EDUCATION COUNCIL
NEW ZEALAND | Matatū Aotearoa

Educational Leadership Capability Framework

The Education Council of Aotearoa New Zealand commissioned the New Zealand Council for Educational Research (NZCER) to develop this framework in response to support from the profession for the development of a leadership capability framework during consultation on the draft *Leadership Strategy for the Teaching Profession*.

This framework is designed to support the intention of the *Leadership Strategy* to advance educational leadership in Aotearoa New Zealand.

Contents

Overview

Leadership in educational organisations in Aotearoa New Zealand is essentially influencing others to act, think, or feel in ways that advance the values, vision and goals of the organisation, and the learning and flourishing of each of its learners. Leadership is also about seeking sustainable and ongoing improvement and innovation. It is visible in a range of purposeful actions and ways of working.

Te Tiriti o Waitangi is the founding document of Aotearoa New Zealand and therefore it is essential that educational leaders: understand and enact Te Tiriti o Waitangi in policy, organisation and practice; ensure all learners have the opportunity to learn about and honour their dual cultural heritage; and serve Māori effectively. The teaching profession has a collective responsibility to provide 'strength of leadership (or a leadership approach) that enables Māori and their whānau to learn, achieve and succeed as Māori.' [1]

The set of core capabilities outlined here is intended to provide high-level guidelines for leadership development based on shared understandings of what leadership in different spheres of influence looks like in practice; in early childhood education services, kura and schools.

The capabilities can be used by the teaching profession to shape and critically reflect on programmes, individual pathways, overall practice, organisational strengths and needs, and to inform decisions about priorities for new professional learning. These are capabilities that should be integrated into all professional learning and development, whether it is focused specifically on leadership, curriculum, pedagogy, the development of relationships and partnerships, or systems that support learners, so that the leadership capacity in our educational organisations can keep growing. The capabilities are not intended as checklists for appraisal.

How this set of educational leadership capabilities was developed

We looked for converging themes across these different sources:

- The outline of capabilities in the Education Council's draft Leadership Strategy.
- Feedback received from the profession on the draft Leadership Strategy.
- Key existing government outlines of leadership: *Tū Rangatira*, [2] for Māori medium educational leadership (2010), Kiwi Leadership for Principals (2009),[3] ERO's School Evaluation Indicators (2016) and Early Childhood Services Evaluation Indicators (2013).[4]
- The literature scan undertaken in late 2016 for the development of the *Teaching and School Practices* survey. This identified key aspects of leadership and school practices that were linked to gains for learning and wellbeing. The items developed as a result provide useful evidence for those in schools to examine their leadership practices. They are shown in the 2017 national report, with the surveys open each year for free use in Terms 2 and 3. See: www.tspsurveys.org.nz.
- A further scan of research and evidence about effective leadership of and in early childhood education, kura and schools was undertaken from mid- April to early June 2018.

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1   Education Council Leadership Strategy work: Synthesis of Views from the Māori Leadership Forum, p. 2

2   Ministry of Education. (2010). Tū Rangatira: Māori Medium Education Leadership. Wellington: Huia Publishers.

3   Ministry of Education. (2008). Kiwi Leadership for Principals: Principals as Educational Leaders. Wellington: Ministry of Education.

4   ERO. (2013). He Pou Tātaki: How ERO reviews early childhood services

The Educational Leadership Capability Framework

The core capabilities developed from this work are distinct from one another, but not entirely separate. Often acting well in one capability dimension supports acting well in another capability dimension, and vice versa. They all matter, with building and sustaining high trust relationships providing the essential anchor.

First, we provide a high-level description of the nine educational leadership capabilities. Next, we briefly describe what these practices look like in three different spheres of leadership influence: organisational leadership, team or middle leadership, and for expert teachers and those who take responsibility for a particular initiative. We provide two reflective questions for existing leaders, across all three spheres, and for those thinking of developing leadership.

Then we give illustrations of what these practices look like in different contexts, giving priority to work in Aotearoa New Zealand. We have looked for illustrations in English and Māori medium early childhood education services, kura and schools.

We have tried to find illustrations that are freely accessible to practitioners but have also included some found in other sources. The Aotearoa New Zealand studies we found, and that people alerted us to in the short time available for this work, are not numerous. We welcome further suggestions for illustrations and research for practitioner use, so that we can build on this resource over time.

Finally, we also provide some links to further research and relevant thinking about effective educational leadership.

