



EDUCATION COUNCIL
NEW ZEALAND | Mātātū Aotearoa

The Leadership Strategy for the teaching profession of Aotearoa New Zealand

Enabling every teacher to develop
their leadership capability

Te Rautaki Kaihautū mō te Umanga Whakaakoranga o Aotearoa

Kia āhei ia kaiako ki te whakawhanake
i ōna pūkenga kaihautū



The Leadership Strategy
for the teaching profession
of Aotearoa New Zealand
*Enabling every teacher to develop
their leadership capability*
Wellington: Education Council

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CONTENTS

FOREWORD, MINISTER OF EDUCATION	2
CHAIRPERSON'S PREFACE	3
INTRODUCTION.....	4
VISION	4
GUIDING PRINCIPLES	6
DEFINING LEADERSHIP	8
FOCUS AREAS	9
1. STEWARDSHIP OF LEADERSHIP PRACTICE AND LEARNING	10
2. CAPABILITIES OF LEADERSHIP	12
3. PERSONALISED PROFESSIONAL LEARNING	15
4. PARTNERSHIPS, COMMUNITIES AND NETWORKS	18
APPENDIX 1: STRATEGY BUILT ON A COLLABORATIVE FOUNDATION	22
APPENDIX 2: THE PROFESSION'S VOICE:	23



Minister of Education
Hon Chris Hipkins

I would like to congratulate the Education Council | Mātatu Aotearoa and the teaching profession on their collaborative development of the *Leadership Strategy for the teaching profession of Aotearoa New Zealand*.

This Government values the contribution of teachers and principals and their role as leaders in learning, and we are committed to raising the status of the profession. The Leadership Strategy is unique in the sense that it sees leadership as a system and not a layer. We know that all teachers have a leadership role to play whether it be in their centres, their classrooms or in the wider education community.

The Strategy is intended for teachers in all roles from early childhood, schooling, and other professional settings, across English and Māori medium. It's steeped in international and New Zealand research, and sets out a guiding framework for teachers to develop their leadership capability. This is an opportunity for New Zealand to be world-leading in its approach to leadership in Education.

The companion document, the *Educational Leadership Capability Framework*, goes deeper. It outlines core educational leadership capabilities, and what these capabilities look like in practice in different spheres of leadership influence: organisational leadership, team or middle leadership, and expert teachers and those who take responsibility for an initiative.

High quality teaching and leadership is integral to the Government's vision for education. Research shows that after high quality teaching, strong leadership makes the biggest difference to learner achievement at all levels of the education system. Leaders also need to be learners, and continually adapt their practice to reflect the shifting paradigms of education, as well as respond to changes in technology and society.

Leaders cannot work in isolation – they need to work collaboratively with one another, with and across their setting, and with their whānau, families and communities to meet the learning needs and well-being of their learners. This Strategy provides the platform for a shared understanding of leadership and its importance, promoting collaborative engagement across the whole profession.

This Government is committed to supporting registered teachers in the development of their leadership capability, and in providing opportunities for them to continually grow in their roles. I am sure that the ground-breaking ideas and guidance presented in this Leadership Strategy will be an essential component of their success.

Ngā mihi nui

Hon Chris Hipkins



Chairperson Education Council Barbara Ala'alatoa

**Ki te kahore he whakakitenga ka
ngaro te iwi**
*Without foresight or vision the people
will be lost*

Kīngi Tāwhiao Potatatu Te Wherowhero

I am delighted to deliver the *Leadership Strategy for the teaching profession of Aotearoa New Zealand* and the companion document, the *Educational Leadership Capability Framework*, to you.

The Strategy signals a brand new approach by giving opportunity for the growth and development of leadership capability to all registered teachers in Aotearoa New Zealand. It is relevant to teachers in positional and non-positional roles across all settings. Ultimately, the Strategy aims to make leadership development accessible to everyone.

This Leadership Strategy has been eagerly awaited by the profession, with many of you involved in the conversations that have shaped its development over the past two years. I would like to thank each and every one of you for your input. Your support and commitment have been truly remarkable.

You told us during the consultation on the draft Leadership Strategy that you supported the development of a leadership capability framework. This is important, because it clarifies the capabilities needed for effective leadership across different levels of the profession. We heard you and we commissioned the New

Zealand Council of Educational Research to develop the *Educational Leadership Capability Framework*. This framework gives life to the Leadership Strategy, which is why we wanted to release both documents at the same time.

I firmly believe that effective leadership has the power to transform. It benefits not only our learners, but also the families and whānau of which they are part.

As a teacher and principal, I have been privileged to witness the teaching profession coming together to review evidence, stimulate thinking, and discuss future focused leadership in New Zealand. This Strategy presents a genuinely New Zealand vision of leadership and builds on the foundations of earlier work.

Leadership is a journey and this Strategy will help you to navigate your journey. This, in turn, will help you to strengthen the way you lead in your current role, and to develop your leadership capability and understanding of what leadership in different spheres of influence looks like in practice. It will provide a framework to change and adapt your leadership practice as you move along in your journey; now and in the future.

This strategy is a taonga for the profession.

Ngā mihi nui

Barbara

INTRODUCTION

This Leadership Strategy supports the growth and development of leadership capability for all registered teachers across English medium and Māori medium settings in Aotearoa New Zealand – in both positional and non-positional leadership roles.

The purpose of this strategy is to:

- guide and inform a system-level approach to the development of leadership capability for teaching professionals
- provide a guiding framework for building leadership capability and growing leaders at all levels and across all the mediums of teaching and learning; within kura, early childhood education, primary and secondary schools
- identify priorities for investment in leadership capability development.

VISION

To enable every teacher, regardless of their role or setting, to have the opportunity to develop their own leadership capability

so that

through principled and inspirational leadership, a culturally capable, competent and connected teaching profession achieves educational equity and excellence for all children and young people in Aotearoa New Zealand.

This vision captures the responsibility of the teaching profession to ensure more equitable educational outcomes.¹ It also points to the profession's aspirations for a fair and just society that is socially and economically healthy, and to the importance of deliberate and well-informed leadership practices that are designed to achieve greater equity of outcomes for all learners.

The concept of principled and inspirational leadership requires that leaders across the profession will advocate for quality public New Zealand education, promote inclusion and equity, and strengthen their contribution to public debate and decision-making on important educational issues.²

Effective leadership can make a powerful contribution to achieving this vision if it is student-centred,³ and fosters collective engagement in identifying, putting into practice, and sustaining, the changes required.⁴

1 Education Council: Leadership strategy synthesis: Professional forum, August, 2017.

2 For further information about equity-orientated (transformative) leadership see C.M. Shields (2018). *Transformative leadership in education: Equitable change in an uncertain and complex world 2nd ed.* New York: Routledge; Galloway, M.K. & Ishimaru, A.M. (2015). Radical recentering: Equity in educational leadership standards. *Educational Administration Quarterly*, 1-37; and McNae, R., Morrison, M. & Notman, R. (eds) (2017). *Educational Leadership in Aotearoa New Zealand: Issues of context and social justice*. Wellington: NZCER Press.

