

CSA 360 Leadership Development Tool



Guidelines and Information 2024



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CSA 360 Leadership Development Tool Overview

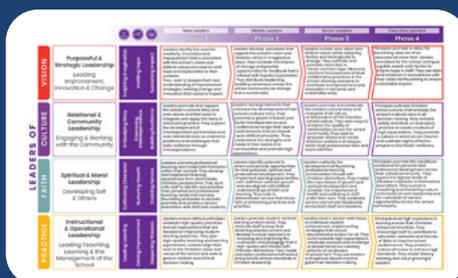
About this Development Tool

To assist schools in building the professional leadership capacity of their staff, we have developed the CSA 360 Leadership Development Tool as part of the Leadership Framework.

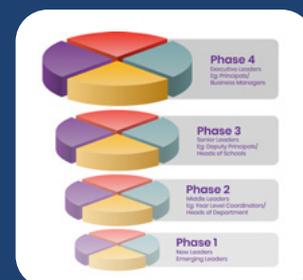
The online survey tool, developed in collaboration with CSA by Track Surveys in the United Kingdom, seamlessly aligns with the CSA Leadership Framework's Domains, practices, and AISTL's Australian Professional Standards for Principals incorporating four phases of leadership development.



CSA Leadership Framework



Leadership Rubric



Phases of Leadership Development

The CSA 360 Leadership Development Tool (and report that is generated as an automated PDF from the 360 questionnaires) is intended to help leaders become more aware of how they work, lead and interact with others.

It is important to note that this development tool is NOT intended to be used as a formal appraisal process, but rather is developmental and designed to enhance and expand leadership capacity at every level of Christian school leadership.

What our Principals are saying...

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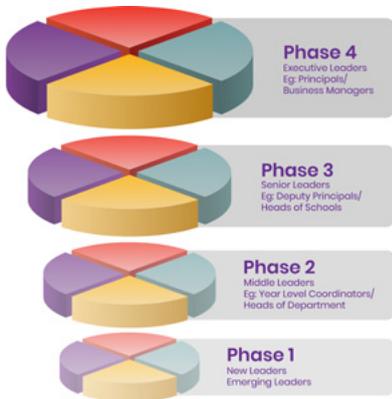
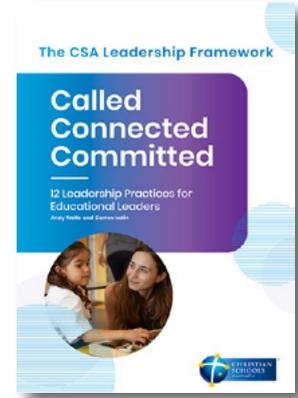
The tool has given me insight as to how a senior member of my team operates as a leader from a range of perspectives. To have these aligned with the AISTL standards from a Christian perspective is particularly helpful as we look to grow our Christian staff. It's helpful to triangulate my own observations with those from their peers as well as those they lead. The tools have provided insight into specific areas where I can support their growth as a leader, coaching and walking alongside, equipping them to be the leader God has created them to be.

Ian Hewitt, Trinity Christian School

”

Who should use the CSA 360 Leadership Development Tool?

1. The CSA 360 Leadership Development Tool is seamlessly aligned with the distinctive Christian emphases of the CSA Leadership Framework.



2.

School leaders across four distinct phases of leadership can use the tool to build their leadership capacity.

3. Each phase of leadership is explicitly catered for within the tool and each phase is aligned with AITSL's Professional Standards for Principals.



4.

The tool articulates and describes key criteria and practices for effective Christian school leadership across each phase of leadership development.

What costs are involved in the CSA 360 Leadership Development Tool?

Below is a pricing schedule for the development tool for all CSA member schools, as well as non-member schools and other consultants or external groups:

CSA Member Schools:	1 complimentary review, per school, in 2022 \$80 + GST for all additional reviews
Non-CSA Member Schools:	\$350 + GST for each review
Consultants/External Groups:	\$350 + GST for each review

Once completed, the CSA 360 Leadership Development Tool compiles a comprehensive and highly detailed PDF report which will be emailed directly to you and your nominated Line Manager. The Report can be reviewed and discussed with your Line Manager/Principal within your school community.



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For an additional fee, CSA can also provide debriefing opportunities via a team of expert CSA Feedback Reviewers, who each have many years' experience as leaders within schools.

Please contact CSA if you would like to undertake this value-added review option and we can discuss pricing and development planning options available through our expert reviewer team. Price on application.