Because these links are intended to spur practitioners on to thinking about their leadership practices and what they could develop further, they are by no means exhaustive of the extensive literature on educational leadership: this is not a literature review.

We also hope that with the use of these capabilities, the number of examples of what they look like in different contexts, and for different spheres of leadership, will expand over time.

Educational Leadership Capabilities[5]

Building and sustaining high trust relationships

This is the heart of effective leadership.

High trust relationships exist when leaders are respected for their deep educational knowledge, their actions and values, and the way they engage respectfully with others with empathy and humility, fostering openness in discussions. Leaders have good emotional intelligence and self-awareness.

He kaitiaki (The guardian)

Leaders protect and nurture a caring environment where people and ideas are valued, health, safety and well-being are enhanced, and relationships are strong.

He kaikōtuitui (The networker)

Leaders network, broker and facilitate relationships that contribute towards achieving organisational goals.[6]

Ensuring culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation

Valuing what each learner brings with them. A strengths-based inclusive approach ensuring that learners feel they belong in the early childhood education service, kura or school.

Leaders take responsibility for growing their own and others' confidence in culturally responsive practice, and for genuinely involving Māori whānau in the identification of the organisation's vision and goals, both anchored in a thoughtful understanding of the principles of Te Tiriti o Waitangi.

They also take responsibility for ensuring that all learners know and can honour our country's cultural heritage.

He kaiarataki (The advocate)

Leaders promote the development and implementation of strategies, plans, and policies to realise learners' potential and their educational success as Māori.

Building and sustaining collective leadership and professional community

Effective learning happens when the teachers responsible for it work together to share their knowledge and inquire into their practice. Leadership attends to the conditions and practices that are needed for this to occur, enhancing a strong sense of an engaging, active, and achieving community that sees itself involved in ongoing learning, innovation and improvement for the benefit of each and all of its learners.

He kaimahi (The worker)

Leaders 'lead by doing': upholding collegial practices that build capability in others in pursuit of the goals of the organisation.

He kaiako (The teacher and learner)

Leaders understand that reciprocal learning and exemplary modelling of innovation leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice.

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5   Descriptions in te reo are from Tū Rangatira.

6   'Kura' in Tū Rangatira has been replaced here with 'organisation' to reflect the relevance of Tū Rangatira to all schools and early childhood education services, as well as kura.

Strategically thinking and planning

Leaders ensure that the organisational vision, goals and expectations of staff, learners and whānau are shaped in ways that engage the organisational community (staff, learners, whānau, community stakeholders) in a meaningful way. This will mean that what is constructed is shared, will motivate, and will keep the organisation improving in line with a strong moral purpose, desiring the success of each and every one of their learners.

They keep abreast of both emerging ideas and new evidence, and changes in policies and legislation that have a bearing on what the organisation can do, and bring that knowledge into their strategic thinking. They provide insightful reports of progress and identification of any problems that enable candid discussion to inform changes in practices or resources as needed.

He kanohi mataara (The visionary)

Leaders are innovative and visionary to equip learners with the knowledge, skills and values to succeed in the 21st century as Māori and as citizens of the world.

Evaluating practices in relation to outcomes

Leaders are skilled at evaluating the organisation's collective and individual staff practices in relation to learning outcomes and wellbeing. They use high levels of quantitative and qualitative data literacy. They are curious about patterns and practices. They can describe and identify problems or challenges in ways that open up real discussion and identification of needs, and solutions.

He kaiako (The teacher and learner)

Leaders use reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice.

Adept management of resources to achieve vision and goals

Leaders understand the information they have in order to make decisions on how best to use resources of money, time, and space and gain support for their learners and staff. They ensure they have the right information in making financial, human resource and property decisions, and they seek specialist advice to assist their decision-making if needed. They prioritise seeking and allocating resources that match the organisation's strategic plan.

He kaiwhakarite (The manager)

Leaders are effective and efficient managers of people, environments and education that transforms teaching and learning communities.

Attending to their own learning as leaders and their own wellbeing

Leaders ensure that they challenge their own thinking and keep growing their knowledge. They actively search for new information and knowledge and ideas. They also actively attend to their own wellbeing.

He kaiako (The teacher and learner)

Leaders use reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice.

Embodying the organisation's values and showing moral purpose, optimism, agency, and resilience

Leaders embody their organisation's values, carrying out "even the most routine and seemingly trivial tasks in such a way as to nudge their organisations towards their purposes." (Leithwood 2012). They approach the challenges of leadership with moral purpose, optimism, a sense of agency, and resilience. They are able to take thoughtful risks.

