Leadership Strategy

The leadership strategy for the teaching profession of Aotearoa New Zealand
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Your views are important to us and that is why we have developed this draft leadership strategy collaboratively with the profession.

Your feedback on this draft will help finalise the leadership strategy for the teaching profession. Consultation will take place between December 2017 and March 2018. The feedback will then be considered before a final strategy is introduced in May 2018.

There are a number of ways you can provide us with your feedback. You can contribute on your own, as part of a group, or as part of an organisation.

For more information about how you can provide feedback go to: www.educationcouncil.org.nz/LeadershipStrategy
INTRODUCTION AND PURPOSE

The Education Council | Matatū Aotearoa

The Education Council of Aotearoa New Zealand | Matatū Aotearoa is the professional organisation representing all New Zealand registered teachers from early childhood education through to primary and secondary schooling in English and Māori medium schools. We were established to raise the status of the teaching profession by championing good practice, new ideas, inspirational leadership, strengthened accountability and high standards. Our role is also to support system changes that will improve the quality of teaching and educational leadership and contribute to the understanding of educational issues that impact on the learning and well-being of children and young people.

Our vision and values

• **Collaboration**: Working in partnership with the profession and in accordance with Te Tiriti o Waitangi
• **Leadership of the profession**: Building on our foundational frameworks
• **Equity**: Working to maximise success for all learners
• **Respect**: Listening to all members of the profession, and debating and discussing important issues with them
• **Inclusiveness**: Working across diverse teaching and learning communities
• **Accountability**: Acting in the public interest
• **Transparency**: Communicating ideas, solutions and outcomes
• **Growth and empowerment**: Strengthening a self-managing profession and raising its status
• **Cultural competence**: Demonstrating cultural competence in our work and being agents of change for better outcomes for Māori and Pasifika learners.

Leadership capability development for the education profession

The effective co-ordination of investment in leadership capability development for the education profession represents a key responsibility and is central to the realisation of our vision. Our responsibility for leadership capability development across the profession encompasses three key roles:

1. **Gathering, building and sharing knowledge in leadership and leadership for learning**
   Educational leadership is about knowing and doing, and being mindful of different ways of being. This knowledge and practice base is dynamic in nature. It is essential that this
knowledge is up to date, future orientated and available in useful forms. Our role is to connect and synthesise the knowledge and practices of leadership, and to nurture thinking about new practices.

Innovative responses will be required for the sharing of this knowledge and practice. Supporting collaborative work across research, policy, and practice will also be important. In the emerging leadership landscape, we also have a key role as broker, enabler, connector and partner.

2. Investing in professional leadership learning and development

Ongoing leadership development across the profession is needed in order to develop the leadership skills that underpin a high performing education system. Designing a system and related service design that meets teachers’ needs is essential. We will be transparent with our investment approach, and base these investment decisions on an agreed leadership capability framework.

3. Providing system-level leadership

The Education Council has the role of building trusted relationships across the system and being influential in ongoing policy development. We recognise that leadership (at all levels) is a key driver for improving and transforming the education system and will work with other agencies to ensure a coherent and connected system-wide approach to leadership capability building.

Our leadership strategy

Vision: 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.

We have developed this leadership strategy to guide and inform our approach to leadership capability development. The strategy provides strategic direction for our organisation, prioritises and directs investment in leadership capability development, and presents a vision of leadership designed to inspire teachers of all levels of the profession. It aims to build leadership capability and grow leaders at all levels across all mediums of teaching and learning within kura, early childhood education, primary and secondary schools in Aotearoa New Zealand. Through this strategy we will enable the improvement of educational leadership by supporting transformative leadership practices known to be effective in enhancing learning.

This strategy was developed through a collaborative and consultative process involving representatives from the profession across the education spectrum, including Māori and English medium settings, academics, providers, and education agencies. It extends across a ten year horizon spanning 2018–2028, but will be reviewed and (where appropriate) updated regularly to ensure that it remains fit for purpose.
Developing the leadership strategy with the profession

FOCUSING QUESTIONS

Here are some of the questions we asked teachers and leaders to help develop our leadership thinking.

