

**LEAP International Networking Community**

**LINC Program**

(based on LEAP peer-shadowing program: www.aleap4principals.com.au)

1. **Aim**

To enhance the professional learning of HEADs/principals, Deputy/Vice-Principals and Directors/Superintendents through an international collaborative experience with peers from Australia (and other world class education systems). The knowledge and skills gained by the participants will add to the strategic planning of the system; the leadership density within the network; the expertise of the staff; and will impact positively on student outcomes.

1. **The LINC Program**

To establish geographically-based peer-shadowing HUBS (i.e. teams including 3-5 local educational leaders) to participate in the LEAP LINC program with HUBS from Australia. The program facilitates simultaneous interaction with HUBS from other world-class educational jurisdictions (e.g. Canada; Finland; Scotland; USA; England and Wales). Members of a HUB will be matched one-on-one for the billeting/hosting structure of the program (see “LEAPing 2020”)

1. **Links to School Strategic Direction**

A team from a network participating in the LINC program will be able to work together with their system leaders and professional associations to investigate an aspect from within a strategic direction from existing school plans. This provides a great opportunity to use international research and practice to co-design strategies that will inform local practice. These developments would then be implemented in individual schools and local networks to contribute to school improvement.

1. **Research Base**

Recent doctoral research (Lazenby, 2018) with NSW DoE principals has established that principals judge collaborative networked experiences with other principals (local and international) as the most impactful leadership professional learning as it builds “Collective Principal Efficacy” (Lazenby, 2018). This research is supported by the international research of Professor Andy Hargreaves (“Collaborative Professionalism”) 2018; Dr Jenni Donohoo (“Collective Efficacy”) 2017; and Professor John Hattie (“Collective Teacher Efficacy) 2018.

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