**Send an email to
leadership@csa.edu.au
for more information
or
Turn to page 13 to learn more**

How to use the CSA 360 Leadership Development Tool

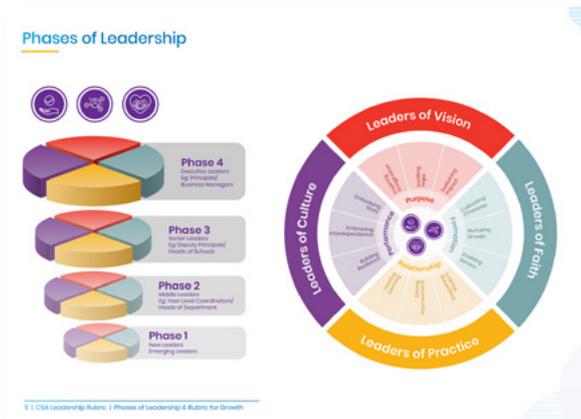
7 steps to completing your 360 Review



Choosing Your Reviewers

When undertaking the CSA 360 Leadership Development tool, it is important to consider the right balance of colleagues who will contribute to your 360 Review, as this will ensure that the results from these reviewers are representative, suitably detailed and therefore more effective and useful in assisting you with your professional leadership learning goals and building leadership capacity. You will need to provide all email addresses and the specific categories for all of the reviewers you choose to be part of this process (a specific spreadsheet designed by CSA will be provided).

Please note that if you are part of a smaller school, where it is not possible to fill these recommended quotas for reviewers, endeavour to include as many of each category as is possible within your specific schooling context.





Phase 4 Leaders
Executive Leaders
Eg. Principals/
Business Managers

As a Principal or Executive Principal, who should be on my list?

Your reviewers should include:

- | | | | |
|----------------------|---|------------|---------------------------|
| Self | [self-rating] | You | |
| Line Manager | For the Principal/Executive Principal role, this is usually the Board chair. | | 1 person |
| Peer | These reviewers will generally include ALL or some of the executive team of the school. These should not include principals of other schools. | | up to 4-8 people |
| Direct Report | These reviewers are those reporting directly or indirectly to the Principal. This list may include non-teaching staff. | | up to 10-15 people |
| Other | These reviewers can include Board members, who know the principal well. Some schools may choose to use the entire Board, especially if it is a stable, long-standing and well-established group. Teachers and non-teachers within the school community that have a good knowledge and understanding of the person being reviewed could also be included. You may also choose 2-3 external people who are in the education profession and who know the principal well. | | up to 10-15 people |



As an Executive Team Member, who should be on my list?

Your reviewers should include:

Self	[self-rating]	You	
Line Manager	For an Executive Team Member, this is usually the Principal.		1 person
Peer	These reviewers will generally be members of the School Executive Team (teaching and non-teaching).		up to 4-8 people
Direct Report	These reviewers (teaching and/or non-teaching) are those reporting directly to the Executive Member.		up to 10-15 people
Other	These reviewers could include multiple managers, depending on the role. For example, the Business Manager may also have the Chair of Finance Committee. These reviewers can also be teachers and non-teachers within the school community that have a good knowledge and understanding of the person being reviewed.		up to 10-15 people



As a Middle Leader, who should be on my list?

Your reviewers should include:

Self	[self-rating]	You	
Line Manager	For a Middle Leader, this may be the Principal or another Manager. This category must include an appropriate Line Manager/Deputy/Executive Team Leader.		1 person
Peer	These reviewers will generally be members of the relevant management team of the school. For example, if you are a Head of Department, then other Heads of Department will be peer reviewers.		up to 4-8 people
Direct Report	These reviewers (teaching and/or non-teaching) are those reporting directly to the Middle Leader.		up to 10-15 people
Other	These reviewers could include multiple managers, depending on the role. For example, the Business Manager may also have the Chair of Finance Committee. These reviewers can also be teachers and non-teachers within the school community that have a good knowledge and understanding of the person being reviewed.		up to 10 people



As a New or Emerging Leader, who should be on my list?

Your reviewers should include:

Self	[self-rating]		
Line Manager	For a new/emerging leader, this may be the Principal or another Manager. This category must include an appropriate Line Manager/Deputy/Team Leader.		
Peer	These reviewers will generally be members of the relevant team that the new/emerging leader is a part of. For example, if you are a Year Level/Curriculum Leader, then other Year Level/Curriculum Leaders will be reviewers.		
Direct Report	These reviewers (teaching and/or non-teaching) are those reporting directly to the new/emerging leader. These may be small group teams, Year Level Teachers, or curriculum working groups.		
Other	Teachers and non-teachers within the school community that have a good knowledge and understanding of the person being reviewed.		