• What does effective leadership in a future New Zealand context look like?
• What are the short term priorities for professional learning that should influence the strategy development?
• What are the critical factors for leadership in our region?
• What knowledge, skills or resources are critical for enabling Māori leadership in education across the profession?
• How will we achieve our vision of effective leadership throughout the system?
• What critical elements need further discussion?
• What investment is needed to make sure a leadership strategy is widely adopted by the profession?
• What is important to include in an educational leadership strategy for the next ten years?
• What are your thoughts on the strategy insights developed so far?

We published findings from each of the forums. Find out more about our discussions, and read the papers here: www.educationcouncil.org.nz/LeadershipStrategy
Scope of this strategy

This leadership strategy is designed to support leadership capability development for all registered teachers in Aotearoa New Zealand. While we acknowledge the huge contribution made to learning by a wide variety of professionals and community members, this leadership strategy is not designed to apply to the following groups: Board of Trustee representatives, parent volunteers (particularly in kōhanga reo, playcentres and early childhood education services), non-certificated early childhood educators, administration staff and other support staff, caretakers, teacher aides, librarians, counsellors, sports coaches, kaumātua, kuia and cultural leaders, and other community leaders.
## OUR LEADERSHIP STRATEGY: AN OVERVIEW

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<td>Scope and implement a digital engagement platform for networked leadership</td>
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<td>Facilitate leadership networking across the sector (such as forums, conferences and learning events)</td>
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OUR LEADERSHIP STRATEGY: CONTEXT AND BACKGROUND

As our society continues to experience unprecedented levels of disruption and change, including to the leadership models under which we have traditionally operated in professional settings, it is more important than ever that the teaching profession continues to be unified by a strong purpose, and an authentically Kiwi professional ethos. Similarly, cultural competence, and recognition of our bicultural landscape, remain critically important, and our teachers must be inspired and supported to lead in this context. These considerations support the adoption of a broad definition of leadership as the basis for this strategy, while also supporting the use of the concept of recursion (leadership across different spheres of influence) as the strategic frame for this strategy.

Leadership with purpose

The importance of unifying the profession and its leaders through purpose is critical to the ongoing development of leadership capabilities and the development of a collegial community of educational leaders.

The Aotearoa New Zealand education sector has a distinctive ethos which distinguishes it from other education sectors around the world. Our education professionals are regarded by our colleagues in other countries as adaptable, responsive to innovative policies and practices, relationally and culturally adept, and committed to diversity and social justice.

These attributes which collectively represent our professional ‘ethos’ (the combination of characteristics that define our culture) have ensured that our education professionals lead with purpose. This purpose driven approach and the Kiwi ethos it supports must be protected as we seek to further enhance leadership capability across the profession.

Culturally competent leaders

Educational leaders in Aotearoa New Zealand must be culturally adept to lead successfully in the bicultural landscape of our country. This competence is embedded in the values, Code of Professional Responsibility and Standards for the Teaching Profession developed by the Education Council, ensuring that the teaching profession remains responsive to the founding bicultural partnership in Te Tiriti o Waitangi.

Leadership models and pathways need to allow for cultural distinctions in ways of knowing, in ways of doing, and in ways of being. This leadership strategy acknowledges the relevance and value of the cultural distinctions for leadership in Māori medium and bilingual educational
settings, as well as the contribution these dimensions may make in English medium settings. A commitment to giving space to the development of these distinctive elements of leadership – derived from indigenous ways of knowing, doing and being – serves as a foundation of this leadership strategy. Māori medium leaders and communities require freedom and autonomy to respond to the distinctive leadership challenges they face, and to evolve their leadership practice accordingly.

Challenges to traditional leadership models

The education sector faces the same challenges and pressures as organisations across our society and economy such as technology disruption, generational differences within the workplace, changing career expectations, and increased diversity within communities.

Leaders in the education sector and across our communities are increasingly required to work collaboratively to support learner success and wellbeing. Effective leaders work through and with others, within their immediate learning environments and into the communities they serve. Effective collaboration with parents, whānau, iwi, community, and government is an increasingly important component of effective leadership, both regionally and nationally.

In addition to the need to lead through influence and collaboration, the rapid digitisation of learning environments will continue to disrupt traditional barriers to leadership (including positional authority, delegations, and access to information).

