

OUR PRIORITY AREAS AND SUCCESS INDICATORS

1

OPTIMISE TIME FOR INSTRUCTIONAL LEADERSHIP

Success indicator: our leaders have more time to focus on their core business of school leadership.

2

PROMOTE A CULTURE OF CARE, WELLBEING AND SAFETY

Success indicator: our schools are respectful and safe places.

3

ENHANCE PROFESSIONAL SUPPORT

Success indicator: Our school leaders are supported, connected and can flourish in their role.

School leaders refers to principal and assistant principal classifications.

Principal refers only to principal classifications.

education.nt.gov.au

Education NT

SCHOOL LEADER WELLBEING ACTION PLAN 2021–25

1

OPTIMISE TIME FOR INSTRUCTIONAL LEADERSHIP

PRIORITY ACTIONS

1.1 DEVELOP A POLICY AND ADVISORY LIBRARY



We will develop a policy and advisory library to enhance the accessibility and searchability of policies to optimise school leader time.

Additional key beneficiaries:



1.2 MAXIMISE SCHOOL LEADER TIME



We will keep school leader wellbeing and workload as key considerations in planning and implementing our work across the system. We will act to protect and prioritise time for instructional leadership and school improvement.

Additional key beneficiaries:



1.3 INVESTIGATE PRINCIPAL WORKLOAD



We will investigate principal workload to identify additional burden of compliance and administrative tasks that impact principals' ability to focus on school improvement and instructional leadership. We will make recommendations for action.

Additional key beneficiaries:



2

PROMOTE A CULTURE OF CARE, WELLBEING AND SAFETY

PRIORITY ACTIONS

2.1 BUILD STRONG EDUCATION COMMUNITIES



We will create a territory-wide community education campaign to build strong education communities where all members are respected, valued and safe. We will do this by promoting expected, positive and safe behaviours in schools.

Additional key beneficiaries:



2.2 ENHANCE SKILLS AND CAPABILITY



We will offer targeted professional learning for school leaders to equip them with skills to respond to conflicts and challenges in the workplace and protect their own wellbeing.

Additional key beneficiaries:



2.3 FORM A TASKFORCE TO INVESTIGATE OCCUPATIONAL VIOLENCE AND AGGRESSION



We will establish a taskforce to investigate occupational violence and aggression in territory schools to understand, reduce and prevent their occurrence.

Additional key beneficiaries:



3

ENHANCE PROFESSIONAL SUPPORT

PRIORITY ACTIONS

3.1 ENRICH MENTORING AND PEER SUPPORT



We will strengthen the networks of principals by trialling targeted mentoring and peer support initiatives.

Additional key beneficiaries:



3.2 PROVIDE WELLBEING CONVERSATIONS



We will trial and measure the impact of providing proactive and preventative wellbeing conversations for school leaders. These reflective conversations will focus on the organisational, emotional and educational aspects of the school leader role.

Additional key beneficiaries:



3.3 STRENGTHEN CRITICAL INCIDENT SUPPORT



We will review our critical incident support processes and make recommendations to strengthen system-wide support for principals.

Additional key beneficiaries:



LEGEND:



SHORT-TERM (LESS THAN 12 MONTHS)



MID-TERM (BETWEEN 12 AND 24 MONTHS)



LONG-TERM (MORE THAN 24 MONTHS)



TEACHERS



STUDENTS



COLLEAGUES



SCHOOL COMMUNITY



BROADER COMMUNITY



THE PROFESSION

