



Draft Leadership Strategy for the teaching profession Consultation Summary

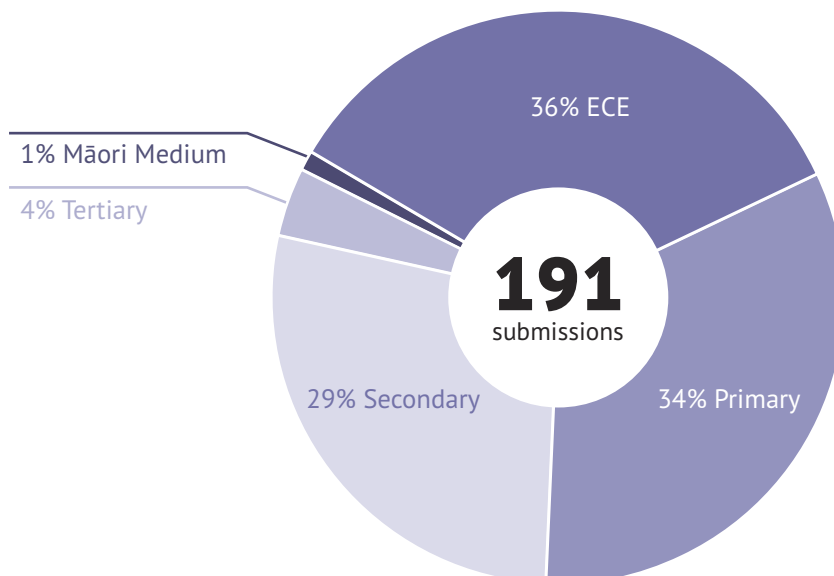
The [draft Leadership Strategy for the teaching profession](#) was released for consultation in December 2017. The consultation period ran for 3 months and closed on 30 March 2018. We received 191 submissions: 151 of the submissions were through the online survey; the remaining 40 were sent in by email or hard copy, or using the submission template.

This consultation builds on a long period of engagement with the teaching profession to develop the draft strategy. During 2017 we worked collaboratively with teachers, leaders, academics and representatives of the profession to review evidence and stimulate thinking and discussion about future focused leadership in Aotearoa New Zealand. The feedback we received through a range of forums, an online survey, focus groups and iterative discussions with the profession helped us to shape the draft leadership strategy.

Who responded

Most of our online responses were from individuals with 10 years or more experience in teaching and leadership roles. We received a similar proportion of responses from Early Childhood Education (ECE)(36%), Primary (34%) and Secondary (29%) settings and fewer responses from Tertiary (4%) and Māori Medium (1%) settings.

We received 45 group submissions from a mixture of people from early childhood centres or schools providing a collective submission, as well as submissions from various representative bodies.



What we asked you

Our online survey and submission template asked respondents to tell us how much they agreed with the vision of the strategy on a scale of 1 (not well) to 5 (very well), and whether each of the four strategy themes and mix of actions provided a coherent approach (yes or no). We also asked respondents to provide comments and suggestions on each of the themes and whether they agreed with the timings of the strategic pathway plan (yes or no).

What we heard from you

Overall the feedback we received was positive, with many respondents welcoming the leadership strategy and commenting on the timeliness of the strategy. Some of the feedback we received was about the implementation of the strategy and what we propose to do over the coming years.

Here is a summary of the draft leadership strategy vision and themes and what we heard from our consultation:

OVERALL	
<p>General comment on the strategy document.</p>	<p>We want all teachers to see themselves as leaders, and feedback shows that teachers support this idea.</p> <p>We heard that the scope needed to be better defined to be clear that all teachers and leaders are included (positional and non-positional).</p> <p>Some of you wanted clarification on how the strategy fits with the diversity of the ECE sector.</p> <p>You asked us to use language in the strategy that engages teachers and avoids ambiguity. A glossary of terms was also suggested, as well as an increase in the use of te reo Māori throughout the document.</p> <p>We heard that we need to address the positioning of the strategy document and which agency will lead this work, and make sure the strategy is sustainable.</p>