He kaimahi (The worker)

Leaders 'lead by doing': upholding collegial practices that build capability in others in pursuit of the goals of the organisation.

Contributing to the development and wellbeing of education beyond their organisation

Leaders bring their knowledge and experience of making improvements to local and national professional networks, as well as exploring opportunities to work with other educational organisations, local communities, government agencies and others to develop and improve educational provision and policy.

They use such opportunities to learn from others, and to develop things that are collectively more than the sum of contributing parts, which others can draw from and use to improve educational practice.

He kaikōtuitui (The networker)

Leaders network, broker and facilitate relationships that contribute towards achieving the community's goals.[7]

He kaiarataki (The advocate)

Leaders promote the development and implementation of strategies, plans and policies to realise learners' potential and their educational success as Māori.

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7 'Kura' in the original in *Tū Rangatira* has been replaced here with 'community' to reflect the wider role of leaders in contributing to community goals.

What do the Educational Leadership Capabilities look like in different leadership spheres?

	Leading organisations	Leading teams	Expert teacher, leadership of curriculum or initiative
Building and sustaining high trust relationships	▪ High trust relationships are built and sustained with those within the organisation. ▪ These relationships are based on credibility relating to deep educational expertise, treating others respectfully, openness, and good self-awareness. ▪ High trust relationships are also built and sustained with stakeholders beyond the organisation, so that it can draw on wider knowledge and support, and challenge and contribute its own learning to other organisations and wider stakeholders, both within education and beyond.	▪ High trust relationships are built and sustained with learners, the leader's team/s, and other organisational leaders and those who have responsibility for particular areas or initiatives. ▪ These relationships are based on credibility relating to deep educational expertise, treating others respectfully, openness, and good self-awareness. ▪ Team leaders build and maintain a network of supportive-challenging relationships within and beyond the organisation.	▪ High trust relationships are built and sustained with learners, teachers, organisational leaders, and others who may be partnering in the work, including whānau in the community. ▪ These relationships are based on credibility relating to deep educational expertise, treating others respectfully, and openness, and good self-awareness. ▪ Curriculum or initiative leaders and expert teachers build and maintain a network of supportive relationships within and beyond the organisation, e.g., with curriculum or pedagogical experts, including teachers in other early childhood education services, kura or schools.
Ensuring culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation	▪ Ensures the curriculum supports all their learners to understand their cultural heritage. ▪ Ensures their own understanding of what culturally responsive practice based on Te Tiriti o Waitangi means in practice, and why. ▪ Uses this understanding in the development process for the organisational vision, and to evaluate the quality of teaching and learning and learner sense of belonging and engagement in learning, to ensure that it is consistent for all learners, responsive to their identity. ▪ Works closely with parents, whānau, hapū and iwi, and others to develop goals about Māori educational success. ▪ Ensures that staff develop and sustain a shared understanding of culturally responsive practice based on Te Tiriti o Waitangi, which is actively used in shaping strengths-based curriculum and pedagogy, in work with whānau and iwi, and inquiry into effectiveness for learners. ▪ Ensures parents, whānau, hapū, iwi and community, are active contributors to the life of the organisation. ▪ Ensures that te reo Māori is valued and increasingly used across the organisation and part of the curriculum for each learner.	▪ Ensures the team they are responsible for is confident in supporting all their learners to understand their cultural heritage. ▪ Ensures their own understanding of what culturally responsive practice based on Te Tiriti o Waitangi means in practice, and why. ▪ Uses this understanding to evaluate the quality of teaching and learning, learner sense of belonging and engagement in learning in the area they are responsible for, to ensure that it is consistent for all learners - responsive to their identity. ▪ Ensures that staff in their team develop and sustain a shared understanding of culturally responsive practice based on Te Tiriti o Waitangi that is actively used in shaping strengths-based curriculum and pedagogy, work with whānau and iwi, and inquiry into effectiveness for learners.	▪ Ensures they support all their learners to understand their cultural heritage. ▪ Ensures their own understanding of what culturally responsive practice based on Te Tiriti o Waitangi means in practice, and why. ▪ Uses this understanding to provide a strengths-based curriculum and pedagogy, involve whanau and others in the community, and inquire into the effectiveness of this work for learners, to ensure that it is consistent for all learners, responsive to their identity.

