



**ASIA LEADERSHIP
ROUNDTABLE**

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Leadership and Learning in Asia Pacific: Challenges for Research and Practice

Establishing a Performance and Development Culture in Australian Schools

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One of the four key characteristics of successful school leadership is developing people (Leithwood, Day, Sammons, Harris & Hopkins, 2006). In Victoria, Australia, the government and Catholic school systems (which include nearly 90% of all schools) have adopted a performance and development culture model that describes five elements: induction, teacher feedback, individual teacher development plans, teacher professional learning, and establishing a culture focused on performance and development. The ultimate aim of the program was to facilitate student outcomes, support professional learning, and build the capacity of schools to improve. These systems also have similar school review processes. This paper reports on our professional work with these systems in providing accreditation for all schools involved in the program, two evaluations of the implementation of the program in Catholic schools, and two multiple-perspective case studies of successful implementation. The PDC program has been an major initiative to support overall school improvement through its focus on inducting and developing staff. The case studies highlight the synergy that PDC can have to support a school improvement agenda. There is a tight linkage between school improvement through the school review process and establishing a PDC.



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