The unconstrained and unstructured access to information on a scale never before experienced will bring about both transparency and the enablement of non-positional leaders who will emerge with increased informational power and ability to effect change.

Future educational leaders will be digitally assisted through intelligent technologies. These new technologies will enable new ways of working, but they may also generate division between generations of leaders who have differing leadership paradigms, skills and experience.

Inspiring future leaders

While we have many strengths, a unifying professional ethos and reason for optimism, the sector has faced particular challenges over the last ten years – notably an underinvestment and lack of co-ordination in leadership development. While there are a number of leadership

“Leadership is the exercise of influence, whether based on positional authority, personal characteristics, or quality of ideas. While only formally appointed leaders have positional authority, any teacher can potentially exercise the other two sources of influence. Every teacher needs to exercise context and task-specific leadership to contribute to the collective goal of achieving equity and excellence of learner outcomes.”

Adapted from ERO School Evaluation Indicators, Effective Practice for Improvement and Learner Success (Education Review Office, 2016, pg 22)
qualifications and programmes on offer, the provision of and access to these appears fragmented and there is considerable variation in the respective value placed on the knowledge and practice of leadership.

Once teachers are qualified and registered, the way in which they may be developed into leadership varies from one kura, centre or school to another. A systematic national approach to leadership capability development is missing. In the past, this has in part been due to confusion over who is accountable for the investment in leadership development.

The absence of a cohesive leadership development strategy may have weakened the perceived value of leadership across the teaching profession. In addition, a comprehensive understanding of what leadership is and its status as a shared responsibility may have also diminished. It is important that we provide the desired clarity and cohesion to ensure that our future leaders are inspired to lead and actively seek out worthwhile leadership opportunities.

The more overt administrative or disciplinary aspects of some “management” positions, and the perception that these roles are narrow in scope or overly administrative, may have further deterred some teachers from aspiring to lead. These negative connotations of leadership appear to stem from traditional ‘top down’ and hierarchical models of leadership, emphasising the need for us to reframe our understanding and practice of leadership for our time.

This strategy challenges the widespread assumption that leadership in educational contexts is a single lane pathway towards the position of principal or professional leader, which prevents many teachers from thinking about leadership and engaging in leadership learning. It seeks to value the influential leadership being exercised in other roles and to highlight the many ways of being an educational leader.

The strategy also seeks to highlight the new leadership demands and opportunities offered by Kāhui Ako, where leaders of Kāhui Ako are required to lead through influence and not by the authority offered by institutional leadership, and where middle leaders are being asked to use their deep expertise to lead teams of teachers across communities.
A broad definition of leadership

Our vision is to grow a biculturally capable, confident and connected teaching profession achieving educational equity and excellence for children and young people in Aotearoa New Zealand through transformative leadership.

Critical to the realisation of this vision is the concept of ‘networked leadership’ - the interplay between many leaders or the web of leadership. It requires the capability to work effectively with colleagues and other adults to support learning and to create new solutions and knowledge together.

In a healthy and effective learning organisation, leadership is not just the responsibility of those in positional authority, but of teachers across all levels. All have critical responsibilities and influence that contribute to the strength of the whole learning community.

An inspiring model for leadership (to influence with purpose) that encompasses the many facets of leadership in education is within our reach. This strategy establishes a pathway for achieving our vision.

Growth as a unifying strategic concept

The concept of developing depth and breadth in educational leadership is central to this leadership strategy. The teachers of children and young people are ‘leaders’. The leaders of these leaders are therefore also ‘leaders’ for learners and so on. Leadership is recursive in that it is defined in terms of the many instances of types of leadership and across different contexts.

Educational leaders have quality teaching and learning at their heart. They understand themselves, through reflection and self-awareness activities, and want to access flexible and personalised learning opportunities to grow as leaders. As leaders develop their authentic, relational style of leadership, with an enquiring, collaborative mind-set, their influence (like a ripple effect) is felt in teams, organisations, networks, communities, and in the imagining of new educational movements. This influence is not just one way. While the sphere of influence differs with role and context, all professionals have a responsibility for being both a learner and for nurturing the learning of others.

