

## 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.

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# 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)