	Leading organisations	Leading teams	Expert teacher, leadership of curriculum or initiative
Building and sustaining collective leadership and professional community	Uses their deep educational expertise to develop leadership and knowledge within the organisation through: ▪ drawing on individual and collective strengths ▪ considering opportunities and support given to staff to grow their capabilities in leadership ▪ ensuring that knowledge to improve learning is built and shared ▪ ensuring that staff have the time and capability to identify and resolve problems impeding learning and wellbeing, and are able to take grounded risks that foster innovation.	Uses their deep educational expertise to develop leadership and knowledge within the area they are responsible for by: ▪ drawing on individual and collective strengths ▪ providing opportunities for others to actively contribute to initiatives and extend their knowledge and skills ▪ ensuring that knowledge to improve learning is built and shared ▪ ensuring that problems impeding learning and wellbeing in the area are identified and resolved ▪ taking the initiative to try things out on the basis of good inquiry related to current practice.	Uses deep knowledge of the area or initiative they are responsible for and applies this expertise to: ▪ enthuse others and provide meaningful opportunities for them to contribute to the work, including inquiry into its effectiveness ▪ judge whether the work is improving learning and engagement in learning ▪ be able to learn from failure as well as success.
Strategically thinking and planning	▪ Takes responsibility for ensuring that the organisation's vision, goals, and expectations are focused on continual improvement, and are developed in inclusive ways that build the understanding and commitment by all who contribute to the life of the organisation, within and beyond. ▪ Regularly brings the organisation's vision to the fore and ensures it informs decision making. ▪ Regularly reviews and reports on progress in relation to the vision and goals, in ways that foster candid discussion that identifies well-founded priorities, and actions for the future.	▪ Ensures active involvement of themselves and their team in strategic planning and review of progress. ▪ Works closely with organisational leaders in the review of progress, and identification of well-founded priorities and works to support team members in the next phase.	▪ Uses their curriculum and pedagogical expertise to actively shape strategy for their area. ▪ Contributes their expertise to the organisational strategic planning and review, including well-founded identification of actions that could advance the vision and goals.
Evaluating practices in relation to outcomes	▪ Ensures that the organisation produces useful, consistent and robust information about: ▪ all learners' achievement across the whole curriculum, patterns of progress over time, their engagement in learning, and their wellbeing ▪ organisational practices ▪ staff wellbeing enabling analysis over time to see what needs to be strengthened. ▪ Analyses the learner and practice data in relationship with each other, asking what they indicate about progress towards the organisation's vision and goals. ▪ Identifies any 'puzzles' and finds out about what is happening in the organisation, and what is known about the causes of the puzzle and effective responses to it by drawing on relevant research and working with trusted advisors beyond the organisation, either by themselves, or in collaboration with relevant staff member/s. ▪ Uses this analysis and enlarging of their knowledge in the discussion they have with positional leaders and organisational stakeholders to identify actions to improve, and the best way to allocate resources across the organisation.	Ensures that their team produces useful and robust information about: ▪ curriculum content, progress and engagement of learners and their wellbeing ▪ organisational practices ▪ staff wellbeing. ▪ Analyses the learner and practice data for the team/s or area they are responsible for, asking what they indicate about the area or team's progress towards the organisation's vision and goals. ▪ Identifies any puzzle of practice and finds out about what is happening in their area, and what is known about the causes of the puzzle and identifies effective responses to it by drawing on relevant research and working with trusted advisors beyond the organisation, either by themselves, or in collaboration with a team member. ▪ Uses this analysis and enlarging of their knowledge in discussion with their team to identify actions to improve, and the best way to allocate resources.	▪ Produces and analyses the data they provide for the area and organisational-wide evaluation, asking what the data indicates about their own work and its impacts for learners. ▪ Identifies any puzzle of practice and digs deeper into it, finds out what is known about the causes of the puzzle and identifies effective responses to it by drawing on relevant research and working with trusted advisers beyond the organisation. ▪ Uses this analysis and enlarging of their knowledge to identify actions to improve, and the best way to allocate resources such as their own and learners' time.

