clearly define roles – visual and clean, channels underneath. Great for new staff. Like a wayfinder."
NSW, Independent, 20+yrs, metro: large*

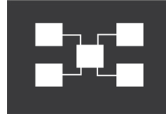
*"I like this knowing how the parts fit together [and this] shows 'the staff aren't the school'. Roles and personalities come and go and we don't make all the decisions."
NZ, Government, 7–20yrs, regional: small*

Enabler

*"Shows the big picture, and groupings for them – key words are on the page. Too boxy [for me] but this is how the groups work."
QLD, Government, 7–20yrs, metro: medium*

*"Liked it. Simple, has flow. I would tailor through our lens. Would help for explaining new initiatives."
TAS, Government, 0–6yrs, rural: small*

*"It's tricky – how do we funnel all these big things down to our teaching. It's busy on the page – if I was a teacher would this help me?"
TAS, Government, 7–20yrs, regional: medium*



THE SERVICE OFFERING AND VALUE PROPOSITION

How are we organised to operationalise service delivery and deliver services and experiences of value?

Usefulness Response Based on Typology

Driver

“For my executive team – this is how we look for improving your capacity, and knowing what you do and I can’t. For staff, it shows the role of the executive, expectations [on us] – its a quick view of how everything fits together.”

ACT, Government, 7–20yrs, metro: medium

“This is what I wanted when I started. Would be good for a principal in new role.”

VIC, Government, 0–6yrs, metro: medium

“I have to cover all of this! I like this– as a tool Easy-ish way to explain.”

QLD, Government, 0–6yrs, remote: medium

Educator

“Quite liked this. Captured a few aspects on a page – lots of words though.”

TAS, Government, 0–6yrs, regional: small

“I would show to my governing council who I want to interact with so they get things.”

SA, Government, 0–6 yrs, regional: small

Energiser

“For an early career principal [this] provides a filter/lens. And when you’re feeling discombobulated with it all [and] overwhelmed by scope.”

NT, Government, 7–20yrs, regional: medium

“[I] have highly organised staff with process and routine but they need to know the structure Helps with cognitive load, allows for disruption [because you know what you’re effecting] Transparency of structure helps to come to quick decisions.”

NSW, Independent, 20+yrs, metro: large

“This could easily be used as an overview – best service artefact. Where are you spending your time as a leader, knowing when things get busy.”

QLD, Government, 20+yrs, metro: large

Enabler

“Sat well, made sense of all the school is responsible for Queensland’s narrow and sharp focus.”

QLD, Government, 7–20yrs, metro: medium

“[It’s the] operational health of the school. [A] Mental model of assigning who needs to do what. [But a] very corporate way of showing.”

TAS, 7–20yrs, regional: medium

How the Research Could Be Used

Applying the findings, recommendations and asking new questions

We set out with this research to answer a range of questions about applying a service lens to education. We explored the contemporary understanding of what it means to be a primary school principal; and whether the service lens is useful via the created and tested service artefacts.

Some of the findings create management frameworks and knowledge, but they and the paper are not intended to bring a 'business' lens to education.

The service lens does not *corporatise* the role of principal, but it does provide a language for the aspects of the job that must deliver on compliance, legal frameworks and risk management inherent in running a large organisation.

The application of the service lens doesn't re-define the Principal, it in fact leads to further broader questions about whether the traditional notion of principal as they are expected to operate is sustainable in the increasingly complex adaptive systems such as education delivery, within increasingly complex societies.

The service lens has proven to be vehicle to recognise it is possible to deconstruct all the elements that exist and place them within a thinking model for action for a contemporary primary school principal in Australia.

- The research has, in calling out the adaptive nature of the system has translated 'autonomy' beyond a leadership concept and into a service delivery practice that takes into account school context.
- We have found the three service artefacts within the Organisational Management model can help sense-making, bringing others along, inspiring potential with some tailoring, adaptation for the different user typologies. And that the use of the Organisational Management construct is to support and evolve instructional leadership and cultural and community establishment models, not replace them.

The result of the research is that principals have assessed a tool and thinking created by principals, for principals that has been proved to:

- Demystify accountability for the new or unaware, and enable understanding.
- Deconstruct education leadership in order to enable action.
- Relieve cognitive load and increase confidence in decision-making.

- Provide a shared reference point – within school, within sector.

Importantly, the research identified that a principal doesn't need to do it all, but they do need to be across it all, and know all that is happening. The service artefacts support this, but also make it clear that being across everything is an accountability, not a distraction.