The strategic context represents:
- The graduation of leadership capabilities as leaders grow
- Spheres of leadership influence that span different learning environments
- The breadth and depth of leadership across the education profession
- An initial structure for developing a leadership capability framework
- A structure for framing this strategy, with the strategic themes cutting across levels and contexts.

E hara taku toa i te toa takitahi, Engari he toa takitini.
Success is not the work of one but the work of many.
Guiding principles

This leadership strategy has been developed by reference to a series of ‘guiding principles’ as set out below.

- **Principle 1:** With Te Tiriti o Waitangi as its foundation, the leadership strategy should present a clear vision for the role leadership will play in enhancing the learning and wellbeing of all young people and contributing to a more equitable society.
- **Principle 2:** The leadership strategy will support leadership development across the teaching profession by taking account of the wider education system while planning to influence and reshape the leadership ecosystem.
- **Principle 3:** The leadership strategy should 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:** The leadership strategy should promote evidence-based practices in the context of an Aotearoa New Zealand-based research and development programme that enables collaborative work within and between research, practice, and policy settings, while contributing to the ongoing development of the leadership knowledge base.

Strategic themes

To realise our leadership strategy vision, four action areas have been identified. These are described as key strategic themes, each of which identifies specific areas of focus and outcomes sought:

- **Theme 1:** Stewardship of leadership practice and learning
- **Theme 2:** Capabilities of leadership
- **Theme 3:** Personalised learning pathways for leaders
- **Theme 4:** Community eco-systems and networks

The four themes build on the foundation provided by the Code and Standards (Education Council, 2017) and provide a coherent and connected approach for professional action and learning. The themes take account of the dynamic and complex environment, our definition of leadership, and the guiding principles. While each are described separately they are interdependent. The actions that have been identified across the four themes will provide the strong leadership capacity our system requires if we are to achieve greater equity and provide our children and young people with the education they need for their future.
THEME 1: STEWARDSHIP OF LEADERSHIP PRACTICE AND LEARNING

He waka eke noa

A canoe that we are all in with no exception

Theme 1: An overview
This theme is about:
• Establishing accountability for the co-ordination of leadership development
• Developing a shared understanding of leadership
• Creating an open leadership system

What we will do | Key outcome
---|---
Establish Māori medium and English medium stewardship groups to actively facilitate leadership development | The teaching profession advances the learning and wellbeing of children and young people in Aotearoa New Zealand through its biculturally confident, capable and connected leadership practices.
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 children and young people | 
Promote and support leadership excellence | 

Why is it important?
The teaching profession is critical to growing young people who are ready, willing and able to build a socially and economically healthy future for Aotearoa New Zealand. To build and enhance leadership capabilities in the profession, we need co-ordinated and consistent key messages about educational leadership to inform investment in professional learning. A lack of clear, shared understandings of educational leadership in the sector, and confused accountabilities for leadership development, have resulted in the fragmented provision of learning about leadership and incoherent leadership pathways for teachers.

As an organisation, we have already identified stewardship of leadership practice and learning as a key priority. Our strategic plan for the period 2016-2021, ‘Our Path to the Future’ (Education Council, 2016), outlines several goals in this space. These goals relate specifically to relationship building, system innovation and change, and delivery capability.
Building relationships and understanding

We will form two working groups, referred to as ‘stewardship groups’, to actively facilitate leadership development, guide the implementation of the strategy and provide advice to the Education Council. One group will be specific to Māori medium education and the other to English medium. These groups, in partnership with each other and the Education Council, will provide the enabling conditions for strengthening leadership capability across the system and for leveraging this capability as a key driver for system change.

Many groups within the sector have been active in the leadership development space. We will bring people together both from within and outside of the education sector, facilitate joined up conversations, and build a shared understanding and philosophy of leadership. Leadership networks will help facilitate these conversations, including through digital platforms. These relationships will also promote the ability of educational leaders to engage about and be influential on issues relevant to the learning and wellbeing of children and young people.

Understanding the different needs by region will be important. We will use formal and informal networks with regional providers, organisations, ministry officials and the profession itself to shape our understanding of regional needs. This will enable us to support leaders in more isolated, rural communities and different regions of Aotearoa New Zealand.