	Leading organisations	Leading teams	Expert teacher, leadership of curriculum or initiative
Adept management of resources to achieve vision and goals	▪ Understands what good information about their organisation's finances, staffing, and property looks like, ensures that they have this information, and uses this to check decisions about the use of resources or whether there is a need to seek additional resources. ▪ Understands the legal and national frameworks within which they operate, and ensures that the ECE service, kura or school's practices, actions and planning are consistent with these. ▪ Maintains a positive relationship with the key stakeholders in the work of the organisation. ▪ Ensures that the organisation is not trying to make too many different changes at once – is not involved in too many externally funded initiatives in order to gain more resources – so that staff have the time they need to make meaningful change and see gains from their effort. ▪ Recruits staff who can add to the vision, goals, and values of the organisation. ▪ Ensures that staff feel valued and are supported to grow their capability to perform well. ▪ Ensures that staff performance reviews are carried out for improvement, not just compliance. ▪ Ensures that there are processes in place to manage staff who consistently find it difficult to meet the organisation's expectations. ▪ Seeks and uses expert advice related to resources and their efficient management so that the organisation maximises their best use for its vision and goals. ▪ Uses networks beyond the organisation to extend the resources available to it, in line with vision, goals, and values.	▪ Understands their area's resourcing information, and uses it in line with the organisation's vision, goals, and values. ▪ Ensures that their actions are consistent with legal and national frameworks, particularly around employment and health and safety. ▪ Ensures that staff in their area feel valued and are supported to grow their capability to perform well. ▪ Ensures that performance review of the staff they are responsible for is carried out for improvement, not just compliance. ▪ Works with their team to make the most effective and efficient use of the time, space and material resources they have. ▪ Uses networks beyond the organisation for expert advice or access to resources relevant to curriculum and teaching practice that would enrich their practice and that of their colleagues.	▪ Makes the most effective and efficient use of the time, space and material resources they have. ▪ Uses networks beyond the organisation for expert advice or access to resources relevant to curriculum and teaching practice that would enrich their practice and that of their colleagues.
Attending to their own learning as leaders and their own wellbeing	▪ Keeps abreast of new evidence and research-based knowledge that could challenge their thinking. ▪ Uses critical friends to discuss leadership practice and extend their knowledge and capabilities. ▪ Seeks and uses feedback for continued personal growth. ▪ Reflects on their own leadership practice. ▪ Sets aside some time each week for activities and rest that nurture their body and soul. ▪ Ensures that their own performance review is carried out for improvement and challenge, not just compliance. ▪ Maintains the personal and professional relationships that nurture and stretch them. ▪ Plays an active role in leader networks within the spirit of ako.	▪ Keeps abreast of new evidence and research-based knowledge that could challenge their thinking ▪ Uses critical friends to discuss leadership practice and extend their knowledge and capabilities. ▪ Seeks and uses feedback for continued personal growth. ▪ Reflects on their own leadership practice. ▪ Sets aside some time each week for activities and rest that nurture their body and soul. ▪ Ensures that their own performance review is carried out for improvement, and challenge, not just compliance. ▪ Maintains the personal and professional relationships that nurture and stretch them. ▪ Plays an active role in team leader networks within the spirit of ako.	▪ Keeps abreast of new evidence and research-based knowledge that could challenge their thinking. ▪ Uses critical friends to discuss leadership practice and extend their knowledge and capabilities. ▪ Seeks and uses feedback for continued personal growth. ▪ Reflects on their own leadership practice. ▪ Sets aside some time each week for activities and rest that nurture their body and soul. ▪ Ensures that their own performance review is carried out for improvement and challenge, not just compliance. ▪ Maintains the personal and professional relationships that nurture and stretch them. ▪ Plays an active role in teacher networks within the spirit of ako.

	Leading organisations	Leading teams	Expert teacher, leadership of curriculum or initiative
Embodying the organisation's values, and showing moral purpose, optimism, agency and resilience	▪ Shows by their behaviour and how they treat others the values expected by the organisational vision and goals, and the moral purpose at the heart of this work. ▪ Shows courage, determination and hope in the face of difficulties. ▪ Shows what it means to learn from set-backs and things that do not turn out as expected. ▪ Thinks of new actions and supports staff who want to try new things that would advance the organisation's vision and goals.	▪ Shows by their behaviour and how they treat others the values expected by the organisation's vision and goals. ▪ Shows courage, determination and hope in the face of difficulties. ▪ Shows what it means to learn from set-backs and things that do not turn out as expected. ▪ Thinks of new actions within their sphere of influence and works with and supports staff who want to try new things that would advance the organisation's vision and goals.	▪ Shows by their behaviour and how they treat others the values expected by the organisation's vision and goals. ▪ Shows courage, determination and hope in the face of difficulties. ▪ Shows what it means to learn from set-backs and things that do not turn out as expected. ▪ Thinks of new actions within their sphere of influence which would advance the organisation's vision and goals and gets support to try them.
Contributing to the development and wellbeing of education beyond their organisation	▪ Takes an active part in local and regional education and community networks to add to the quality and equity of local and regional provision. ▪ Contributes to the building of national knowledge about how to lead complex organisations in ways that improve teaching and learning, and equity of educational outcomes. ▪ Contributes to the building of new knowledge for the teaching profession.	▪ Contributes to the sharing and building together of knowledge of how to lead educational teams to improve teaching and learning, and equity of educational outcomes at local, regional, or national levels. ▪ Contributes to the building of new knowledge for the teaching profession.	▪ Contributes to the sharing and building together of knowledge of how to work with others to improve teaching and learning, and equity of educational outcomes at local, regional, or national levels. ▪ Contributes to the building of new knowledge for the teaching profession.

