



Traineeship Program – Emma Hornby

The Traineeship Program is a 12 month program whereby an aspiring leader is able to shadow an existing leader within the school. Typically, the trainee would shadow a different leader every term. The trainee may elect to follow a curriculum leader or co-ordinator.

A small time allowance is afforded the trainee so that they are able to more closely observe and experience the day to day duties of the chosen leader. The trainee is also asked to undertake various leadership actions within the school.

Reflection - Emma Hornby

The traineeship was a very enlightening and rewarding experience. It enabled me to critically reflect upon my strengths and weaknesses as a teacher and therefore my potential as a future leader.

It greatly enhanced the connections I felt I was able to make with students as the traineeship afforded new perspectives which extended my capacity for empathy. Working closely with colleagues and communicating with them was a richly rewarding experience.

The traineeship brought into a clearer focus my own personal view of leadership. Consequently, being able to lead various initiatives in the school community was a hugely educative and satisfying process.



TRAINEESHIP PROGRAM	LSF AREA- 4.1- Professional learning and development		AUDIT OTHER LSF LINKS WHICH APPLY- 3.4 & 2.4
CONTENT,PROCESS PRODUCT	STRENGTHS	CHALLENGES	LSF LINKS FOR ACTION / FUTURE ACTION
<p>4.1- Leaders as learners who actively and collaboratively encourage and support the professional learning of their colleagues.</p>	<ul style="list-style-type: none"> • Traineeship provided an opportunity for an aspiring leader to shadow an existing leader. • This enabled direct and on- going professional support and development of leadership skills. • Leadership styles, techniques were demonstrated in a 'hands on' manner. • Traineeship provided time to discuss and reflect upon leadership styles. • Trainee shadowed one leader per term and therefore greater exposure to different examples of leadership was provided. 	<ul style="list-style-type: none"> • Time restrictions that are an inherent part of any school, prevented extensive reflection on role/experience of trainee. • Review/appraisal process was limited due to time allowance. • The management of the traineeship in the first year was not targeted. Guidance from a manager was needed. • Role and responsibilities of trainee not sufficiently formalised. 	<ul style="list-style-type: none"> • The traineeship program needs a 'manager'. While shadowing various leaders is an integral component of the program, targeted management of the trainees should become the responsibility of the school's Professional Development Co-ordinator. • Role and responsibilities of trainee should be formalised and able to be quantified. • Develop a more formal structure in which progress/performance of trainee can be reviewed and quantified and whereby trainee may be given opportunity to offer own reflection. • Traineeship lasts 12mths. • Traineeship would become a more valuable tool if a future action initiative was required of post-trainee.



TRAINEESHIP PROGRAM	LSF AREA- Guiding Conception 1- Having a Clear Moral Purpose		AUDIT OTHER LSF LINKS WHICH APPLY- 3.4 & 2.4
CONTENT PROCESS PRODUCT	STRENGTHS	CHALLENGES	LSF LINKS FOR ACTION / FUTURE ACTION
<p>Having a clear purpose. Fullan says good leadership is about 'people putting their energy into actions designed to improve things.' That it is about individual commitment and largely about collective mobilisation.</p>	<ul style="list-style-type: none"> • At its foundation the traineeship has a clear purpose. It is about supporting aspiring leaders by providing them opportunity and scope to experience aspects of formal leadership. • This experience, in turn enables the trainee to engage in leadership actions from the five key areas. 		