Delivery capability

We want leadership knowledge and practice to be shared as freely and openly as possible. We want teachers of all levels and in all places to be able to access online self-directed resources and tools, alongside in-person leadership support and engagement. We will work with others to continuously improve the process and relevance of PLD (including PLD specific to leadership) for the profession.

System innovation and change

We have a role in bringing research, policy and practice together to build knowledge about leadership practices and capabilities. We will use existing online spaces and networks to share best practice and emerging thinking. Where there is a need for a new online space not currently offered, we will scope and co-design this with the profession to ensure it meets their needs.

“Leadership recognises the power of collective impact. Increasingly collaborative leadership is necessary to address complex multi-dimensional challenges.”

Adapted from ‘Education Leadership for Tomorrow’ by Mason Durie (Five Think Pieces, 2015)
We will promote innovation in design and delivery of learning. Innovation involves evaluating lessons learned and gains made through current leadership ideas and practices (including Tū Rangatira (Ministry of Education, 2010), given its influence in both Māori medium and English medium contexts). We will pursue opportunities to prototype and test new initiatives in association with providers. We will build evaluation into the design of the leadership system to capture insights and feedback about the implementation of the identified activities.

What does success look like?

- People in all corners of education understand the part they play in achieving the leadership vision.
- Education leaders are vocal and influential in engagement regarding issues associated with learning and wellbeing of children and young people.
- Leaders in Māori medium make decisions and adopt practices they identify as critical and relevant to their communities.
- Teachers, leaders and stakeholders understand how progress is measured, and receive timely and relevant progress updates against the strategy.
- Innovation and best practice is shared and informs leadership practice.
- The Education Council has robust processes in place to ensure it is a good steward of its investment.

“Tū Rangatira, its principles and values were shared with aspiring principals because they are relevant and easy to understand. This is definitely useful for all leaders in education.”

Māori Leadership Forum, June 2017
THEME 2: CAPABILITIES OF LEADERSHIP

Mā te rongo 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 wellbeing.

Theme 2: An overview

This theme is about:
• 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, whānau, communities, colleagues, teams, boards and others
• Transforming the knowledge and practice of leadership.

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Develop a leadership capability framework that includes and encapsulates distinctive mātauranga Māori contexts

Define, review and sustain leadership capabilities for different contexts and spheres of influence

Why is it important?

We must actively reposition educational leadership in accordance with evidence from research and the support of feedback from the profession and other stakeholders. We need to build and foster a shared understanding of educational leadership as influence distributed and exercised across formal and informal roles and responsibilities, of leadership as a collective responsibility in places of learning.

Leaders must set strategic direction, define goals and inspire others to work towards high expectations of themselves, but they must also be competent to earn the respect of those they lead. In addition, education leaders are often required to call on skills and expertise in which they have no formal training, including in the areas of budgeting, procurement, contract management and facilities management, while also assuming increased financial and human resource responsibilities. This requires a broader view of the capabilities that underpin effective educational leadership.
Towards a leadership capability framework

Working collaboratively with the sector, we will develop a future focused capability framework that sets out relevant leadership skills, knowledge, attributes and behaviours required across different spheres of influence within the teaching profession.

The value add

A fit-for-purpose capability framework allows for a structured and consistent approach for teachers to grow and develop as leaders. It will be reviewed on a regular basis to ensure relevance.

The framework will enable a common language and shared understanding of leadership through a well communicated and transparent set of expectations. It can be used to support leadership teams with targeted decision making related to recruitment, retention and succession planning while informing ongoing development and investment opportunities.

The capability framework will support the rationale for PLD, build capability across teams and facilitate talent moving more easily within and across the sector.

In order to be meaningful, the framework will need to include relevant measurable indicators of success.

While this strategy is not intended to present an exhaustive list of capabilities for inclusion in the framework, it is acknowledged that the framework should address capabilities associated with building, promoting and sustaining positive learning and work cultures, relationship building, problem solving, networking and partnership. Strategic thinking and planning, influencing with purpose, managing change, flexible and adaptive leadership, communication, innovation and continuous improvement are also key considerations. Capabilities associated with supporting the learning of others, such as coaching and mentoring, are important as well. With the need to work in different ways and adapt to the changing learning environment, there is also a requirement for digital skills and data literacy at a level that has not been previously required.