During the research one principal made this statement:

"I am the CEO – the difference is I have a teaching degree"

On reflection, the researchers would disagree. As a principal, yes, you are running a complex organisation. However, unlike most corporate CEOs, you never get to delegate and shut your door. And your measure isn't performance for shareholders alone. Because you are also a part of the fabric of a community and of children and their families lives - through ups and downs, through growth and through literal growing. Your relationship with the children is as student, but you are also charged by the system to set up the foundation for these students to be lifelong learners and productive members of society. You are coach and leader to professional educators in your school, you create and personally mentor teachers and administrators, and graduates as the future leaders in your industry.

You must constantly learn, share, lead and balance the desires and demands with what you know and believe to be best for a community of people and beyond. You do all of this in a physical, and sometimes digital, environment that you ensure is accessible, safe and engaging.

The question about whether that accountability is too broad and too complex is a separate but important one. This research focused on demystifying the role through a service lens. There is ample opportunity to now ask, "are primary schools and the broad accountability of the principal, what we need for now and into the future?"

How the findings can be used in the short and long term

AGPPA, as the sponsoring agent, holds the belief that high quality leadership underpins every government primary school. The organisation strives to influence the national agenda to drive quality leadership so that quality learning outcomes are obtainable and achievable for every Australian primary school student. This research is fundamental in underpinning the leadership and development and training for school leaders. The research aims to help transform the educational narrative and enhance our practices as a country. AGPPA's aim is that this research will better inform the practice of school leadership in order to change the way service is delivered to school communities across the country.

For AGPPA, the research can

- Inform AGPPA's Strategic Objectives.
- Support promotion and advocacy through consideration of where principal-generated tools reside and are accessed.
- Start a conversation or review the type of 'administration' currently required by principals.
- Be used to review or support the induction practice for principals.
- Provide a new language when supporting the wellness and wellbeing of principals at all stages of their career.

For the Education Sector, the research can

- Be shared with Departments and Directorates, Education Offices and Associations.
- Support the evolution of a future education leadership model.
- Be considered as a new type of research approach.
- Be used to consider how to attract new candidates, from different fields, and how they could be oriented to the sector.

For Principals, the research provides

- A contemporary perspective of their role, and a focus on one key aspect of their accountability.
- Immediate access to the service artefacts as they are.

Appendices

Bibliography, experts, improvement frameworks, original artefacts

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APPENDIX 2: Expert Input

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New Zealand

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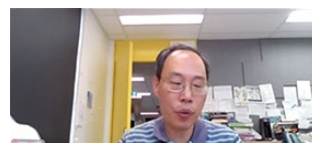
Justin Barrie



Diane Joseph



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Centenary Professor Moosung Lee

About DMA

From 2003 to 2020 Design Managers Australia (DMA) was a Canberra-based globally award-winning service design agency. They combined high level strategic service design and planning in complex environments with experience in the realities inherent in the complexities of the delivery of strategy and operations within public and private sectors organisations. Working with Wendy Cave at Macquarie Primary School on the DesignInSchools project 2015-2016 the work evolved into an offer to engage students as co-designers in the problem-solving discipline from a collaborative and human-centred position. The project became an opportunity for students and staff to learn by doing. Winner for 'Systemic Change in Education' – Service Design Award (2017) Global Design Network, Co-Winner Best Overall 'Service Design – Education Services' (2016), Good Design Australia. » dmaarchive.wordpress.com

About University of Canberra

The University of Canberra has a strategic partnership with the ACT Directorate of Education. Ainslie School is one of 20 affiliated schools and contributes to research and UC Course Advisory Groups.

With thanks

Esteban Fernandez Drovetta, executive and leadership consultant, for sharing his experiences in strategic planning and leadership coaching with principals in the New Zealand education system.