3 Robinson, V.M.J. (2011). *Student-centered leadership*. San Francisco, CA: Jossey-Bass.

4 Robinson, V.M.J. (2018). *Reduce change to increase improvement*. London, UK: Corwin.

KUPU WHAKATAKI

Ko tā tēnei Rautaki Hautū he tautoko i te whanaketanga me te tupuranga o ngā pūmanawa hautū mō ngā kaiako rēhita katoa puta noa i ngā horopaki arareo Ingarihi, arareo Māori hoki i Aotearoa - ahakoa hautū i roto i tētahi tūranga, ahakoa hautū i waho i tētahi tūranga.

Te whāinga matua o tēnei rautaki he:

- ārahi, he āwhina hoki i tētahi takahanga ā-pūnaha ki te whanaketanga o ngā pūmanawa hautū mō te hunga ngaio whakaako
- hora anga ārahi mō te whakapakari pūmanawa hautū, me te whakamārō tuarā mō ngā kaihautū i ngā taumata katoa o te whakaako me te ako; i roto i ngā kura, i ngā pūtahi kōhungahunga, i ngā kura tuatahi, tuarua hoki
- tautohu aronga matua mō te haumi ki te whanaketanga whakapakari kaihautū.

TE MATAKITE

He whakawātea i te ara ki ngā kaiako katoa, ahakoa te tūranga, ahakoa te horopaki whakaako ki te whakapakari i ōna pūmanawa hautū,

kia tino eke ngā tamariki katoa o Aotearoa ki ngā taumata mātauranga kounga tiketike, i runga i te mahi pai o ngā kaihautū o tētahi tira kaiako matatau ā-ahurea, tūhono ki te ao.

Ka mau i tēnei matakite te haepapa o te tira kaiako kia whakapikia te ōritenga o te whiwhinga putanga mātauranga mā te katoa.¹ Ka waitohu hoki ki ngā moemoeā o te tira kaiako ki tētahi ao takatika, tapatahi hoki e noho ana i roto i te hauora ā-pāpori, ā-ōhanga, me te hira o ngā tikanga hautū i āta whiria, i āta rangahaua hoki, i āta hoahoatia kia whakapikia te ōritenga whiwhi putanga mā ngā ākongā katoa.

E tutuki ai tēnei ariā o te hautū i runga i ngā mātāpono papai, whakaoho hoki i te iwi, me mātua whakatū kaihautū huri noa i te tira ka kauwhau tikanga mō te mātauranga tūmatanui tino pai rawa mō Aotearoa, ka whakapai i te haonga i te katoa, i te whiwhinga mō te katoa, ka whakapakari i tā rātou tāpae kōrero ki ngā taukumekume whakaaro me ngā whakataunga take mō ngā pūtake mātauranga nunui.²

Ka taea e te hautūtanga whai hua tēnei matakite te āwhina, mehemea e hāngai ana ki te ākongā,³ e poipoi ana i te whāinga wāhi ngātahi ki te tautohu, ki te whakatinana me te whakaū i ngā huringa e hiahiatia ana.⁴

1 Education Council: Leadership strategy synthesis: Professional forum, August, 2017.

2 For further information about equity-orientated (transformative) leadership see C.M. Shields (2018). *Transformative leadership in education: Equitable change in an uncertain and complex world 2nd ed.* New York: Routledge; Galloway, M.K. & Ishimaru, A.M. (2015). Radical recentering: Equity in educational leadership standards. *Educational Administration Quarterly*, 1-37; and McNae, R., Morrison, M. & Notman, R. (eds) (2017). *Educational Leadership in Aotearoa New Zealand: Issues of context and social justice.* Wellington: NZCER Press.

3 Robinson, V.M.J. (2011). *Student-centered leadership.* San Francisco, CA: Jossey-Bass.

4 Robinson, V.M.J. (2018). *Reduce change to increase improvement.* London, UK: Corwin.

GUIDING PRINCIPLES

Four guiding principles provide the foundation for this strategy:⁵

- **Principle 1:** To present a clear vision for educational leadership in the Aotearoa New Zealand context that will enhance the learning and well-being of all children and young people and contribute to a more equitable society.
- **Principle 2:** To support leadership development across the teaching profession, and the policy and provision that will enable this to occur.
- **Principle 3:** To enable increased clarity about the leadership capabilities required for a future-orientated teaching profession; a future-orientated profession is one that learns from the past and takes account of the present, thereby preparing the profession for the anticipated future.
- **Principle 4:** To promote evidence-based practices in the context of a research and development programme based in Aotearoa New Zealand, enabling collaborative work within and between research, practice, and policy settings, and contributing to the ongoing development of the leadership knowledge base.

OUR COMMITMENT TO TE TIRITI O WAITANGI

We recognise Te Tiriti o Waitangi as a founding document of our nation.

Signed in 1840 by leaders of hapū and the Crown, Te Tiriti o Waitangi affirmed Māori rights as tangata whenua and provided a place and a shape of governance for Pākehā in Aotearoa.

Te Tiriti o Waitangi provided a basis for ongoing, peaceful power-sharing relationships between the first peoples and all others who would come in later years.

Today Te Tiriti o Waitangi is seen as a commitment under which Māori and all other New Zealanders may live together in the spirit of honourable relationships, with the promise to take the best possible care of each other. This requires the injustices caused by colonisation to be addressed and all New Zealanders to engage in creating a positive future that honours Te Tiriti o Waitangi.

New Zealand is an increasingly multicultural nation, and Te Tiriti o Waitangi is inclusive of today's new settlers. As with earlier immigrants, their 'place to stand' comes with an expectation that they will live here in a way that respects the commitments of Te Tiriti o Waitangi and the position of Māori as tangata whenua.

As teachers, we are committed to honouring Te Tiriti o Waitangi and we understand this has implications in all of our practice.

⁵ See Leadership strategy synthesis: Academic Forum, August 2017.

TŌ TĀTOU NGĀKAUNUI KI TE TIRITI O WAITANGI

E whakaae ana tatou ki Te Tiriti o Waitangi, te tuhinga whakapumau o to- tatou whenua.

