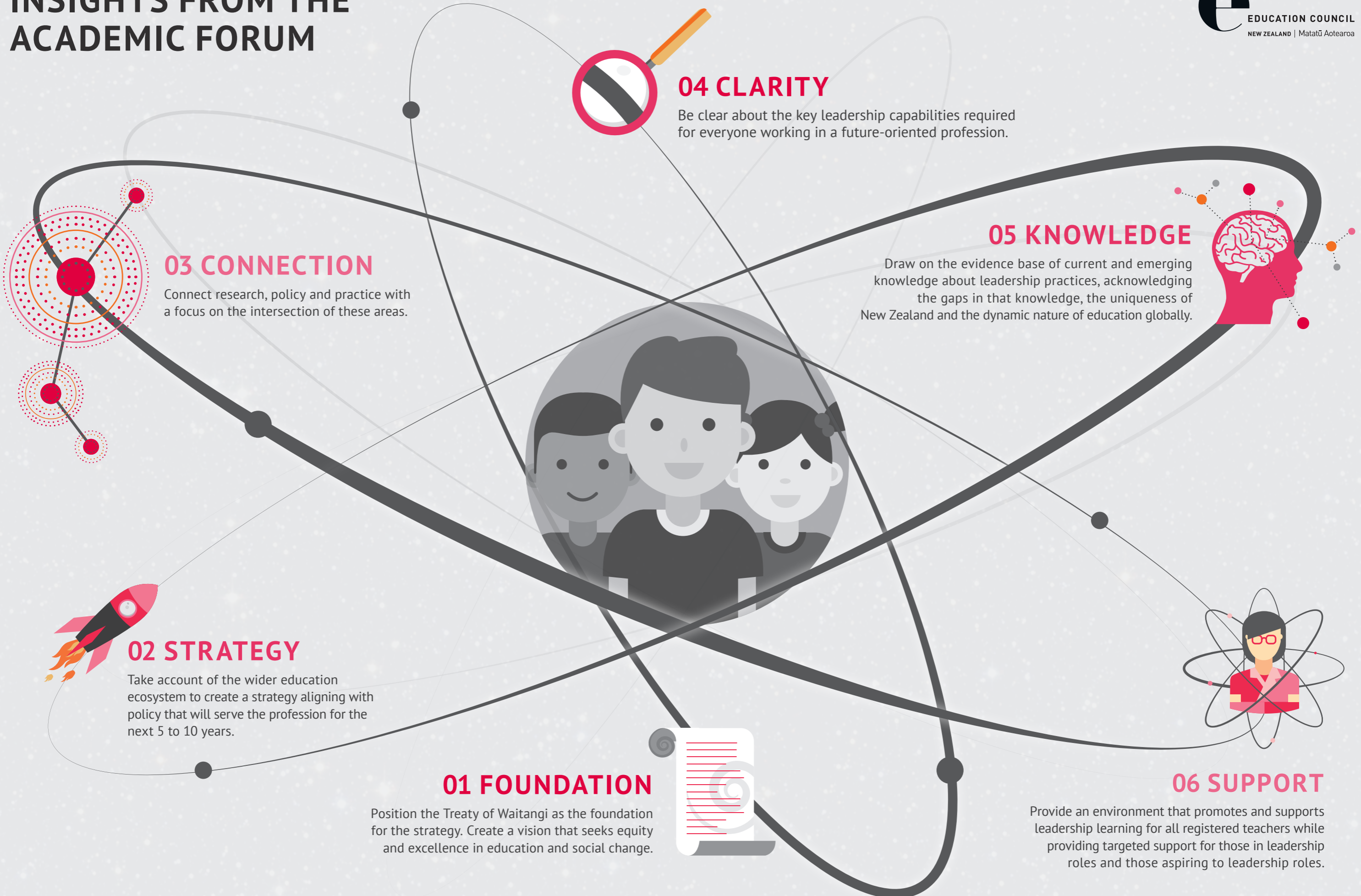


INSIGHTS FROM THE ACADEMIC FORUM



03 CONNECTION

Connect research, policy and practice with a focus on the intersection of these areas.

04 CLARITY

Be clear about the key leadership capabilities required for everyone working in a future-oriented profession.