VISION

Our proposal	What we have heard
<p>Through transformative leadership, a biculturally capable, confident and connected teaching profession is achieving educational equity and excellence for children and young people in Aotearoa New Zealand.</p>	<p>Over 65% of online respondents felt the vision reflected the purpose of the strategy well or very well.</p> <p>There was general support for the vision from most respondents who felt the core ideas were reflected well in one statement. Some felt the vision could better address our multicultural society and that further work is required to address multiculturalism in the strategy.</p> <p>Some respondents felt that the vision was too wordy and could be refined.</p> <p>A few had questions about the term ‘transformative’ and how it fits with current leadership theory. Others suggested the addition of the term ‘competent’ or ‘informed’ in the statement, as well as embedding teachers and their well-being.</p> <p>Some respondents felt that the vision should align with the realities of leadership and that it needed to be clearer how the strategy would enable progress towards the vision.</p>

Theme 1: Stewardship of leadership practice and learning

Our proposal	What we have heard
<ul style="list-style-type: none"> • Establishing accountability for the co-ordination of leadership development • Developing a shared understanding of leadership • Creating an open leadership system 	<p>86% of online respondents agreed that this theme and mix of actions provided a coherent approach.</p> <p>There was support for the establishment of English medium and Māori medium stewardship groups but many of you wanted clarification on how they would work and how they can improve learner outcomes. Some of you felt the groups signalled ‘top-down’ facilitation with the stewardship groups at the top and teachers and leaders at the bottom.</p> <p>You told us to put more emphasis on leadership that supports culturally responsive teaching and learning and to emphasise the needs of leaders in specific contexts (e.g. rural and Māori medium principals who may also be in teaching roles, as well as early childhood teachers and leaders).</p> <p>Some of you felt that the outcomes were not well connected to the actions, and that specific reference should be made to key educational documents for early childhood education, Māori medium and Pasifika.</p>



Theme 2: Capabilities of leadership

Our proposal	What we have heard
<ul style="list-style-type: none"> • Establishing a view of leadership as a broader function not restricted by title or position • Clarifying the capabilities needed for effective educational leadership across different levels of the teaching profession • Embedding the need for teachers to demonstrate leadership capabilities in order to effectively engage with children and young people, whanau, communities, colleagues, teams, boards and others • Transforming the knowledge of practice and learning 	<p>85% of online respondents agreed that this theme and mix of actions provided a coherent approach.</p> <p>There was strong support for all teachers to have equitable access to leadership development offerings and learning pathways that support their growth and development, but that we need to strike to a balance between digital tools and face-to-face development opportunities.</p> <p>You told us that framework needed to be future focused, should highlight the evidence base and leadership models that are effective (particularly for early childhood education and Māori medium), and should align with other key documents (such as the Standards for the Teaching Profession and Tū Rangatira). But you did not want a check-list of requirements.</p> <p>Some of you suggested exemplars to give a clear understanding of leadership expectations, and you were also interested in the professional learning opportunities that are available to support the leadership capabilities.</p> <p>You said that we should signal the benefits for learners of teachers having 'equitable access to learning and support that develop their leadership capabilities' and strengthen the definition of what it means to 'effectively engage with children and young people, their families and whānau'.</p> <p>We heard that there needed to be stronger focus on leadership not being positional and to increase the focus on other leadership roles such as middle leaders, Resource Teachers of Learning and Behaviours, and teachers/leaders in rural and Māori settings. We also heard that we need to acknowledge leadership as individuals, as well as leadership in groups.</p> <p>You also told us to consider the roadblocks to successful leadership, while trusting principals and professional leaders to build leadership practice and learning within their setting.</p>