I hainatia i te tau kotahi mano, waru rau, whā tekau e ngā rangatira o ngā hapū me te Karauna, ā, i whakatauhia e Te Tiriti o Waitangi te mana motuhake o te iwi Māori, ko ia te tangata whenua, ā, me te whakarato i tētahi wāhanga me tētahi hanganga mō te Pākehā i roto i te Kāwanatanga o Aotearoa. Nā Te Tiriti o Waitangi i horapa te whāriki whakawhanaungatanga i runga o te rangimārie me te whai mana o ngā iwi taketake me ērā atu ka tae mai ki konei. I tēnei rā, ko Te Tiriti o Waitangi e whakapūmau ana i te noho tahi o te iwi Māori me te katoa o ngā iwi e noho ana i Aotearoa, i runga o te whanaungatanga whai mana, me te whakapono kia tino manaaki, kia tino tiaki tētahi i tētahi. He mea nui kia whakatutukihia ngā tūkinotanga o te tāmitanga, ā, kia whai wāhi te katoa o ngā iwi o Aotearoa ki te waihanganga i tētahi huarahi haere whakamua tōtika, e whakamana ana i Te Tiriti o Waitangi. Kei te nui haere te iwi kākano tini o Aotearoa, ka mutu, ka whai wāhi Te Tiriti o Waitangi ki ngā iwi whai whenua o nāianeī. He rite anō ki ngā iwi manene o mua, ko tō rātou ‘tūrangawaewae’ ka whai tonu i te tikanga ka noho mai rātou i tēnei whenua i runga o te whakaaro nui ki ngā paihere o Te Tiriti o Waitangi me te mana tangata whenua o te iwi Māori. Ko tātou ngā kaiako e ngākaunui ana ki te whakamana i Te Tiriti o Waitangi, ā, me tō tātou mārama ki te whai pānga o tēnei ki te katoa o ā tātou mahi.

NGĀ MĀTĀPONO HEI WHAKAMAUNGA IHU WAKA

E whā ngā mātāpono taketake hei tūāpapa mō tēnei rautaki:⁵

- **Mātāpono 1:** Kia horaina he matakite mārama tonu mō te hautūtanga mātauranga mō te horopaki o Aotearoa e piki ake ai te akoranga me te hauora o ngā tamariki me ngā taiohi katoa, me kore e piki ake te ōrite o te oranga mō te pāpori katoa.
- **Mātāpono 2:** Kia tautokona te whanaketanga kaihautū puta noa i te tira kaiako katoa, me ngā kaupapa here, tahua hoki e tika ana hei whakatinana.
- **Mātāpono 3:** He whakawātea i te mārama nui ake ki ngā pūmanawa kaihautū e hiahiatia ana mō tētahi tira kaiako aro whakamua, tētahi tira hoki e ako ana i ngā āhuatanga o ngā tūpuna me te aro anō hoki ki ngā tikanga o nāianeī, e whakamārōtia ai te tuarā o te tira kaiako mō ngā rā e heke mai nei.
- **Mātāpono 4:** He whakanui i ngā tikanga mahi i tautokona ki ngā taunakaitanga pai ake, i roto i tētahi kaupapa rangahau, whanaketanga i roto tonu i Aotearoa, e haere tonu ai he mahi paheko i roto i waenga hoki i ngā horopaki rangahau, tikanga mahi, kaupapa here hoki, me te āwhina i te whakatinanatanga o te mātauranga e pā ana ki te hautūtanga.

⁵ See Leadership strategy synthesis: Academic Forum, August 2017.

Leadership is about influence with purpose. It is about taking people and ideas to new places. It is the practice of mobilising people to tackle tough challenges and thrive. It involves establishing and maintaining a culture that enables people to adapt, thrive and undertake collective work that has a positive impact in terms of an agreed vision and purpose.⁶

Educational leadership is the practice of supporting others to make a positive difference to children's and young people's learning. It involves creating and sustaining the conditions known to enhance their learning.⁷ It requires the capability to work effectively with colleagues and other adults to support learning and to create new solutions and knowledge together. For those in positional leadership roles it also involves building and sustaining thriving teams and institutions that support ongoing professional learning.⁸

Leadership in Aotearoa New Zealand is unique as the ethos of the education sector distinguishes it from other education sectors around the world. Our education professionals are regarded by our colleagues in other countries as relationally and culturally adept and committed to diversity and social justice. This ethos has ensured that our education professionals lead with purpose. They are adaptable, and responsive to innovative policies and practices that support equity and excellence for all learners. This purpose driven approach must be preserved as we seek to further enhance leadership capability across the profession.

Educational leaders in Aotearoa New Zealand need to be aware and responsive to the nature of the relationship between Māori and government. They must be culturally knowledgeable and adept to lead successfully in the bicultural landscape of our country.

This strategy acknowledges the relevance and value of the cultural distinctiveness of leadership in Māori medium and bilingual educational settings. It also recognises the ways in which leadership in English medium settings can be enriched by an understanding of leadership in te ao Māori. It also acknowledges our diverse multicultural community, where the individual identities of all learners are recognised and valued, and where educational leaders can foster the growth of an inclusive and respectful national community.

A commitment to the development of these distinctive elements of leadership, derived from indigenous ways of knowing, doing, and being, will enable leaders and communities to respond to the leadership challenges they face as part of this strategy.

6 See for example: Garvey Berger, J. & Johnston, K. (2015). *Simple habits for complex times: Powerful practices for leaders*. California: Stanford University Press ; Hieftz, R. A. (1994). *Leadership without easy answers*