Our unique Aotearoa New Zealand environment needs to be reflected within the framework through capabilities that are responsive to our bicultural landscape, the obligations of Te Tiriti o Waitangi and informed by Tū Rangatira (Ministry of Education, 2010). With our increasingly multicultural population and learner base, diversity and inclusion are essential and must also be included.
In addition to other leadership skills, capabilities related to administration, human resources, finance, planning, budgeting, reporting, and procurement continue to be foundational building blocks and should be included.

In addition to outlining the set of relevant capabilities, the framework will also serve to promote positive behavioural change through fostering leadership development not just of self but for others as well.

**Making the connections**

Existing frameworks, relevant research and contextual factors must be considered in the development of the leadership capability framework.

This includes the Code of Professional Responsibility and Standards for the Teaching Profession (Education Council, 2017), as well as existing leadership guidance (including Tū Rangatira and Kiwi Leadership for Principals (Ministry of Education, 2008)).

The Education Review Office leadership indicators (Education Review Office, 2016) and dimensions identified through the Best Evidence Synthesis (Robinson, V., Hohepa, M., & Lloyd, C., 2009) research should also inform the development process given the strong link to learner outcomes and overall effectiveness.

**What does success look like?**

- There is a shared understanding of leadership across the sector and clear indicators of success.
- The teaching profession is building biculturally confident, capable and connected leaders.
- Teachers and leaders are equipped with the leadership and associated management skills they need to undertake new roles allowing for effective succession.
- The strong foundational base for leadership capability for the teaching profession becomes an exemplar for good leadership practice across the country.
THEME 3: PERSONALISED LEARNING PATHWAYS FOR LEADERS

Hāpai te ara tika pūmau ai te rangatiratanga mō ngā uri whakatipu.

Foster the pathway of knowledge to strength, independence and growth for future generations.

Theme 3: An overview

This theme is about:

- 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).

What we will do

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Why is it important?

Learning about leadership is a developmental process and the capabilities needed are dependent on the demands of the role. Leaders need learning and development opportunities in preparation for new roles as well as ongoing professional development. These opportunities need to be purposeful and timely. They need to enable leaders to individually identify, source and access relevant leadership development opportunities.
These opportunities need to take account of what is known to be powerful elements for leadership learning. They need to be personalised, enabling self-regulation, reflection, and cognitive challenge. They need to build the capability for inquiry and coaching leadership personally and for others. They also need to involve individual and group activities, enabling a network of leaders sharing and creating knowledge together.

**Strategic approach and planning**

While leadership development opportunities have previously focused largely on school- or kura-based principals or those aspiring to be principals, a shift is required to prioritise development of middle leaders, professional leaders and teachers in early childhood education, Māori medium leaders and those in rural areas. Data from the Organisation for Economic Co-operation and Development (OECD) (Organisation for Economic Co-Operation and Development, 2009) indicates that an average school leader is 51 years plus, driving the need to future proof the ageing profession through effective talent and succession planning.

An important element of our approach will be to work with principals and early childhood professional leaders to ensure they understand and have the capabilities to build a culture of leadership development within their organisations. In addition, experienced leaders will be integral to the teams offering professional learning and development solutions designed to develop the capabilities of emerging leaders, such as middle leaders.

The framework of leadership capabilities (to be developed) will outline key skills and attributes required at different levels of the teaching profession. Alongside the capability framework, we will develop an approach that outlines targeted learning opportunities for each identified capability area. A learning needs analysis will inform what this looks like. Learning offerings aligned to the framework should follow the Centre for Creative Leadership (Centre for Creative Leadership, 2014) endorsed model of effective learning. This model outlines a 70:20:10 ratio of 70% of learning being on the job, 20% learning from others, and 10% through formalised learning channels.

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

Profession Conference, August 2017

**Personalised leadership mapping and support**

A mix of blended learning opportunities, including face to face workshops, targeted and tailored leadership programmes, online learning tools, resources and communities of learning, needs to be offered to support leadership development across the sector. A broad range of resources (including online tools and resources) will offer opportunities for personal and customised development activities, as well as ongoing networking and peer-supported learning.
Using the range of resources available, leaders will be able to self-assess against the framework of capabilities to identify areas of focus, frame development conversations and create a personalised development plan. This will enable personalised leadership mapping to help match the most suitable learning opportunities for the individual.