For all phases of leadership, your Reviewers should:



represent a range of views. For example, include those people who work well with you, as well as those who may challenge or disagree with your leadership decision-making.



include as many as the recommended quotas of reviewers in each category (where possible) to ensure anonymity in the final report.



NOT include parents (unless they fall into the above categories) or students, as they will be unable to answer the survey questions.

Once you have identified your reviewers, please let them know that you have nominated them for the **CSA 360 Leadership Development Tool** and then complete the requested reviewer spreadsheet that will be provided to you.

IT Requirements for the Development Tool

Prior to commencing the CSA 360 Leadership Development Tool process, it is important to ensure your school's IT system requirements align with the following:

1. Ensure your school firewall does not block the following url:
<https://www.securetracksurveys.co.uk>
2. White-List all email addresses with the following domain:
@tracksurveys.co.uk
3. Ensure any proxy servers do not drop or time-out browser sessions to:
<https://www.securetracksurveys.co.uk>

Please contact: leadership@csa.edu.au for any general enquiries regarding the system requirements for the CSA 360 Leadership Development Tool.

What our participants are saying...

“

I found the process really rewarding. As a leader, I am often caught up in the busyness of the role, not finding time for self-reflection. The feedback from my colleagues provided valuable insights and has enabled me to focus my professional development as part of my action plan.

Jane McClarty, Green Point Christian College

”

“

The CSA 360 Leadership Development Tool really helped me to drill down into specific areas of my leadership across a number of domains. The tool has given me really valuable insight into how I relate to others, operate, think and communicate. It's helped me to consolidate my thinking around my strengths and how to stretch them further. Importantly, it's helped me to distil specific areas where I need to be more intentional. This has provided a strong framework for developing myself as a leader.

Elieisha Smyth, Trinity Christian School

”

Glossary of Terms

The following list of terms are used in relation to the CSA 360 Leadership Development Tool:

360 Review	An online survey that is undertaken by a range of people in various categories on the subject, which is the Reviewee.
Reviewee	The person who is the subject of the 360 Review.
Reviewer	The person completing the survey on the reviewee. This person will also fall within one of the four Reviewer Categories, below.

Reviewer Categories

- 1. Line Manager** This may be the Board Chair, Principal or appropriate Manager, depending on the person undertaking the 360 Review.
- 2. Peer** If a Principal is the subject of the 360 Review, a peer would be members of your executive team. For all other roles, a person working in a similar role/level as the person undertaking the 360 Review.
- 3. Direct Report** A person who reports to the person undertaking the 360 Review.
- 4. Other** A person completing the survey that does not fit into one of the above categories.

Authorised Contact Typically the Principal or someone with relevant authority in the school to book 360 Reviews for staff.

Administration Contact Typically a Principal's PA/Admin Support staff who may be responsible for gathering the data for participation for the school.

CSA Feedback Reviewer CSA internal team available to engage in the feedback review process (added cost implications).

 **Phase 1 Leader** Phase 1 Leaders are considered “New Leaders” and would generally be staff that are new to leadership or emerging leaders.

 **Phase 2 Leader** Phase 2 Leaders are considered “Middle Leaders”. They may hold current positions of Year Level Coordinator, Heads of Department, Executive Assistants, leaders in administration.

 **Phase 3 Leader** Phase 3 Leaders are considered “Senior Leaders”. These are typically staff who have been in leadership roles for some time and could hold positions of Deputy Principal, Head of School/Section, EA to Principal, Heads of Corporate Services.

 **Phase 4 Leader** Phase 4 Leaders are considered “Executive Leaders” and are generally Principals, Business Managers, Directors of Corporate Services.

Unpacking the Results

What is provided at the end of the 360 Review?

Once the 360 Reviews are completed by your chosen Reviewers, a comprehensive and highly detailed Report (pdf) will be emailed directly to you and your nominated Line Manager. This report should be reviewed and discussed with your Line Manager/Principal with a view to developing an Action Plan for professional learning.



360 degree feedback is about finding and focusing on clear and consistent themes. The detailed report identifies strengths and areas of improvement across the four domains of the CSA Leadership Framework.