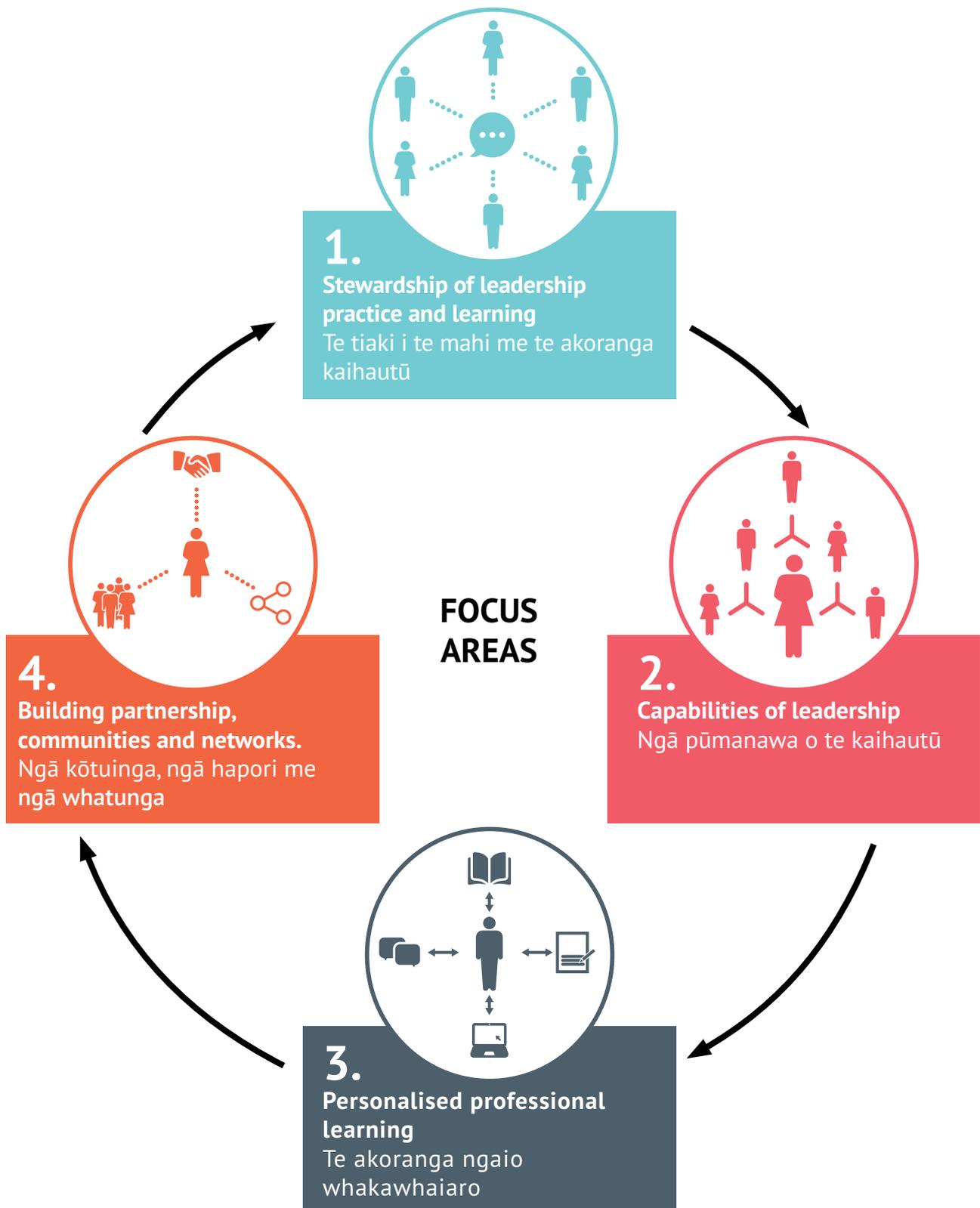
7 Robinson, V., Hohepa, M., & Lloyd. C. (2009). *School leadership and student outcomes: Identifying what works and why: Best Evidence Synthesis Iteration*. Wellington: Ministry of Education.

8 Ibid

FOCUS AREAS

NGĀ WĀHANGA MATUA

Four focus areas have been identified to guide the implementation of the strategy – each with specific actions and outcomes:



1. STEWARDSHIP OF LEADERSHIP PRACTICE AND LEARNING

TE TIAKI I TE MAHI ME TE AKORANGA KAIHAUTŪ

Overview

Tirohanga Whanui

- Ensuring oversight for the co-ordination of leadership development.
- Developing a shared understanding of leadership.
- Creating an open leadership system.

He waka eke noa

A canoe that we are all in with no exception

Purpose

Pūtake

To ensure collective work between the profession and government that guides the leadership development decisions that will grow and support the profession for the future.

Actions	Key outcomes
<p>Establish Māori medium and English medium stewardship groups to oversee the effective implementation of the strategy to:</p> <ul style="list-style-type: none">• develop a shared understanding and philosophy of leadership in a bicultural landscape• facilitate engagement between, and collaborative work by education leaders on issues related to the learning and wellbeing of all learners• promote and support leadership excellence.	<p>Steady progress is evident in the implementation of this strategy.</p> <p>Teaching professionals report that they see evidence of systematic, coherent progress in the development of culturally capable, competent and connected leadership practices that advance the learning and well-being of children and young people in Aotearoa New Zealand.</p>

Why is this important?

He aha tēnei i hira ai?

Teachers should be involved in decisions affecting their profession. Oversight of the strategy's implementation by a trusted group of professionals in English and Māori medium will give the profession confidence in the strategy itself and ensure the consistency of key messages about educational leadership and leadership learning.

What does it look like in practice?

He pēhea te āhua o tēnei, i roto i ngā mahi?

The stewardship groups will work in partnership with one another, and the Centre for Leadership Excellence (or any future leadership body that replaces it), and provide advice to:

- develop a robust theory of action and use this to drive the effective implementation of the strategy and the developmental evaluation of the effectiveness of the process of implementation
- build a shared understanding and philosophy of leadership and of the capabilities necessary for effective leadership in the profession and among key stakeholders

- ensure that coherent professional leadership learning opportunities are increasingly accessible to all teaching professionals
- commission, seek, and use research and development that informs professional knowledge and practice about leadership and leadership learning within the Aotearoa New Zealand context.

The stewardship groups would include individuals with proven ability to work collaboratively,⁹ who collectively have diverse and relevant expertise and experience including:

- positional educational leadership
- understanding of leadership theory and practice in either Māori medium or English medium contexts
- knowledge of, and experience, in leadership learning.

The groups would be supported by fit-for-purpose structures and processes that enable collaborative work.¹⁰ Both groups would involve key stakeholders in the synthesis of new knowledge.

What will success look like? Ka pēhea te āhua o te angitu?

- Leaders in specific settings—Māori medium; English medium; dual medium, and early childhood education, will have confidence in the wisdom and advice of the stewardship groups.
- The profession has confidence in the decisions made by the Centre for Leadership Excellence (or any future leadership body that replaces it).
- Teaching professionals and relevant stakeholders see themselves as engaged in the implementation process, and progress is evident.
- There is evidence that education leaders are more engaged in professional networks and are vocal and influential in community-related issues associated with the learning and wellbeing of children and young people.
- Innovation and quality practices are shared among teaching professionals and are seen to inform the design of leadership practice and leadership learning opportunities.
- There is evidence of a dynamic approach, evaluative thinking, and new research informing the on-going programme of work designed to realise the intent of the leadership strategy.

System-wide change has to come from within the system, not from “top down: initiatives designed to produce specific kinds of change, thought to be knowable in advance. We need within-system initiatives designed to produce more—and deeper—interactions between the system’s elements—people (teachers, students, school leaders, parents, policy makers, researchers, and so on) and their physical and intellectual environments.

Jane Gilbert, Education Council, 5 Think Pieces, 2015



⁹ Refer to: O’Leary, R. (2014). *Collaborative governance in New Zealand: Important choices ahead*. Wellington: Fulbright New Zealand

¹⁰ One model that has the potential to meet this requirement is a Collective Impact approach. Refer Collective Impact Framework, <http://www.collaborationforimpact.com/collective-impact/>; and Kania & Framer, Winter 2011, https://ssir.org/articles/entry/collective_impact.