APPENDIX 3: School Excellence and Improvement Frameworks by Jurisdiction

Framework	Areas			
<p><i>Australian Capital Territory</i></p> <p>National School Improvement Tool (NSIT)</p>	<ul style="list-style-type: none"> • An explicit improvement agenda • Analysis and discussion of data • A culture that promotes learning • Targeted use of school resources • An expert teaching team • Systematic curriculum delivery • Differentiated teaching and learning • Effective pedagogical practices • School–community partnerships 			
<p><i>New South Wales</i></p> <p>School Excellence Framework</p> <p>Also references NSIT</p>	<p>14 elements across 6 areas</p> <table border="0"> <tr> <td> <p>Learning Domain</p> <ul style="list-style-type: none"> • Learning Culture • Wellbeing • Curriculum • Assessment • Reporting • Student Performance Measures </td> <td> <p>Teaching Domain</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Data Skills and Use • Professional Standards • Learning and Development </td> <td> <p>Leading Domain</p> <ul style="list-style-type: none"> • Educational Leadership • School Planning, Implementation and Reporting • School Resources • Management Practice and Process </td> </tr> </table>	<p>Learning Domain</p> <ul style="list-style-type: none"> • Learning Culture • Wellbeing • Curriculum • Assessment • Reporting • Student Performance Measures 	<p>Teaching Domain</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Data Skills and Use • Professional Standards • Learning and Development 	<p>Leading Domain</p> <ul style="list-style-type: none"> • Educational Leadership • School Planning, Implementation and Reporting • School Resources • Management Practice and Process
<p>Learning Domain</p> <ul style="list-style-type: none"> • Learning Culture • Wellbeing • Curriculum • Assessment • Reporting • Student Performance Measures 	<p>Teaching Domain</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Data Skills and Use • Professional Standards • Learning and Development 	<p>Leading Domain</p> <ul style="list-style-type: none"> • Educational Leadership • School Planning, Implementation and Reporting • School Resources • Management Practice and Process 		
<p><i>Victoria</i></p> <p>Framework for Improving Student Outcomes (FISO 2.0)</p>	<p>2 Outcomes</p> <ul style="list-style-type: none"> • Learning • Wellbeing <p>5 Core Elements</p> <ul style="list-style-type: none"> • Leadership • Teaching and Learning • Assessment • Engagement • Support and Resources <p>Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth</p> <p>Underpinned by 2 dimensions</p> <ul style="list-style-type: none"> • Leadership • Teaching and Learning 			
<p>South Australia</p> <p><i>School Improvement Cycle</i></p>	<p>Not available without login</p>			
<p>Queensland</p> <p><i>State Schools Improvement Strategy 2022–2026</i></p>	<p>Strategy Areas that are identified by Governed by, Guided by, Supported by</p> <ul style="list-style-type: none"> • Performance • Inclusion • Wellbeing • Teaching • Capability • Partners 			
<p>Northern Territory</p>	<p>School leadership</p> <ul style="list-style-type: none"> • Quality teaching – • Differentiated support – • Community engagement – • Data and accountability – <p>Catholic School Improvement and Renewal (example for NT)</p> <ul style="list-style-type: none"> • Catholic Identity • Teaching and Learning • Leadership • Pastoral Care and Wellbeing • Community and Culture • Finance, Facilities and Resources 			
<p>Tasmania</p> <p>Western Australia</p> <p><i>School Improvement and Accountability Framework</i></p>	<p>Department of Education’s Strategic Plan 2022–2024 Learners First: connected, resilient, creative and curious thinkers – Cannot access without login.</p> <p>There are five areas of focus for effective school operations:</p> <ul style="list-style-type: none"> • Teaching • Learning environment • Leadership • Resources • Relationships 			

APPENDIX 4: Elements Required for a School to Operate

We used a service-based theoretical framework for service delivery for the initial investigation which had four elements required for a complex organisation to operate.

- People (who) – those employed in roles with capability.
- Process (how) – the repeatable tasks required.
- Operations (what) – the combination of people and process organised to deliver on school/organisational outcomes.
- Spaces (where) – the physical location education delivery occurs.