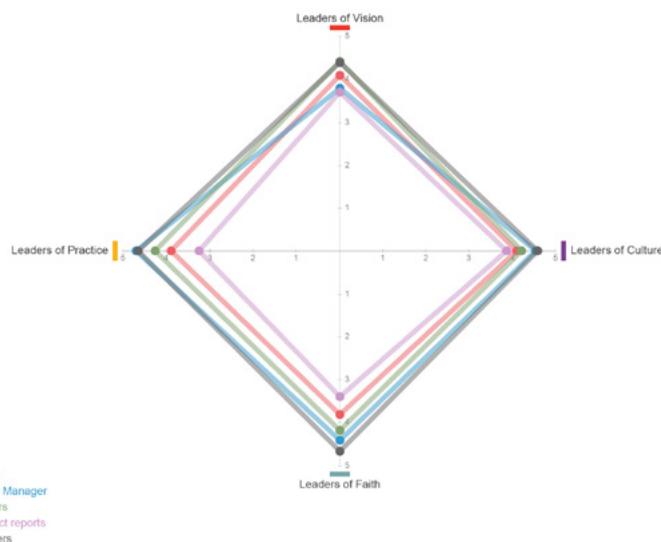
Section 3 Your detailed feedback

Leaders of Vision - Purposeful & Strategic Leadership

Leading Improvement, Innovation & Change



Leaders of Culture	Reviewers	4.3
	Self	4.1
Leaders of Practice	Reviewers	4.2
	Self	3.9
Leaders of Vision	Reviewers	4.2
	Self	4.1
Leaders of Faith	Reviewers	4.1
	Self	3.8



The report is easy to navigate, filled with summary diagrams and tables, as well as detailed feedback information to help you visualise and understand the results of your 360 Review.

Debrief with an expert

If you would prefer a more in-depth debrief, we can also provide a range of debriefing opportunities via a team of expert CSA Feedback Reviewers, who have many years' experience as leaders within schools.

Expert CSA Feedback Review Options



Online Zoom Debrief Session

Duration: 1 Hour
Cost: \$150 + GST



Half Day, In Person Debrief & Action Plan Session

Duration: 3 Hours
Cost: \$500 + GST for up to 3 reviews (plus travel & accommodation costs)



Full Day, In Person Debrief & Action Plan Session

Duration: 6 Hours
Cost: \$1,250 + GST for up to 6 reviews (plus travel & accommodation costs)



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CSA Feedback Reviewer Team



Dr. Darren Iselin

Darren has extensive leadership experience within Christian education in both Australian and international contexts and has served in a wide range of CEO/executive and senior leadership roles within both K-12 schooling and higher education sectors. He is currently Director of Research and Innovation with Christian Schools Australia (CSA).

Darren has completed extensive formal study, including doctoral studies through the University of Queensland where his PhD explored "How Principals are cultivating Sustainable School Cultures Within Christian Schools During Changing Times".



Jill Healey, AM

Jill Healey, AM, is a passionate contributor to leadership development at Christian Schools Australia, serving as the Flame and Fuse Facilitator. Jill currently serves on two Christian school boards, is a Board member for Endeavour Ministries, as well as an active member of the Victorian Independent Schools BGA Board. Jill is a champion of Christian women in leadership and specialist education provision in Christian schools. She believes in the power of God to transform lives and bring hope to young people through Christian education.



Dr. Daniel Pampuch

Daniel has over 25 years' experience in Christian Education. His role spans political advocacy, governance, strategic planning, resource development and service provision. His role centres on assisting schools to retain their Christian distinctive and missional focus, as well as guiding them on pathways to further maturity as ministries and centres of educational excellence. Daniel has served on a range of state and national educational boards and committees. Daniel has fellowships with the Governance Institute of Australia and Australian Institute of Management. He is a member of the Australian College of Education Leaders and a graduate of the Australian Institute of Company Directors.



Dr. Maria Varlet

Dr Maria Varlet has over 25 years experience in Christian education, holding a variety of positions including, until recently, Head of Research & Innovation at Crest Education. Maria currently serves as the Executive Officer, VIC/TAS looking after the portfolio of Professional Learning. She is passionate about promoting and developing innovation in education with interests in future focused pedagogies, teacher professional learning, change management and the support of women in leadership. Her doctoral thesis contributes insights into how Christian schools might utilise professional learning strategies to address tensions between ethos and assessment practices.

Please note the members of this team are subject to change



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