Reflective questions for each sphere

Which of these capabilities do I find the most challenging?

- How do I know that? What are the incidents, conversations, decisions, or desired change that I worked towards that have challenged me?
- Why did I find this challenging? Which particular practice or practices described in this capability are areas I would like to improve ?
- Who or what could help me develop my skills and knowledge in this capability, or has knowledge that could help me identify good sources of professional learning, reading, discussion, or opportunities to try things out? In the ECE service, kura or school; in my networks and reading beyond; in formal and informal professional learning.

I am thinking of preparing for a new leadership sphere.

- Which of these capabilities would I like to develop/strengthen?
- Who or what could help me develop my skills and knowledge in this capability, or has knowledge that could help me identify good sources of professional learning, reading, discussion, opportunities to try things out? In the ECE service, kura or school; in my networks and reading beyond; in formal and informal professional learning.

Exemplifying the educational leadership capabilities in action

Here we provide links or references to some of the evidence we have drawn on, or found to exemplify a core educational leadership capability in action, mainly in Aotearoa New Zealand. This is not an exhaustive list of relevant research or illustrations. It largely consists of free or accessible material that is also succinct.

The School Leadership Best Evidence Synthesis (Robinson, Hohepa and Lloyd 2009) remains a significant resource; and ERO has increasingly provided useful descriptions of good practice and change to more effective practice in ECE services, kura and schools in which one can discern the results of good leadership practice. A 2017 collection of accounts of principals and ECE leaders who have brought about significant improvement in their institutions through their commitment to equity is another useful resource to show the capabilities in action (McNae, Morrison & Notman (Eds), 2017).

Pieces that we have linked to one core capability often also show other core capabilities at work. Our placement of them is therefore based on a combination of what they focus on, and the aim of providing material for each capability. It was much easier to find material for some of the core capabilities than others.

At the end of this section we give references to some further reading about educational leadership practices and their relationship with teaching practices and learner outcomes.

We welcome any material we may not have found that would help educational leaders and those who support them deepen their understanding of the core capabilities. We hope that the focus on core capabilities will inspire more people to provide insightful analysis and accounts that can be widely shared.

BUILDING AND SUSTAINING HIGH TRUST RELATIONSHIPS

Bryk, A. & Schneider, B. (2003). Trust in Schools: a core resource for school reform. Educational Leadership 60 (6), 40-45. `free`

www.ascd.org/publications/educational-leadership/mar03/vol60/num06/Trust-in-Schools@-A-Core-Resource-for-School-Reform.aspx

Summarises one of the cornerstone studies of how schools improve over time, using analysis of how learner achievement changed in relation to changes in 'academic productivity' in Chicago schools. Relational trust played the key role in the changes in academic productivity. The article provides a clear description of relational trust, 'the connective tissue that binds individuals together to advance the education and welfare of learners'.

Robinson, V., Hohepa, M., & Lloyd, C. (2009). School Leadership and Student Outcomes: Identifying what works and why. Best Evidence Synthesis Iteration [BES]. Wellington: Ministry of Education. `free`

www.educationcounts.govt.nz/topics/bes/resources/spotlight-on/spotlight-on-leadership

The *Building relational trust* section shows what relational trust is, and its role in teacher motivation, professional community, and outcomes for learners. Examples of how principals have modelled it, and built it through their actions, are given.

Thornton, K. & Cherrington, S. (2014). Leadership in professional learning communities. *Australasian Journal of Early Childhood*, **39(3), 94-102.**

Study of the progress of ECE professional learning communities over six months, showing the key role of building relationship trust that supports teacher agency and leads to desired changes in understanding and practice; and the importance of ECE service leaders taking responsibility for this.