<p>People</p>	<p>Some common structures do exist across Schools but it is largely informed by the size of the school Of those *Employed or paid for their services the following People have specific roles:</p> <table border="0"> <tbody> <tr> <td>Principal</td> <td>Principals’ supervisors’ role</td> <td>Director</td> </tr> <tr> <td>School Board/Council</td> <td>Education system support officers</td> <td>School Leader</td> </tr> <tr> <td>Assistant/Deputy Principal</td> <td>Compliance officers</td> <td>Team Leader</td> </tr> <tr> <td>Executive Teacher</td> <td>Head of House</td> <td>Administrative Staff</td> </tr> <tr> <td>Business Manager</td> <td>Head of Faculty</td> <td>Grounds/Facilities Staff</td> </tr> <tr> <td>Senior Teacher</td> <td>Coordinator</td> <td></td> </tr> <tr> <td>Teacher</td> <td></td> <td></td> </tr> <tr> <td>Executive Teacher</td> <td></td> <td></td> </tr> <tr> <td>Classroom Teacher</td> <td></td> <td></td> </tr> </tbody> </table>	Principal	Principals’ supervisors’ role	Director	School Board/Council	Education system support officers	School Leader	Assistant/Deputy Principal	Compliance officers	Team Leader	Executive Teacher	Head of House	Administrative Staff	Business Manager	Head of Faculty	Grounds/Facilities Staff	Senior Teacher	Coordinator		Teacher			Executive Teacher			Classroom Teacher		
Principal	Principals’ supervisors’ role	Director																										
School Board/Council	Education system support officers	School Leader																										
Assistant/Deputy Principal	Compliance officers	Team Leader																										
Executive Teacher	Head of House	Administrative Staff																										
Business Manager	Head of Faculty	Grounds/Facilities Staff																										
Senior Teacher	Coordinator																											
Teacher																												
Executive Teacher																												
Classroom Teacher																												
<p>Process</p>	<p>No single source existed to describe the processes of a school, but fro the Background research the following groupings were refined from wherever process or tasks were described by and educator:</p> <p>No single source existed to describe the processes of a school, but fro the Background research the following groupings were refined from wherever process or tasks were described by and educator:</p> <p>Education and Learning Delivery</p> <ul style="list-style-type: none"> • DELIVERING Curriculum • LEADING teaching and learning • SUPERVISING of students • INSTRUCTIONAL leadership <p>Human Resources</p> <ul style="list-style-type: none"> • MANAGING Staff • DEVELOPING staff • MANAGING workforce planning • IMPROVING the quality of teaching and school leadership, such as teacher registration, performance and development, or professional learning • MANAGING teacher’s professional development, teacher selection, staff supervision • MANAGING under performing staff • OVERSEEING of teacher housing (Rural locations) <p>Administration and Compliance</p> <ul style="list-style-type: none"> • MANAGING/COORDINATING school council • MANAGING Community partnerships and engagement • ENACTING local curriculum • DEVELOPING school vision • DEVELOPING ways of meeting school improvement targets (often externally mandated or negotiated with supervisors & school improvement officers) • LEADING school improvement, such as planning or implementation • CHANGE MANAGING such as technology enhancement Initiatives seeking to streamline compliance and administrative Requirements <ul style="list-style-type: none"> • IMPLEMENTING new requirements, systems and requests • OVERSEEING daily operations and structures – timetabling, behaviour management and support. • REPORTING or responding to accountability measures • PROCURING & CONTRACT MANAGING e.g. oversight of school buses from the tender to the daily running process • MAINTAINING operational risk registers • SUPPORTING occupational health and safety • MANAGING policy requirements that are mandatory for schools. These include, for example, completion of forms, reports, data collection (such as student census) and other departmental obligations on schools • MANAGING data requests – collect and report other data on students with disabilities under existing state/territory collections that link to state/sectoral funding • MEETING REGULATIONS as ‘registered charities’ or ‘corporate entities’ collect data on overseas students (Non-Gov) • DEPLOYING workforce planning and occupational health and safety support. • OVERSEEING student safety, legislative requirements, and community expectations • MANAGING Copyright requirements complete usage surveys • COLLECTING data on overseas students (Non-Gov) • MANAGING capital works projects • FACILITATING access to health care, social services, legal support, facilitating employment support for community members, helping community members to receive mental health care and support, and working proactively to support health and wellbeing initiatives within the community 																											
<p>Operations</p>	<p>Operation – the known annual school-run/led activities (activity here means the expected outcome/output based on a resource who did the work with the relevant expertise required):</p> <ul style="list-style-type: none"> • Activities required for teaching and student learning, including Personalised learning agreements, Term curriculum approaches, NAPLAN preparation • Activities required for a school to operate, including Teacher intake/recruitment, enrollment, Annual Report Preparation and delivery, end of financial year reporting, compliance • Events (known and unknown) that may inform School activities – including local annual events, celebrations and rituals, weather/environmental occurrences, health cycles such as outbreaks of flu, or a pandemic. 																											
<p>Spaces</p>	<ul style="list-style-type: none"> • The physical spaces of the buildings, grounds, heritage factors, the surrounding neighbourhoods. 																											