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

**Leadership PLD providers and processes**

We will work in collaboration with providers of leadership learning and development to identify appropriate learning solutions that best fit each capability area, pilot offerings and map out the process for accessing these opportunities. We will look to best practice leadership development exemplars for learning opportunities, not limited to the education sector.

**What does success look like?**

- There is a strategic approach and plan for PLD that supports leadership at all levels, with increased opportunities for middle leaders, leaders in early childhood settings, leaders in Māori medium and leaders in rural communities.
- The PLD offerings are fit for purpose in both Māori and English mediums, cater to all levels and support a personalised approach to leadership mapping and development.
- Principals and early childhood professional leaders are well supported to take responsibility for leadership development.
- There is a rich learning environment that is self-sustaining and collaborative, promoting shared expertise, knowledge and collective development through networks and learning communities.
THEME 4: COMMUNITY ECOSYSTEMS AND NETWORKS

Whiria te tangata

Weave people

Theme 4: An overview

This theme is about:

- 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.

Why is this important?

Leaders are increasingly required to act as system and community leaders, and to solve problems using collaborative methods. Leadership plays an important role in creating the necessary conditions for collaboration, ensuring systematic processes of inquiry, and stimulating collective effort to transform leadership practices. A key skill of future focused, transformative leaders is therefore the ability to drive and cultivate collaborative leadership and relational networks.

Collaborative problem solving

Kāhui Ako have highlighted the network leadership needed to solve residual achievement challenges. Not only is collaboration with teachers required, but engagement and collaboration across the community as well as with the wider community. Leaders need to be skilled in using evidence, data, relationships and networks to both identify the problem and find innovative solutions. We will support the ongoing development of Kāhui Ako and other leadership networks in promoting collaboration, best practice and new practices.

<table>
<thead>
<tr>
<th>What we will do</th>
<th>Key outcome</th>
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<tr>
<td><strong>Theme 4: Community ecosystems and networks</strong></td>
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<tr>
<td>Support the ongoing development of the Kāhui Ako</td>
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</table>
Responding to community needs

There is an obligation and responsibility under Te Tiriti o Waitangi for the profession to establish culturally responsive conditions for learning, enabling Māori students to enjoy and achieve educational success as Māori. It is critical that leaders in the teaching profession are able to build meaningful relationships with Māori communities, engage with them about their aspirations, and work alongside communities beyond the school and centre gate.

As a greater emphasis is placed on health and wellbeing of children and young people, educational leaders will be required to work across the social sectors, and not be able to operate insularly.

A holistic view of the child or learner is embraced in many parts of the sector, as evidenced in the key competencies (The New Zealand Curriculum, 2007), Te Whāriki (Ministry of Education, 2017), and Māori medium contexts. Whānau Ora, social workers and health workers in schools signal a greater role for kura, centres, and schools as places of learning and wellbeing.

We have a shared role in the advocacy and policy advisory function, with others who also act on behalf of teachers. Much like Kāhui Ako unite together on a common problem, we can also work on shared goals that tackle entrenched system-wide inequities.

Leverage increased connectedness through digital opportunities

We have an opportunity to leverage technology and digitalisation to build a ‘Leadership Experience’ for the teachers of Aotearoa New Zealand. By connecting leaders and providing them with the digital infrastructure to grow together, we will build relationships and thinking that creates a continuous learning journey.

We can use technology and digitisation to overcome the issues of scale we experience – both in terms of the number of teachers and leaders, and the number of locations. We know that technology can help scale in both these ways. Using digital tools, participants can build communities, share best practices and receive continual guidance from mentors and peers.

The online networks for both aspiring and beginner principals are working well, and there are now more than 200 different online education networks for specialist areas. We will build on this good work by using existing online networks, and where there is a validated need, we will scope new online forums and spaces to foster sharing of best practice.
Professional networking events

Experienced leaders need opportunities for challenge and to share their knowledge with new or aspiring leaders. We will create opportunities where experienced leaders can share their knowledge and practice.

We will create professional events where educational leadership is celebrated and shared across the profession. These may include leadership conferences, mentoring, networking events, and common leadership training.