ENSURING CULTURALLY RESPONSIVE PRACTICE AND UNDERSTANDING OF AOTEAROA NEW ZEALAND'S CULTURAL HERITAGE USING TE TIRITI O WAITANGI AS THE FOUNDATION

Berryman, M. & Anderson, Z. (2017) In search of equity and excellence: A story of leadership from a rural school community. In R. McNae, M. Morrison & R. Notman (Eds.), *Educational Leadership in Aotearoa New Zealand: Issues of context and social justice* **(pp. 88-103). Wellington: NZCER Press.**

This chapter outlines the importance of the school leader engaging in relationships of connectedness with learners, staff and community, having courage and listening, and seeking to serve the learners and community to bring about culturally responsive and relational pedagogy that benefits Māori learners.

Berryman, M. & Lawrence, D. (2017). The Importance of Leaders' Discursive Positioning in Neocolonial Education Reform Aimed at Closing the Disparities for Indigenous Peoples. In Waite, D. & Bogotch, I. (Eds.), *The Wiley International Handbook of Educational Leadership. 1st edition* **(pp. 335-352). Hoboken, NJ: John Wiley & Sons Inc.**

Two case studies of improved outcomes for Māori learners resulting from more collaborative and evaluative school practices that underpinned more culturally responsive practice, as a result of using Te Kotahitanga. The case studies show the crucial role played by school leaders to ensure continued learning and change, through a deep moral commitment and exercise of agency.

ERO. Deliberate acts of leadership – James Hargest High School [video]. `free`

www.ero.govt.nz/videos/deliberate-acts-of-leadership-james-hargest-high-school/

In this video a principal talks about how he works with his teachers and Māori community to develop a bicultural school context within which both Treaty partners are acknowledged and valued.

ERO. Māori succeeding as Māori – Rotorua Boys High School [video]. free

www.ero.govt.nz/videos/maori-succeeding-as-maori-rotorua-boys-high-school/

In this video a principal talks about how he works with his school community to develop an environment where Māori learners are supported and can succeed as Māori. Māori parents talk about their own and their sons' experiences at this school and a senior Māori learner talks about how Māori feel safe, are acknowledged and set up for success.

BUILDING AND SUSTAINING COLLECTIVE LEADERSHIP AND PROFESSIONAL COMMUNITY

Astall, C., Conner, L., & Wiki-Bennett, S. (2014). Leadership story: Re-evaluating science through professional learning. *Journal of Educational Leadership, Policy and Practice* **29(1), 70-83.**

Shows a leader working with an external expert to build a professional community with teachers through using an inquiry and knowledge building cycle that improved the efficacy of their science curriculum and teaching at a rural primary school.

Denee, R. & Thornton, K. (2017). Effective leadership practices leading to distributed leadership. *Journal of Educational Leadership, Policy and Practice* **32(2), 33-45**

Analyses material from three highly regarded and different ECE services to identify key ways in which service leaders grew the leadership of other staff. These key ways are: mentoring and coaching, including scaffolding, fostering confidence and providing resources and expertise; fostering relational trust; creating and sustaining shared vision and understanding, and designing systems and roles to support staff leadership.

ERO. (2017). Hauhaketia ngā Taonga Tuku Iho kia Puāwai ai: Unearth our ancestral treasures so that we may prosper free

www.ero.govt.nz/assets/Uploads/Kohanga-Reports-Combined.pdf

This good practice report outlines how kaumātua, whānau and kaiako work together to share their collective knowledge of ngā atua Māori, hapū, iwi, their tipuna, whakapapa, and mātauranga Māori to inform their planning, learning programme and practice. (Mana Atua, page 22)

ERO. Leadership – Manurewa Central School [video] free

www.ero.govt.nz/videos/leadership-manurewa-central-school/

This video outlines how the school leader encourages the senior leadership team to work together to share their knowledge, collaboratively consider the evidence to inform a response to issues identified.

Robertson, J. (2016). Coaching Leadership. *Building educational leadership capacity through partnership. 2nd edition.* **Wellington, NZCER Press**

Chapter 11 'Leaders coaching leaders' provides accounts from school leaders and the author of how they used coaching practices in schools to change or transform teaching practices, through building teacher efficacy and professional community, with greater leadership possibilities for staff in different roles.

