



# SLI podcast series discussion guide ep. 21

## Strengthening schools through teacher leadership

Use the discussion points below to reflect on your own practice or as prompts for discussion with your team. Choose the ones which resonate most in your context and role.

### Speakers:

**Joanne Jarvis:** Executive Director, SLI

**Lucy Norrish:** Principal, Nicholson Street Public School

**Joumana Youssef:** Principal, Granville South Creative and Performing Arts High School

### Discussion points

#### For individuals

Joumana and Lucy described professional learning as most effective when it's 'job-embedded', sustained over time, and strengthened through coaching, observation and reflective conversation.

**In what ways is professional learning in your context embedded in everyday work rather than added on?**

**What impact does this have on your sense of agency and growth as a leader?**

Both principals emphasised that collaboration depends on creating the conditions that enable teachers to problem-solve and learn in a way that's meaningful and sustainable.

**How do you currently collaborate with colleagues to share practice, problem-solve and learn together?**

**What conditions help you feel safe to take risks, be vulnerable and try new approaches in collaboration?**

The conversation highlighted feedback as developmental, relational and grounded in trust.

**How comfortable are you in both seeking and acting on feedback?**

**What helps or hinders this?**

Joumana and Lucy repeatedly emphasised that teacher leadership matters most when it improves practice that enhances student outcomes.

**How has leadership learning influenced your classroom or professional practice?**

#### For teams

Joumana and Lucy spoke about collaboration as something that must be intentionally enabled through time, structures and agreed ways of working.

**In what ways could your school be more intentional in creating conditions for teacher leaders to collaborate across teams?**

Lucy emphasised the importance of shared leadership, a clear and shared vision and intentional role-modelling in her school context.

**How do leaders model collaboration, learning and vulnerability in your school context?**

The conversation highlighted the importance of creating a feedback culture where the purpose of feedback is understood, and where staff experience feedback as timely, constructive, and connected to growth.

**What practices could strengthen feedback as a normal, valued part of leadership learning in your school?**

Lucy described leadership as a "way of being" and Joumana spoke about creating opportunities for teachers to lead without needing to pursue formal roles so leadership is recognised and enacted across the school.

**How do you see leadership enacted in your school beyond formal positions?**