APPENDIX 5: Generic Artefacts Used in the Field Research

Used with Government Principals

<p>AS EDUCATION EXPERTS WHO ARE DRIVEN BY PROVEN EDUCATION GOALS AND MODELS AT A COMMONWEALTH LEVEL</p>	<p>WE ARE PART OF THE [STATE/TERRITORY] PUBLIC SCHOOL SYSTEM WHICH HAS A DEFINED AND CLEAR STRATEGIC FOUNDATION</p>	<p>THE WAY WE DELIVER ON THIS AT [OUR] SCHOOL</p>	<p>AND THE 5 PRINCIPLES THAT GUIDE ACTION TO DELIVER ON OUR INTENT</p>
<p>Alice Springs (Mparntwe) Education Declaration</p> <p>Goal 1 The Australian education system promotes excellence and equity</p> <p>Goal 2 All young Australians become confident and creative individuals, successful lifelong learners, active and informed members of the community.</p> <p>Early Years Learning Framework</p> <p>The EYLF is linked to and embedded in the National Quality Standard. It guides educators to develop quality programs for young children. It also describes the early childhood pedagogy (principles and practice) and the outcomes that provide goals for young children's learning</p> <p>Australian Curriculum</p> <p>The Australian Curriculum sets the expectations for what all young Australians should be taught, regardless of where they live in Australia or their background. ACARA draws on the best national talent and expertise, and consults widely to develop the Australian Curriculum and resources</p> <p>Rights of the Child to</p> <ol style="list-style-type: none"> 1. be treated fairly no matter what 2. have a say about decisions affecting you 3. live and grow up healthy 4. have people do what is best for you 5. know who you are and where you come from 6. believe what you want 7. privacy 8. find out information and express yourself 9. be safe no matter where you are 10. be cared for and have a home 11. education, play and cultural activities 12. help and protection if you need it 	<p>The Government Education Department/Directorate</p> <p>Jurisdictional Strategic Plan 20XX-20XX</p> <p>What we do Our vision Our principles Our values</p> <p>Jurisdictional Excellence and Improvement Framework, e.g.</p> <p>Jurisdictional Education Act/Legislation</p> <p>Our [Primary School] Improvement, Annual Plan</p> <p>[Primary School] Improvement Plan 20XX</p> <p>[Primary School] Annual Plan 20XX</p>	<p>Our intent</p> <p>Enabling students to be successful learners, confident and creative individuals, and active and informed citizens</p> <p>Our approach</p> <p>We deliver playful and sophisticated education services</p> <p>Focusing 20XX-20XX on</p> <p>Student Centred Work Professional support - teachers and others Personal Support - the school community</p>	<p>1 Purposeful Play</p> <p>Why it matters Laughing children learn. The knowledge, skills, attitudes and values developed during childhood in Primary School are all essential outcomes but childhood should be fun!</p> <p>What it means for us We are curious. Learning is a social activity that involves thinking, feeling and acting. Creativity is enabled within the playful state we activate.</p> <p>2 Intentional Education</p> <p>Why it matters While optimism is important, hope is not a strategy. Teaching is the mindful response to learning.</p> <p>What it means for us We are thinkers. As experts in the curriculum and typical childhood development our decisions reflect a clear sense of intended impact because we are socially, culturally and environmentally responsible.</p> <p>3 Personalised Learning</p> <p>Why it matters No two learners are exactly the same. Learning can happen anywhere and at any time and how we teach affects what our community learns.</p> <p>What it means for us We are inquirers. We enable learning pathways and draw on approaches that are as diverse as the learners we lead. We notice and seize incidental opportunities for learning. And we engage parents, carers and families in all their forms as advisors and collaborators in learning design.</p> <p>4 Reflection and Growth</p> <p>Why it matters Teachers, as lead learners, are role models. We are accountable to our students, our community, and each other.</p> <p>What it means for us We are research-engaged. This means we are informed, contemporary, responsive and agile and we know we can always improve.</p> <p>5 Deliberate connection of student agency to real outcomes</p> <p>Why it matters Students are leaders and agents of change. Feeling and being purposeful builds investment, engagement and impact.</p> <p>What it means for us We are educators. Learners' lives extend well beyond the school gate, that also makes us collaborators, situating learning in authentic contexts to support them, and connect them with other experts, as they move beyond the classroom.</p>