Experiential learning and opportunities

We will actively facilitate opportunities for practising or developing skills, and matching talent to opportunities. This will enable knowledge diffusion across the profession as well as greater portability and visibility of skills.

What does success look like?

- Leaders can easily find and participate in a range of networks (including digital networks) that relate to their leadership learning goals and significantly enhance their practice.
- Leaders have access to online resources and learning tools that make a difference to their understanding of leadership, and are motivated to use these tools as they fit with their lifestyle and work schedules.
- Leaders have visibility, and access to a wide range of leadership opportunities across sectors, and are encouraged to ‘act’ up into a range of roles.
- The Kāhui Ako concept is enhanced by greater sharing of leadership roles across settings.
- Leadership is celebrated in a way that is meaningful to teachers, leaders and their communities.
- Stories are shared about the kind of leaders we respect and aspire to.

“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 (Education Council, 2017, pg 19)
# LEADERSHIP STRATEGIC PATHWAY PLAN (DRAFT)

## Theme 1: Stewardship of leadership practice and learning

<table>
<thead>
<tr>
<th>What we will do</th>
<th>2018</th>
<th>2019</th>
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<tbody>
<tr>
<td>Establish Māori medium and English medium stewardship groups to actively facilitate leadership development</td>
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<td>The teaching profession advances the learning and wellbeing of children and young people in Aotearoa New Zealand through its biculturally confident, capable and connected leadership practices.</td>
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<tr>
<td>Develop a shared understanding and philosophy of leadership in a bicultural landscape</td>
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<td>Facilitate engagement between, and collaborative work by, education leaders on issues related to the learning and wellbeing of children and young people</td>
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<td>Promote and support leadership excellence</td>
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## Theme 2: Capabilities of leadership

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<td>Develop a leadership capability framework that includes and encapsulates distinctive mātauranga Māori contexts</td>
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<td>Teachers understand the capabilities required for leadership at different stages, contexts and spheres of influence, and the agreed capabilities guide professional learning and career planning.</td>
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<td>Define, review and sustain leadership capabilities for different contexts and spheres of influence</td>
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### Theme 3: Personalised learning pathways for leaders

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<td>Implement a professional learning and development approach that supports</td>
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<td>context-based leadership capability building (consistent with the framework)</td>
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<td>Develop an implementation plan for PLD that initially prioritises middle leaders</td>
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<td>leaders in early childhood settings, leaders in Māori medium, and leaders in</td>
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<td>rural communities</td>
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<td>Review and support existing leadership programmes (such as those offered to</td>
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<td>new principals</td>
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<td>Teachers have equitable access to learning and support that develops their leadership capabilities in ways that are responsive to their aspirations and needs.</td>
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<td>Trial personalised leadership mapping and support services (like coaching and</td>
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<td>mentoring) using digital tools</td>
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<td>Work in partnership with experienced principals and early childhood professional leaders in promoting leadership development opportunities</td>
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<td>Establish collaborative arrangements with providers for leadership development and learning solutions</td>
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<td>Investigate a shared database of providers who are offering leadership</td>
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<td>development and learning solutions</td>
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### Theme 4: Community eco-systems and networks

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<td>Leaders have the opportunity to work, learn and share with others within practice, policy and research settings, and with the wider community of interest.</td>
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REFERENCES


Forums and papers that informed the development of the strategy

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2015</td>
<td>Leadership for Communities of Learning: Five Think Pieces</td>
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<tr>
<td>February 2017</td>
<td>First Academic Forum</td>
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<tr>
<td>March 2017</td>
<td>Agency Symposium</td>
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<tr>
<td>March 2017</td>
<td>Professional Conference for representative groups from the Profession</td>
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<tr>
<td>June 2017</td>
<td>Forum for Māori representative groups in education</td>
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<td>July 2017</td>
<td>Second Academic Forum</td>
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<td>August 2017</td>
<td>Second Professional Conference</td>
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<td>August 2017</td>
<td>Consultation on a national leadership strategy</td>
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<tr>
<td>September 2017</td>
<td>Young People’s Insights</td>
</tr>
<tr>
<td>October 2017</td>
<td>Middle leadership paper</td>
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These documents can be found on:  