Theme 3: Personalised learning pathways for leaders

Our proposal	What we have heard
<ul style="list-style-type: none"> Ensuring all teachers have equitable access to leadership development offerings and learning pathways that support their growth and development Facilitating blended learning opportunities which cater to different learning styles (including customised support, tools and resources) 	<p>85% of online respondents agreed that this theme and mix of actions provided a coherent approach.</p> <p>There was strong support for all teachers to gain equitable access to leadership development offerings and learning pathways that support their growth and development, but that we need to strike a balance between digital tools and face-to-face development opportunities.</p> <p>You agreed with the implementation of a professional learning and development (PLD) plan that initially prioritises ECE leaders, middle leaders, Māori medium leaders, and leaders in rural communities, but told us that experienced principals also need a way to grow and share their expertise.</p> <p>You told us you agreed with the possibility of a shared database of PLD providers, but that it needs to be freely accessible and updated regularly so it remains current. Some of you suggested we scope wider than current PLD providers and consider opportunities outside of education.</p> <p>There was support for personalised learning pathways but you wanted more information on what they may look like in practice. You also wanted to know how individualised learning pathways align with the Code of Professional Responsibility and the Standards for the Teaching Profession.</p> <p>We heard that we should acknowledge the diversity of leadership, leaders and leadership pathways, and also provide pathways for leaders in creative and innovation roles.</p>

Theme 4: Community ecosystems and networks

Our proposal	What we have heard
<ul style="list-style-type: none"> Enabling leaders to engage others in collaborative problem solving Ensuring leaders are well-connected to leadership opportunities and networks Encouraging leaders to act increasingly as community leaders 	<p>78% of online respondents agreed that this theme and mix of actions provided a coherent approach.</p> <p>We heard that you supported enabling leaders to collaborate with one another and being well-connected to leadership opportunities and networks, but you were concerned about the feasibility of it happening.</p> <p>You told us to use ‘collaboration’ to be more inclusive of the whole profession.</p> <p>Some of you felt we should clarify the Kāhui Ako leaders and Across School Teachers opportunities, as well as the associated skills and competencies for these roles. Others wanted greater acknowledgement of network leadership expertise and action beyond leaders of Kāhui Ako.</p> <p>We heard that more work is needed to help leaders identify what educational relationships with their community look like and how to strengthen them. You also said we should emphasise the ako concept in the role of the leader, where leaders also need to be learners.</p>



IMPLEMENTATION OF STRATEGY INITIATIVES

Our proposal	What we have heard
<p>2018 initiatives</p> <ul style="list-style-type: none"> • Establishing Māori medium and English medium stewardship groups • Developing a shared understanding and philosophy of leadership • Developing a leadership capability framework • Reviewing and supporting existing leadership programmes • Supporting the ongoing development of the Kāhui Ako leadership network • Facilitating leadership networking across the sector <p>2019 initiatives</p> <ul style="list-style-type: none"> • Defining, reviewing and sustaining leadership capabilities for different contexts and spheres of influence • Implementing a PLD approach that supports context-based leadership capability building • Developing an implementation plan for PLD that initially prioritises middle leaders, leaders in ECE settings, leaders in Māori medium and leaders in rural communities • Working in partnership with experienced principals and ECE professional leaders in promoting leadership development opportunities • Establishing collaborative arrangements with providers for leadership development and learning solutions • Scoping and implementing a digital engagement platform for networked leadership <p>2020 initiatives</p> <ul style="list-style-type: none"> • Facilitating engagement between, and collaborative work by, education leaders on issues related to the learning and wellbeing of children and young people • Trialling personalised leadership mapping and support services using digital tools • Investigating a shared database of providers offering leadership development and learning solutions • Investigating movement within and across sectors and communities to promote and enable new interactions and learning <p>2021 initiatives</p> <ul style="list-style-type: none"> • Promote and support leadership excellence 	<p>76% of online respondents agreed with the timings for implementation of the initiatives outlined in the strategy.</p> <p>There was strong support for the implementation of the initiatives outlined in the strategy. Many of you told us the strategy was timely and should be implemented sooner rather than later – particularly the initiatives for 2019.</p> <p>You told us to promote and support high-quality leadership practice immediately (not to wait till 2021), and to celebrate this throughout the strategy’s development and implementation.</p>



Following on from the consultation

We would like to thank everyone who took the time to participate in our consultation for the draft leadership strategy. The input you provided will help shape the final strategy.

The Education Council is committed to finalising the leadership strategy.

Since the consultation closed, our Centre of Leadership Excellence Convenor, Frances Nelson, has been visiting education organisations to discuss their submissions.

We are currently considering the consultation feedback and how the leadership strategy can be strengthened. Our expectation is that the overall structure will remain the same and that the revision will seek to clarify the key points raised in consultation, adding any new information as necessary.