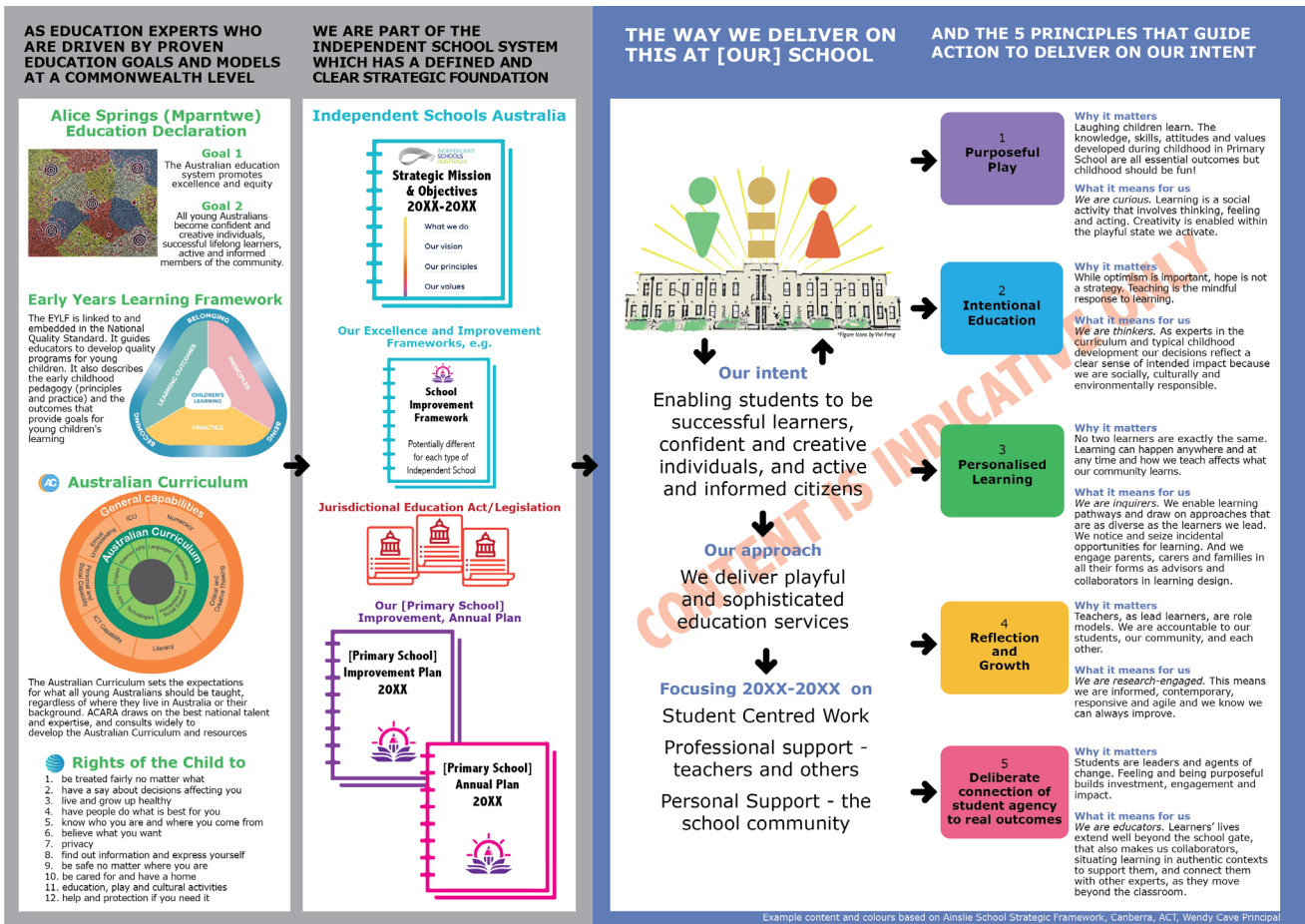
Example content and colours based on Ainslie School Strategic Framework, Canberra, ACT, Wendy Cave Principal

Used with Catholic Principals

<p>AS EDUCATION EXPERTS WHO ARE DRIVEN BY PROVEN EDUCATION GOALS AND MODELS AT A COMMONWEALTH LEVEL</p>	<p>WE ARE PART OF THE CATHOLIC SCHOOL SYSTEM WHICH HAS A DEFINED AND CLEAR STRATEGIC FOUNDATION</p>	<p>THE WAY WE DELIVER ON THIS AT [OUR] SCHOOL</p>	<p>AND THE 5 PRINCIPLES THAT GUIDE ACTION TO DELIVER ON OUR INTENT</p>
<p>Alice Springs (Mparntwe) Education Declaration</p> <p>Goal 1 The Australian education system promotes excellence and equity</p> <p>Goal 2 All young Australians become confident and creative individuals, successful lifelong learners, active and informed members of the community.</p> <p>Early Years Learning Framework</p> <p>The EYLF is linked to and embedded in the National Quality Standard. It guides educators to develop quality programs for young children. It also describes the early childhood pedagogy (principles and practice) and the outcomes that provide goals for young children's learning</p> <p>Australian Curriculum</p> <p>The Australian Curriculum sets the expectations for what all young Australians should be taught, regardless of where they live in Australia or their background. ACARA draws on the best national talent and expertise, and consults widely to develop the Australian Curriculum and resources</p> <p>Rights of the Child to</p> <ol style="list-style-type: none"> 1. be treated fairly no matter what 2. have a say about decisions affecting you 3. live and grow up healthy 4. have people do what is best for you 5. know who you are and where you come from 6. believe what you want 7. privacy 8. find out information and express yourself 9. be safe no matter where you are 10. be cared for and have a home 11. education, play and cultural activities 12. help and protection if you need it 	<p>The Catholic Education Commission</p> <p>Strategic Mission & Objectives 20XX-20XX</p> <p>What we do Our vision Our principles Our values</p> <p>Diocese-specific Excellence and Improvement Frameworks, e.g.