2. CAPABILITIES OF LEADERSHIP

NGĀ PŪMANAWA O TE KAIHAUTŪ

Overview

Tirohanga Whanui

- 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 spheres of the teaching profession.
- Embedding the need for teachers to demonstrate leadership capabilities in order to effectively engage with learners, whānau, communities, colleagues, teams, boards, and others.
- Transforming the knowledge and practice of leadership.

Mā te rongō ka mōhio, mā te mōhio ka mārama, mā te mārama ka mātau;
Mā te mātau ka ora

*Through resonance comes cognisance, through cognisance comes understanding,
through understanding comes knowledge, through knowledge comes life and well-being*

Purpose

Pūtake

- Teachers - to determine their current expertise and build an understanding of what their development needs might be within their current areas of responsibilities and the leadership pathway/s they might pursue.
- Leadership teams - to make informed decisions related to recruitment, retention and succession planning, and to inform the design of ongoing professional learning within work and more formal development programmes.
- Governance bodies - to inform decision-making in relation to investing in their people and programmes.
- Government - to make informed decisions about its funding of professional learning for teaching professionals in leadership specifically, and within the context of curriculum and pedagogy.

Actions	Key outcomes
<ul style="list-style-type: none">• Develop a leadership capability framework that includes and encapsulates distinctive mātauranga Māori contexts.	Teaching professionals have confidence in a leadership capability framework and use it to foster depth and breadth in leadership capacity building at different stages, in different contexts and in various spheres of influence.
<ul style="list-style-type: none">• Define, review, exemplify and sustain leadership capabilities for different settings, contexts and spheres of influence.	The agreed capabilities guide professional learning, career planning and leadership qualifications.

Why is this important?

He aha tēnei i hira ai?

Teaching professionals are looking for more coherence in the sphere of educational leadership. There is a need to build and foster shared understanding that powerful educational leadership maximises the talents and abilities of all learners, and it needs to be exercised across a wide range of formal and informal roles and responsibilities.

The leadership capability framework will support the intention of the Leadership Strategy to advance educational leadership in Aotearoa New Zealand.

What does it look like in practice?

He pēhea te āhua o tēnei, i roto i ngā mahi?

The leadership capabilities will enable a common language and shared understanding of leadership. The framework outlines high level guidelines for leadership development, and an understanding of what these leadership capabilities look like in practice in kura, schools, and early childhood education services, and in three different spheres namely; expert teachers; team and middle leaders; and those who lead organisations.

Our unique Aotearoa New Zealand environment is embedded within the framework. It reflects the leadership capabilities and responsibilities that are responsive to our bicultural landscape within the context of Te Tiriti o Waitangi.

Existing frameworks, relevant research and contextual factors inform the leadership capability framework. This includes existing guidance in educational leadership such as *Tū Rangatira*,¹¹ the Education Council *Code of Professional Responsibility and Standards for the Teaching Profession*,¹² and the Education Review Office leadership indicators and dimensions.¹³

The capabilities should be used to shape and critically reflect on programmes, individual pathways and overall practice, organisational strengths and needs, and to make decisions about priorities for new learning. They include the capabilities that should be addressed in any professional learning and development, whether it is focused specifically on leadership, or on curriculum or pedagogy, so that the leadership capacity in our educational organisations can keep growing.

Leadership Capabilities: Ngā Pūmanawa Kaihautū:

1. Building and sustaining high trust relationships
2. Ensuring culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation
3. Building and sustaining collective leadership and professional community
4. Strategically thinking and planning
5. Evaluating practices in relation to outcomes
6. Adept management of resources to achieve vision and goals
7. Attending to their own learning as leaders and their own wellbeing
8. Embodying the organisation's values and showing moral purpose, optimism, agency, and resilience
9. Contributing to the development and wellbeing of education beyond their organisation

¹¹ As well as Ministry of Education (2010). *Kiwi Leadership for principals: Principals as educational leaders*. Wellington: Ministry of Education.

¹² Education Council Matatū Aotearoa (2017). *Our Code, Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession*. Wellington: Education Council Matatū Aotearoa

¹³ Education Review Office (2016). *School Evaluation Indicators: Effective practice for improvement and learner success*. Wellington: Education Review Office.

What will success look like?

Ka pēhea te āhua o te angitu?

- The teaching profession has access to tools and resources to support their leadership capability and a shared understanding of the leadership capabilities relevant to different roles and responsibilities.
- The leadership capability framework is well used by the teaching profession and those who work with them to develop leadership.
- There is compelling evidence that the leadership capability framework is supporting the development of leadership expertise across the profession, and is used in the development of formal leadership programmes and qualifications.
- Teaching professionals use the leadership capability framework to design their own learning in order to undertake new roles.

In practice, leaders need to be able to make meaning in a particular context—such as early childhood, primary, secondary—have culturally-infused professional practices, and be mindful of personal well-being.

Professional Conference, August 2017

The leadership of adults requires leaders to be team-builders and to enable collaboration and risk-taking. To do this well requires careful listening and relational trust.

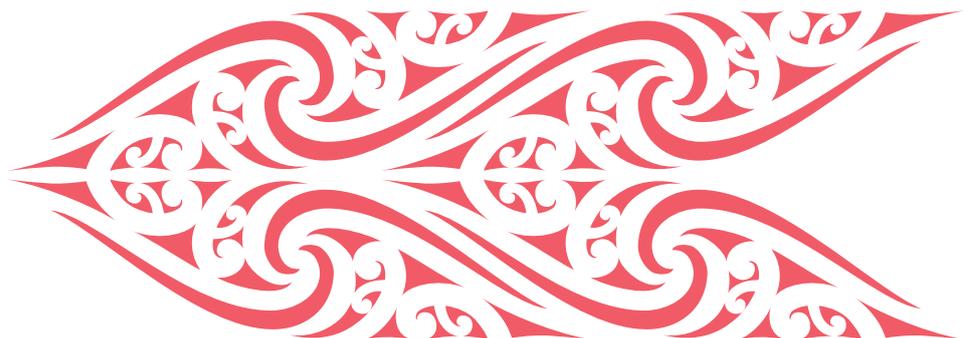
Professional Conference, August 2017

The importance of stress testing the responsiveness of *Tū Rangatira* in practice with communities, whānau and learners was also emphasised. Further to this, the forum promoted the value of collecting stories and exemplars that describe *Tū Rangatira* in practice.

Leadership strategy: Synthesis of views from the Māori leadership forum. July 2017.

Great educational leaders make connections between the learner, their interests and their peers and become trusted guides on the learner's educational and social journey.

Insights from Young People Think Piece (September 2017)



3. PERSONALISED PROFESSIONAL LEARNING

TE AKORANGA NGAIO WHAKAWHAIARO

Overview

Tirohanga Whanui

- 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).