05 KNOWLEDGE

Draw on the evidence base of current and emerging knowledge about leadership practices, acknowledging the gaps in that knowledge, the uniqueness of New Zealand and the dynamic nature of education globally.

02 STRATEGY

Take account of the wider education ecosystem to create a strategy aligning with policy that will serve the profession for the next 5 to 10 years.

01 FOUNDATION

Position the Treaty of Waitangi as the foundation for the strategy. Create a vision that seeks equity and excellence in education and social change.

06 SUPPORT

Provide an environment that promotes and supports leadership learning for all registered teachers while providing targeted support for those in leadership roles and those aspiring to leadership roles.

INSIGHTS FROM THE ACADEMIC FORUM

ON LEADERSHIP STRATEGY

01 FOUNDATION

Position the Treaty of Waitangi as the foundation for the strategy. Create a vision that seeks equity and excellence in education and social change.

The vision must capture the idea of a leadership ecosystem. In this context, the term ‘ecosystem’ is used to capture the complex network of connections, relationships, stakeholders and opportunities within the leadership space. Children’s and young people’s wellbeing and learning must be central to the vision and capture our goal for educational equity and excellence.

The leadership strategy should be deeply woven and constructed around biculturalism. For example, the Māori concepts of manaakitanga, whanaungatanga, ako and mahi tahi, which frame the way we approach educational provision in the New Zealand context, might also provide the foreground for the leadership strategy.

02 STRATEGY

Take account of the wider education ecosystem to create a strategy aligning with policy that will serve the profession for the next 5 to 10 years.

The leadership strategy sits within a complex system. It is a system where everything is connected and constantly moving.

Align the strategy as well as possible within the current system, particularly with policy. Ensure the strategy signals a proactive stance to influencing and reshaping policy development. Coherence and alignment are critical.

The leadership strategy must incorporate:

- a shared direction for the profession
- influence in policy development
- a system-wide spirit of productive inquiry, including other agencies
- transformative, system-level change for achieving greater equity.

03 CONNECTION

Connect research, policy and practice with a focus on the intersection of these areas. Understand the multiple perspectives to build collective ideas and reduce the gulf between research and practice.

Bring together the different knowledge perspectives.

In shaping the future, the leadership strategy needs to signal the importance of:

- policy coherence – setting goals for the system that align and add value to each other
- investment in disciplined innovation through high-impact research and development in New Zealand
- more powerful connections between the significant players such as leaders, iwi, academics and policy developers.

04 CLARITY

Be clear about key leadership capabilities required for everyone working in a future-oriented profession. Capturing the valued leadership capabilities will be the focus for professional learning.

Leadership is a way of being and doing, rather than a hat to wear, and involves:

- having a deep knowledge of the areas of responsibility and influence
- having a strong sense of the moral purpose of education
- deliberate, informed and purposeful action
- being adaptive and agile
- being culturally responsive
- having a strong sense of self-knowledge and care
- the ability to be humble, listen and learn
- courage to set expectations and support people to meet these.

05 KNOWLEDGE

Draw on the evidence base of current and emerging knowledge about leadership practices, acknowledging the gaps in that knowledge, the uniqueness of New Zealand and the dynamic nature of education globally.

The strong evidence base of leadership activities with the biggest impact on student learning needs to be visible in the leadership strategy.

Effective leadership practice is evolving. A prominent development is the importance of collaborative practices, working and learning collectively. Demonstrating the importance of contributing to the overall wellbeing of the education system is key.

In shaping the future, the leadership strategy needs to signal the importance of:

- acknowledging evidence on emerging knowledge and practice and where there are gaps in understanding
- being responsive to the uniqueness of New Zealand
- understanding the dynamic nature of education nationally and internationally.

06 SUPPORT

Provide an environment that promotes and supports leadership learning for all registered teachers while providing targeted support for those in leadership roles and those aspiring to leadership roles.

Key features of effective professional learning opportunities include:

- engaging with the evidence
- intellectual challenge
- personalised and adaptive approaches
- actively experiencing the research-practice dynamic through relational and evaluative learning
- support from other experts who can challenge, ask hard questions and be collaborators.