</p> <p>Jurisdictional Education Act/Legislation</p> <p>Our [Primary School] Improvement, Annual Plan</p> <p>[Primary School] Improvement Plan 20XX</p> <p>[Primary School] Annual Plan 20XX</p>	<p>Our intent</p> <p>Enabling students to be successful learners, confident and creative individuals, and active and informed citizens</p> <p>Our approach</p> <p>We deliver playful and sophisticated education services</p> <p>Focusing 20XX-20XX on</p> <p>Student Centred Work Professional support - teachers and others Personal Support - the school community</p>	<p>1 Purposeful Play</p> <p>Why it matters Laughing children learn. The knowledge, skills, attitudes and values developed during childhood in Primary School are all essential outcomes but childhood should be fun!</p> <p>What it means for us We are curious. Learning is a social activity that involves thinking, feeling and acting. Creativity is enabled within the playful state we activate.</p> <p>2 Intentional Education</p> <p>Why it matters While optimism is important, hope is not a strategy. Teaching is the mindful response to learning.</p> <p>What it means for us We are thinkers. As experts in the curriculum and typical childhood development our decisions reflect a clear sense of intended impact because we are socially, culturally and environmentally responsible.</p> <p>3 Personalised Learning</p> <p>Why it matters No two learners are exactly the same. Learning can happen anywhere and at any time and how we teach affects what our community learns.</p> <p>What it means for us We are inquirers. We enable learning pathways and draw on approaches that are as diverse as the learners we lead. We notice and seize incidental opportunities for learning. And we engage parents, carers and families in all their forms as advisors and collaborators in learning design.</p> <p>4 Reflection and Growth</p> <p>Why it matters Teachers, as lead learners, are role models. We are accountable to our students, our community, and each other.</p> <p>What it means for us We are research-engaged. This means we are informed, contemporary, responsive and agile and we know we can always improve.</p> <p>5 Deliberate connection of student agency to real outcomes</p> <p>Why it matters Students are leaders and agents of change. Feeling and being purposeful builds investment, engagement and impact.</p> <p>What it means for us We are educators. Learners' lives extend well beyond the school gate, that also makes us collaborators, situating learning in authentic contexts to support them, and connect them with other experts, as they move beyond the classroom.</p>