Hāpaitia te ara tika pūmau ai
te rangatiratanga mō ngā uri
whakatipu
*Foster the pathway of knowledge
to strength, independence and
growth for future generations*

Purpose

Pūtake

In conjunction with the leadership capability framework, to identify the key skills and attributes required for different leadership responsibilities, as well as targeted learning opportunities under each capability area.

Actions	Key outcomes
<ul style="list-style-type: none"> • As part of the system, trial leadership self-evaluation and mapping, for example using digital tools, to support leaders in identifying their own next steps for professional growth. 	<p>Teaching professionals have accessible, shared evidence-based leadership learning opportunities that guide their engagement in learning, are responsive to their aspirations and needs, and support the ongoing development of their leadership capabilities.</p>
<ul style="list-style-type: none"> • Design a comprehensive, coherent and flexible professional learning system, consistent with the leadership capability framework, that will enable educational leaders in a wide range of roles and contexts to personalise their leadership learning. 	
<ul style="list-style-type: none"> • In the design process, review existing evidence-based leadership frameworks and tools and programmes (e.g. those offered to new principals), for potential further development and integration into the learning system. 	
<ul style="list-style-type: none"> • Consider the value of a shared database of experts, organisations and institutions offering leadership learning that is aligned with the strategy and the system. 	
<ul style="list-style-type: none"> • Work in partnership with experienced principals and early childhood professional leaders in promoting and enabling leadership learning opportunities. 	
<ul style="list-style-type: none"> • Develop an implementation plan for professional learning that initially prioritises middle leaders, leaders in early childhood settings, leaders in Māori medium settings, and leaders in rural communities. 	

Why is this important?

He aha tēnei i hira ai?

In our diverse national context, educational leaders have an important role to play in nation building. We need more members of the profession to understand that they are leaders and seek to develop and exercise effective leadership.

Learning about leadership is an ongoing developmental process and the leadership capabilities teachers need are dependent on the demands of their role and its context. Teaching professionals need to be able to individually identify, source, and access relevant leadership learning opportunities, including purposeful, timely learning and development opportunities in preparation for new roles.

What does it look like in practice?

He pēhea te āhua o tēnei, i roto i ngā mahi?

Integrating the leadership capabilities

Te haumi i ngā pūmanawa kaihautū

An important element of a more personalised approach to leadership learning will be working with early childhood professional leaders and principals to ensure an in-depth shared understanding of the capabilities required to lead, and to build a culture of leadership learning within their organisations. The framework of leadership capabilities will outline key skills and attributes required for different leadership roles and responsibilities within the teaching profession. Alongside the capability framework, targeted learning opportunities will be identified for each capability area.

Personalising leadership mapping and support

Te whakamahere me te tautoko i te kaihautū whakawhaiaro

Professional learning will support all forms of leadership across the professional pathway, from initial education through to induction and mentoring, leadership within a range of teaching roles, and specific leadership roles.

Using the range of resources available, teaching professionals at all levels, in schools and in early childhood settings, should be able to self-assess against the framework of leadership capabilities, to identify areas of focus that match their needs and aspirations, frame professional development conversations with peers, coaches, mentors or appraisers, and create a personalised development plan.

Leadership learning opportunities

Ngā whāinga wāhi akoranga kaihautū

A purposeful mix of blended learning opportunities, including face to face workshops, targeted and tailored leadership programmes, online learning tools, resources and professional learning groups, need to be offered to support leadership development across the sector. A broad range of resources will offer opportunities for personal and customised development activities, as well as ongoing networking and peer-supported learning. These opportunities need take account of what are known to be powerful elements for leadership learning. As well as fostering reflection and self-regulation, leadership development should also offer cognitive challenge, build the capability for professional inquiry, and involve both individual and collaborative learning, in a network of leaders.¹⁴

¹⁴ See for example: . Robinson, V. (2018). *Reduce change to increase improvement*. Corwin Impact Leadership Series. California: Corwin; Robertson, J. (2016). *Coaching leadership: Building educational leadership capacity through partnership; 2nd ed*. Wellington: NZCER Press; Thornton, K. & Cherrington, S. (2014). Leadership in professional learning communities. *Australasian Journal of Early Childhood*, Vol 39 (3), 94-102; Thornton, K. (2014). Mentors as educational leaders and change agents. *International Journal of Mentoring and Coaching in Education*, 3(1), 18-31.

Initial strategic priorities

Ngā mahi rautaki matua tuatahi

Leadership development opportunities have previously focused largely on beginning principals, or those aspiring to be principals, and school/kura-based principals, while there has been very little leadership development opportunities in recent years for experienced principals. These professionals must continue to be well-served, and a review of current programmes based on current research and practice evidence, will explore the potential integration of the best of these programmes into the new system.

At the same time there is a need to address areas of leadership development that have been underserved, especially leaders in early childhood education, Māori medium settings, rural areas, and middle leaders in schools. Experienced school leaders have also had little systematic support. It is important that their needs are also considered, and their potential as mentors and coaches within and beyond their own organisations should be fully explored.

What will success look like?

Ka pēhea te āhua o te angitu?

- Professional learning that supports leadership in all spheres, across English and Māori medium schools and early childhood places of learning, are guided by a coherent, cohesive system that is well-understood by teaching professionals and seen as responsive to their needs and aspirations.
- Relevant leadership learning opportunities in both Māori and English mediums, both face-to-face and on-line, are accessible to teaching professionals in all spheres of leadership, and access to them is supported by the provision of tools for personalising leadership learning.
- More teaching professionals are preparing for and seeking new roles and responsibilities that both draw on and extend their leadership capabilities.
- Principals and early childhood professional leaders are well supported to take responsibility for building leadership capacity in their respective settings, in terms of both depth and breadth.
- Opportunities for team and middle leaders, leaders in early childhood settings, leaders in Māori medium, and leaders in rural communities to develop their leadership have increased.

“Leadership learning opportunities need to be systematic, available across all settings, and promote continual learning at all stages of a professional career”

Professional Conference (August 2017).



4. PARTNERSHIPS, COMMUNITIES AND NETWORKS

NGĀ KŌTUINGA, NGĀ HAPORI ME NGĀ WHATUNGA

Overview

Tirohanga Whanui

- 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.

Ehara taku toa i te toa takitahi Engari i te toa takatini

My success is not mine alone: it was not individual success but the success of a collective

Purpose

Pūtake

To encourage and support individuals to actively plan and action effective relationships within and across their learning environments.

