

PROFESSIONAL LEADERSHIP PLAN 2009–2010

Embedding the knowledge of what improves outcomes for every student into the daily practices of school leaders.

EDUCATION PRIORITIES

A world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st Century.

Every child achieving literacy and numeracy levels that enable their continuing engagement in learning.

All young people with the skills and qualifications that enable them to contribute to their and New Zealand's future.

Māori enjoying education success as Māori.

New Zealand Curriculum

Governance Leadership

Te Marautanga o Aotearoa

GOALS

Strong educational leadership in every school

- Improve learning outcomes for every student
- Create the conditions for effective teaching and learning that results in achievement
- Develop and maintain schools as learning organisations
- Make connections and build networks within and beyond their schools
- Develop others as leaders

Middle & Senior Leadership

Māori-medium Leadership

Kiwi Leadership for Principals

ACCOUNTABILITY AND SUPPORT

Professional standards

Appraisal

Reporting

ATTRACT

DEVELOP

RETAIN

MĀORI AND ENGLISH MEDIUM SETTINGS

Middle & Senior Leaders

RESULTS

Middle and senior leaders are developed as educational leaders to:

- Implement National Standards in literacy and numeracy to improve achievement for every student with a particular focus on Māori, Pasifika, and students with special education needs
- Embed teaching practices which are culturally responsive and based upon the evidence of what improves outcomes for diverse students

PRIORITIES

- Provide professional learning for 2800 middle and senior leaders in literacy, numeracy and assessment in Māori and English medium settings
- Evaluate professional learning and resources for middle and senior leaders against a set of national indicators of leadership effectiveness to ensure professional learning leads to improved outcomes for Māori, Pasifika students and those with special education needs
- Develop teaching guidelines in all subject areas for middle leaders in secondary settings supporting the achievement of worthwhile qualifications for every student
- Develop a document for middle and senior leaders defining the qualities, knowledge, and skills they need to advance as educational leaders who model culturally responsive leadership practices
- Publish resources supporting middle and senior leaders to implement the National Standards to improve the achievement of every student

Aspiring Principals

RESULTS

Aspirant principals are identified and developed for principal positions:

- In hard-to-staff schools
- With a focus on developing Māori and Pasifika teachers as principals
- To ensure a pool of quality applicants

PRIORITIES

- Implement national programme for 230 aspiring principals with a focus on hard-to-staff schools and embedding culturally responsive leadership practices
- Evaluate professional learning for aspiring principals against a set of national indicators of leadership effectiveness to ensure professional learning leads to improved outcomes for Māori, Pasifika students and those with special education needs
- Explore options for a pre-principalship qualification to ensure applicants for principals' positions are well prepared to lead change and improve teaching and learning for every student

First-time Principals

RESULTS

All first-time principals are well inducted into their role as educational leaders to:

- Manage school operations effectively and efficiently
- Lead change to create the conditions for effective teaching and learning for every student with a particular focus on Māori, Pasifika, and students with special education needs
- Engage with family and whānau to improve student outcomes

PRIORITIES

- Provide a national induction programme for 200 - 250 first-time tūmuaki and principals
- Improve the regional support for first-time tūmuaki and principals to ensure they are well equipped to manage school systems, processes, and networks, and lead change
- Evaluate professional learning and resources for first-time principals against a set of national indicators of leadership effectiveness to ensure professional learning leads to improved outcomes for Māori, Pasifika students and those with special education needs
- Provide resources on managing school systems and relationships, engaging with whānau and iwi as educational partners, and leading effective teaching and learning for first-time tūmuaki and principals to achieve improved outcomes for every student

Experienced Principals

RESULTS

All experienced principals have the knowledge and skills to lead change to create the conditions for effective teaching and learning, with a particular focus on:

- Those who are leading initiatives to raise Māori achievement
- Achieving measurable gains for all student groups in participating schools
- Engaging with family and whānau to improve student outcomes

PRIORITIES

- Trial programmes for 300 experienced tūmuaki and principals in secondary, primary and area school settings and evaluate the programme outcomes against national indicators of leadership effectiveness
- Evaluate professional learning and resources for experienced tūmuaki and principals against a set of national indicators of leadership effectiveness to ensure professional learning leads to improved outcomes for Māori, Pasifika students and those with special education needs
- Develop a document for Māori medium leaders based on te ao Māori
- Publish resources on appraisal, engaging with whānau as educational partners, and leading effective curriculum delivery and professional learning to support experienced tūmuaki and principals in leading change to achieve improved outcomes for every student

PARTNERSHIPS

RESEARCH & DEVELOPMENT

EVALUATION

“The more leaders focus their relationships, their work and their learning on the core business of teaching and learning, the greater their influence on student outcomes.” Robinson V 2008