Example content and colours based on Ainslie School Strategic Framework, Canberra, ACT, Wendy Cave Principal

Used with Independent Principals

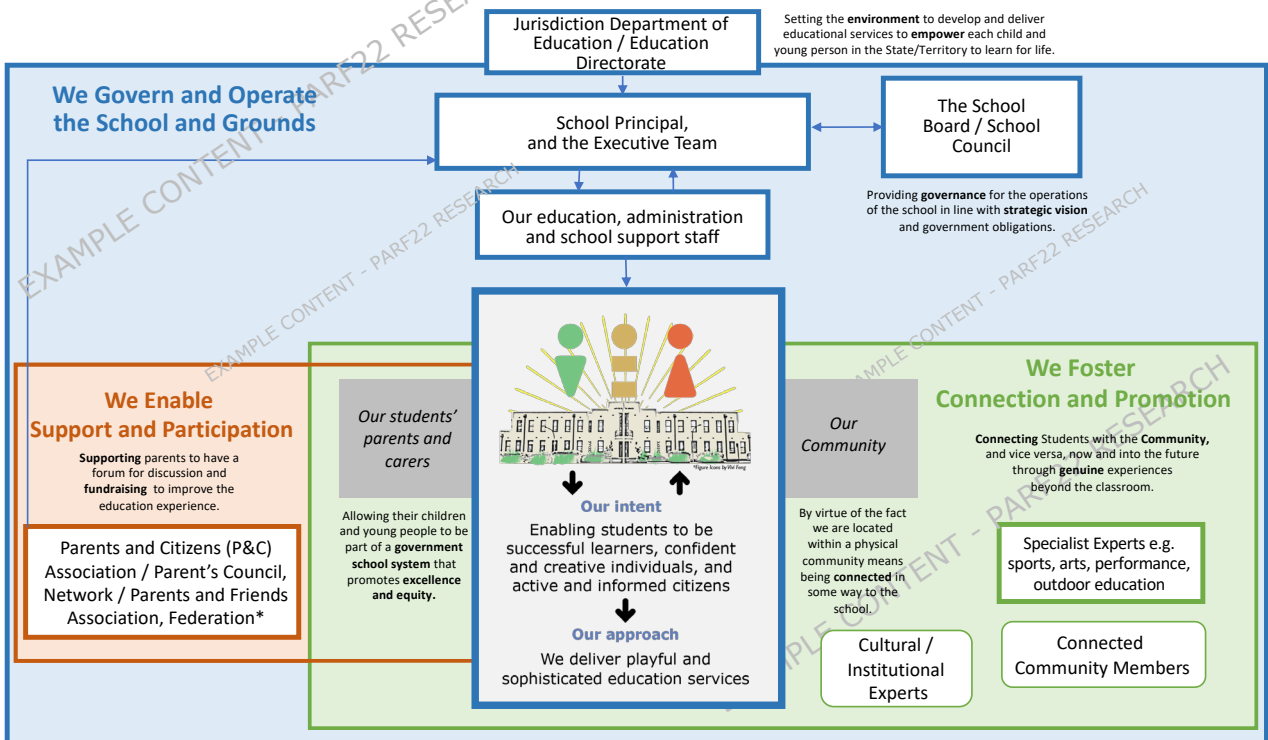


Used with Government, Catholic, Independent Principals

[Primary School] Ecosystem

This is a map of how our formal and informal groups connect. It captures the roles multiple groups play within the school ecosystem so that we can have certainty about our intent and ensure new ideas and approaches work well with existing efforts.

Formal
Formal



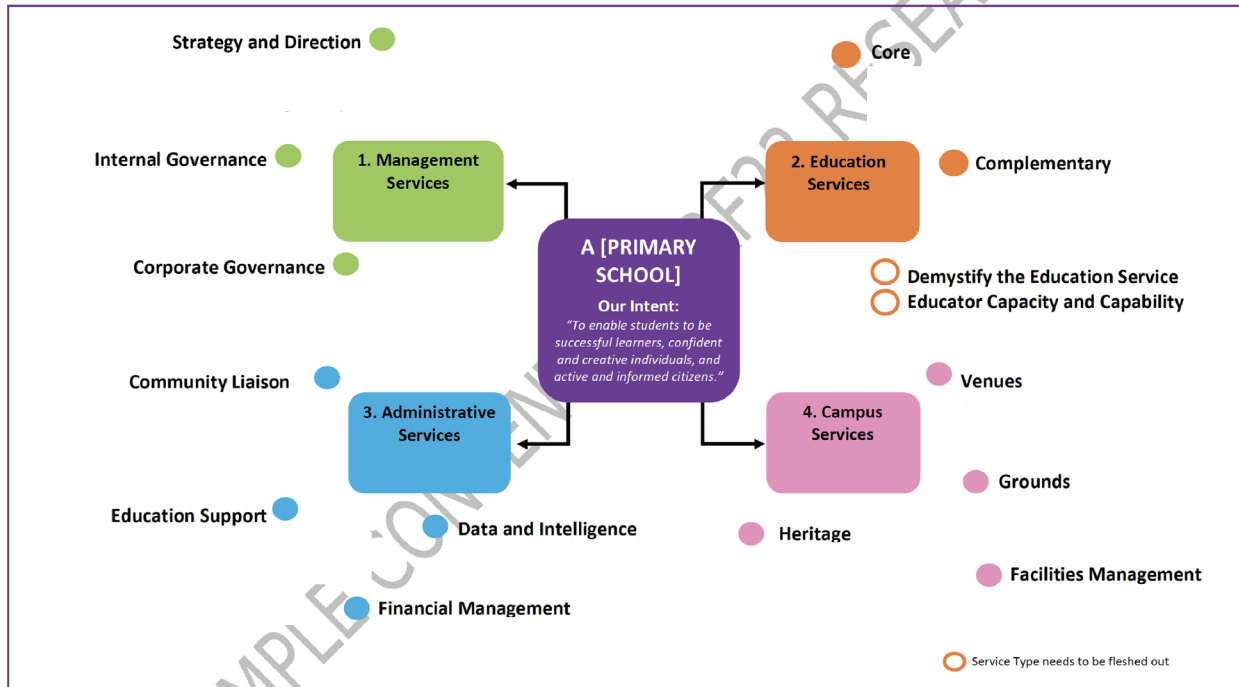
*Each type of School (Government, Catholic and Independent) have different names, including: Parents and Citizens (P&C) Association, State Independent Schools Parents Network / Parent's Council, Catholic School Parents Association/Council, Parents & Friends Association/Federation

APPENDIX 6: Generic Service Offering and Value Proposition example detail

Used for Government, Catholic, Independent Principals

ARTEFACT 3: [Primary School] Service Offering and Value Propositions – Overview

At [Primary School] our key function and focus is as a deliverer of [insert strategic statement here], but in order to deliver [Primary School] has four Service Types and multiple services that enable delivery of that Service Type.



HOW TO USE THIS FRAMEWORK

Each Service Type has an Accountable Person and Value Proposition on the following pages. The value proposition breaks down:

- Who the service is for and what it is they need
- What we deliver as detail of the service and key tasks
- What the expected result is (ie. How we can measure we're on track)

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