Actions	Key outcomes
<ul style="list-style-type: none">• Facilitate leadership networking across all levels of leadership (such as forums, conferences and learning events).	Leaders have the opportunity to work, learn and share with others, in practice, policy and research settings, and in the wider community.
<ul style="list-style-type: none">• Support the ongoing development of leadership within networks (such as the Kāhui Ako leadership network).	
<ul style="list-style-type: none">• Scope and implement a digital engagement platform for networked leadership.	
<ul style="list-style-type: none">• Seek opportunities to learn from leadership outside education.	
<ul style="list-style-type: none">• Encourage and support leaders to build relationship across their communities.	
<ul style="list-style-type: none">• Support initiatives and projects that bring together researchers and practitioners in learning partnerships.	

Why is this important?

He aha tēnei i hira ai?

To be successful leaders of change, and to improve the ways in which learning organisations meet the needs of learners, leaders must work through others and with others. Leaders are also increasingly required to act as system and community leaders because resolving problems in these contexts requires consultation and collaboration. Future-focused leaders therefore need to be able to establish, cultivate and sustain positive relationships with others, within collaborative and relational teams and networks.

What does it look like in practice?

He pēhea te āhua o tēnei, i roto i ngā mahi?

Collaborative problem solving

Te mahi hīraurau hopanga paheko

Leaders working both in their own organisations and in network settings have highlighted the leadership expertise needed to realise the collective goal of improving learning. Not only is collaboration with teachers required to ensure the goal is strongly supported, but engagement and collaboration with families and whānau, professional colleagues, and the wider community are also important.

The role of leaders in building relational trust is fundamental to building cohesive, purposeful partnerships, communities and networks. In the implementation of this strategy, effective ways to support the ongoing development of sustainable leadership networks will be explored and supported.

Responsive leadership in communities

Te kaihautū rongō i roto i ngā hapori

Educational leaders have a responsibility under Te Tiriti o Waitangi to establish culturally responsive conditions for learning, enabling Māori learners to enjoy and achieve educational success as Māori. It is critical that teaching professionals can build meaningful relationships with Māori communities, engage with them about their aspirations, and work alongside communities beyond the school and centre gate. In the same way, professional leaders must engage respectfully with the wide range of ethnic and cultural communities represented in most places of learning, and ensure the identities of learners are known and understood by their teachers.

“Collaborative leadership recognises the power of collective impact... Collaboration with leaders from other sectors and from a range of different disciplines is as important as collaboration with leaders in the whole education sector”.

Durie, M. (2015) Educational Leadership for Tomorrow. *Leadership for Communities of Learning: Five think pieces*, 29-32. Wellington: Education Council

Education has become more focused on a holistic view of learners as future citizens, as is evident in the values and competencies that are part of the *New Zealand Curriculum*, *Te Marautanga o Aotearoa* and *Te Whāriki*. Engagement with the wider community is more common in schools and early childhood education than it used to be. Whānau Ora, social workers and health workers in

schools signal a greater role for kura/centres/schools as places of learning and wellbeing. These are all trends that will require culturally responsive and connected leaders with the ability to establish relationships, collaborate and work alongside community members and professionals beyond the sector.

At regional and national levels experienced leaders have an important role in advocacy and policy development. The vision of this leadership strategy reflects the fact that entrenched system-wide inequities are a significant challenge for education. This is one area in which educational leaders could both advocate and work with others on solutions.

Increased connectedness through digital technologies

Te pikinga o te tūhono mā ngā hangarau matihiko

Technology can be used to address the issues of scale we experience, both in terms of the number of teaching professionals, and the number of places of learning. Using digital tools, participants can build communities, share quality practices, and receive continual guidance from mentors and peers.

The online networks for both aspiring and beginning principals are working well. The intention is to build on this good work by using existing online networks, identifying gaps where leaders' needs are not being met, and on developing new online forums/spaces that will foster relationship building, learning and sharing of quality practice.

In earlier times, leaders exerted influence through centralised control of resources. Today, however, power lies in networks, not nodes. A small group of passionate enthusiasts can connect to others that are like-minded, who in turn can recruit still others to the cause. Networked leadership is relational, collective, and emergent. It is both distributed and democratic.

Derek Wenmoth, Education Council, 5 Think Pieces 2015).

Professional networking events

Ngā takahanga whatunga ngaio

Experienced leaders need opportunities to share their knowledge and practice with teaching professionals, and to be challenged, particularly those seeking positional leadership roles or new to these roles.

Professional events need to be held where effective educational leadership is celebrated and shared across the profession. These may include leadership conferences, networking events, and leadership development in larger groups.

What will success look like?

Ka pēhea te āhua o te angitu?

- Education organisations and local iwi, community groups and other relevant stakeholders are working collaboratively to improve learning and well-being of children and young people.
- Locally, teaching professionals understand and fulfil their roles as collaborative community leaders.
- At regional and national levels, educational leaders are engaged in work to address significant issues such as inequality, advocating and participating in problem solving, including the development of policy.
- Leaders can easily find and participate in a range of networks (including digital networks) that are relevant to their leadership learning needs and goals.
- New knowledge about effective leadership is built through partnerships between leaders and researchers can be used to improve leadership.
- Network leadership is enhanced by more leaders working across a range of educational settings.
- Leadership is celebrated in a way that is meaningful to the teaching profession and their communities.
- Stories are shared about the kind of leadership we respect and aspire to.



APPENDIX 1: STRATEGY BUILT ON A COLLABORATIVE FOUNDATION

TĀPIRI 1: HE RAUTAKI I HANGAIA I TE TŪĀPAPA PAHEKO

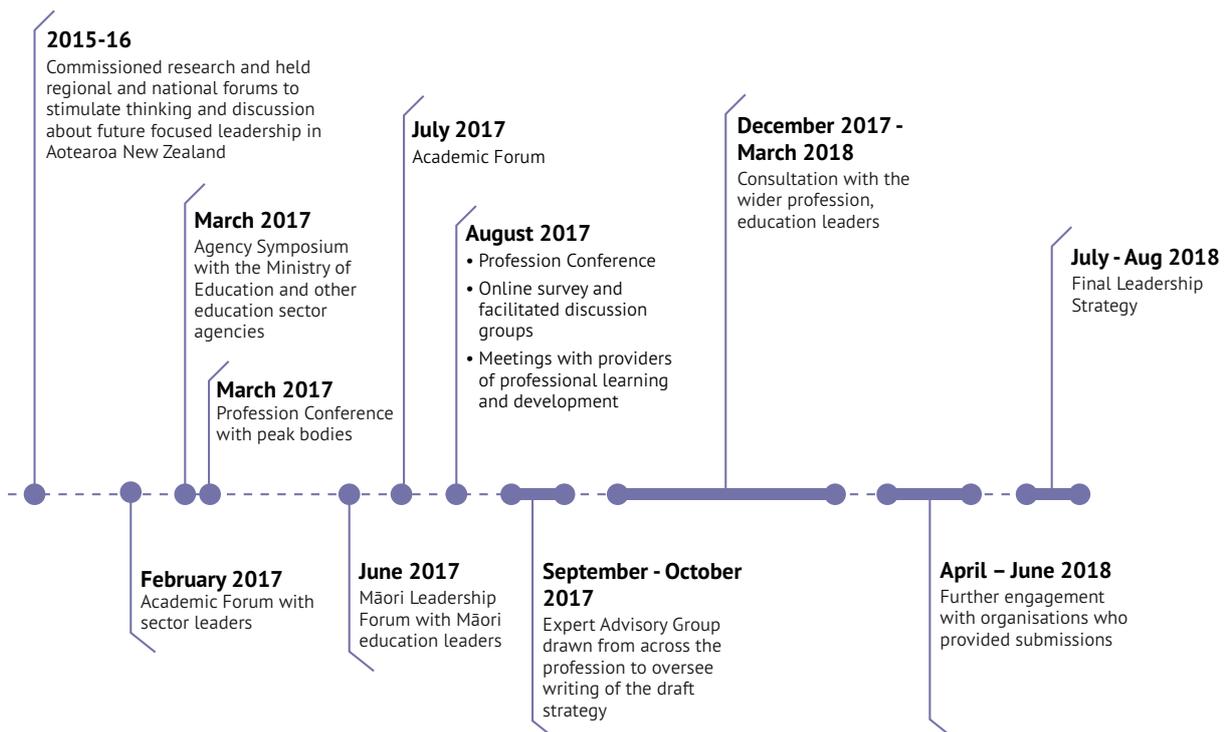
This leadership strategy was developed by the Education Council of Aotearoa New Zealand I Mātatu Aotearoa on behalf of the teaching profession. Like the *Code of Professional Responsibility* and the *Standards for the Teaching Profession*, the strategy's development builds on a long period of engagement with the teaching profession.

During 2017 the Education Council worked collaboratively with teachers, leaders, academics and representatives of the teaching profession to review evidence and stimulate thinking and discussion about future focused leadership in Aotearoa New Zealand. The development process was iterative, with multiple opportunities to meet and to critique each other's work.

The draft strategy that was released for consultation in December 2017 was received positively by the profession, with many respondents welcoming the strategy and commenting on its timeliness. The Education Council received 191 submissions from the profession during the consultation period, with a similar proportion of responses from early childhood education (36%), primary (34%) and secondary (29%) settings.

The feedback the Education Council received from the profession has enabled the strategy to be shaped and re-shaped as it responds to emerging trends and the conceptual understanding that underpins our unique Aotearoa New Zealand landscape.

Developing the leadership strategy with the profession Te whakawhanake i te rautaki kaihautū i te tira ngaio



APPENDIX 2: THE PROFESSION'S VOICE:

KEY CONCEPTS TO ENABLE EFFECTIVE IMPLEMENTATION OF THE STRATEGY

TĀPIRI 2: TE REO O TE TIRA NGAIO:

NGĀ ARIĀ MATUA E TAEA AI TE RAUTAKI TE ĀTA WHAKATINANA

During consultation on the draft leadership strategy, a number of key concepts related to the effective implementation of the strategy emerged from the profession. These concepts would inform the stewardship groups work programme. For example:

The importance of the design and practice of developmental evaluation.

Te hira o te hoahoa me te mahinga i te aromātai whanaketanga.

Systematically chronicling progress and capturing insights and feedback during the implementation of the strategy will ensure ongoing learning, and the ability to adapt, is built into the implementation process.^{15 16}

The importance of building relationships and a shared understanding of the strategy's blueprint for leadership

Te hira o te whakapakari hononga me te māramatanga torowhānui o te mahere o te rautaki mō tēnei mea te kaihautū

Purposeful conversations to build shared understandings among teaching professionals and between teaching professionals and groups outside education should be part of the process of implementing the strategy. An important aspect of this work would be the sharing and celebration of examples of leadership excellence. These purposeful conversations and relationships will also help educational leaders to engage with issues in the wider community that are relevant to the learning and wellbeing of children and

young people, and to use their influence in the best interests of children and young people. Leadership networks can help to facilitate these conversations, including through digital platforms.

Particular attention needs to be paid to developing a better understanding of the needs of leaders in different regions of Aotearoa New Zealand, especially those working in isolated, rural communities. Formal and informal networks of regional educational leaders, regional providers, organisations, and Ministry officials should all be able to contribute to shaping an understanding of regional needs.

The need for accessible, quality, fit-for purpose professional learning opportunities

Te hiahia kia rato he whāinga wāhi akonga ngaio wātea, kounga nui, hāngai hoki ki te kaupapa

The stewardship groups should champion the value of professional learning and be proactive in improving the availability and relevance of leadership related learning for the profession. In the implementation of the strategy, leadership knowledge and practice should be shared as freely and openly as possible and in different ways. Teaching professionals need to be able to access face-to-face leadership support and engagement, alongside online self-directed resources and tools.

¹⁵ Earl, L. and H. Timperley (2015), Evaluative thinking for successful educational innovation, OECD Education Working Papers, No. 122, OECD Publishing, Paris, <http://dx.doi.org/10.1787/5jrxtk1jtdwf-en>.

¹⁶ The Teaching and School Practices tool, developed and hosted by NZCER and funded by the Ministry of Education is one existing source of system-level information that could provide evidence of progress with leadership practices in English-medium schools. See <http://www.nzcer.org.nz/tests/teaching-and-school-practices-survey-tool>

The need for responsive, evidence-based innovation

Te hiahia kia puta ngā auahatanga urupare, i hangaia i runga i ngā taunakitanga

Bringing research, policy and practice together to build knowledge about leadership practices and capabilities is a key principle of the strategy and an important role for the stewardship groups. This growing body of knowledge will be used to inform conversations about leadership and guide investment in leadership learning.

The Stewardship Groups should promote innovation in design and delivery of learning. Innovation involves evaluating lessons learnt and gains made through current leadership frameworks, and through ideas and practices. An example of this is *Tū Rangatira*, which has been influential in both Māori medium and English medium contexts. Opportunities to prototype and test new initiatives should be pursued.

Existing online spaces and networks should be used to share productive practices and emerging thinking. Where there is a need for a new online space not currently offered, the profession will be involved in a co-design process to ensure it meets their needs.

The stewardship groups will collaborate with providers of leadership learning to identify learning solutions that are well-aligned with the new leadership capabilities and could enable personalised leadership learning. Providers could assist with piloting professional development opportunities, both on-line and face-to-face, and help to design the process for accessing these opportunities. In addition, experienced leaders will be included in considering the design of professional learning solutions to develop the capabilities of emerging leaders, such as middle leaders.





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