STRATEGICALLY THINKING AND PLANNING

Chan, Chi Wai (2018) Leading today's kindergartens: Practices of strategic leadership in Hong Kong's early childhood education. *Educational Management Administration and Leadership* **46(4) 679-691.**

Good overview of literature on strategic leadership, particularly the importance of 'contextual intelligence', reframing, and reflection, and networking. Includes this quotation: "leadership must provide the dance floor and pick the right music to get colleagues dancing together and building trusting relationships".

Piggott-Irvine, E. (2015). *Goal Pursuit in Education Using Focused Action Research.* **New York: Palgrave MacMillan.**

Draws from several decades experience to show how to set and achieve motivating, challenging and specific 'deep' goals that align strategic institutional and personal goals, using an action research model. Provides clear illustrations and processes to use.

Robinson, V., Hohepa, M., & Lloyd, C. (2009). *School Leadership and Student Outcomes: Identifying what works and why.* *Best Evidence Synthesis Iteration* **[BES]. Wellington: Ministry of Education.** `free`

www.educationcounts.govt.nz/topics/bes/resources/spotlight-on/spotlight-on-leadership

The *Establishing goals and expectations* section shows why goal setting matters, and what makes for motivating goals that also build professional capacity and community. Examples showing why goal clarity and setting goals which are stretching but achievable are given.

Wylie, C. & Burgon, J. (2016). *Strengthening the Strategic Leadership of New Zealand Principals. Evaluation of the impact of Springboard Trust's Strategic Leadership for Principals programme.* `free`

www.springboardtrust.org.nz/images/site/documents/Strengthening-the-Strategic-Leadership-of-New-Zealand-principals.pdf

Shows the gains for principals and their schools from deepening their understanding of strategic thinking and planning, leading to more effective practices that improved engagement with stakeholders, learning opportunities, and contributed to professional community focused on learning.

EVALUATING PRACTICES IN RELATION TO OUTCOMES

Berryman, M., Eley, E., Ford, T., and Egan, M. (2015). *Leadership: going beyond personal will and professional skills to give life to Ka Hikitia.* **Journal of Educational Leadership, Policy and Practice 30(2), 56-68.**

Describes how collecting and collectively reflecting on robust evidence of practice in relation to outcomes for Māori learners strengthens leaders agency to shift understanding of culturally responsive and relational pedagogy and changes in practice.

ERO. (2010). **Success for Māori Children in Early Childhood Services: Good Practice** `free`

www.ero.govt.nz/publications/success-for-maori-children-in-early-childhood-services-good-practice/

Description of nine ECE services with good practice for Māori learners. They regularly evaluated what they were doing, particularly in relation to their philosophy statement. Their bicultural provision highlighted the importance of working together, seeking contributions from all, being comfortable with the challenges, and able to celebrate progress and success.

ADEPT MANAGEMENT OF RESOURCES TO SUSTAIN AND ACHIEVE VISION AND GOALS

Astall, C., Conner, L., & Wiki-Bennett, S. (2014). Leadership story: Re-evaluating science through professional learning. *Journal of Educational Leadership, Policy and Practice* **29(1), 70-83.**

This article also shows the value of shared inquiry leading to the identification of the need to reallocate the resource of staff time in order to improve staff efficacy and learner experiences and outcomes.

Robinson, V., Hohepa, M, and Lloyd, C. (2009). *School Leadership and Student Outcomes: Identifying What Works and Why. Best Evidence Synthesis Iteration* **[BES]. Wellington: Ministry of Education. (p. 113).** `free`

This vignette outlines how a deputy principal carefully planned an intensive Māori culture group experience to improve Māori learners' self-esteem and confidence, and recruited culturally appropriate skilled Māori personnel (a kaiako and kaiāwhina from the local marae) to prepare the group for their international cultural performance, an educational goal.

Robinson, V., Hohepa, M., & Lloyd, C. (2009). *School Leadership and Student Outcomes: Identifying what works and why. Best Evidence Synthesis Iteration* **[BES]. Wellington: Ministry of Education. (section 8.3.4).** `free`

www.educationcounts.govt.nz/topics/bes/resources/spotlight-on/spotlight-on-leadership

Engaging in open-to-learning conversations shows the importance of leaders having interpersonal skills that enable them to approach performance issues in ways that enable testing of their own assumptions as well as others, share control of conversations, and are most likely to lead to positive outcomes. Viviane Robinson has continued work with school leaders to further develop their efficacy in this regard, with a recent book Reduce Change to Increase Improvement, which she introduces here:

www.uacel.ac.nz/publications/articletype/articleview/articleid/393/reduce-change-to-increase-improvement-by-viviane-robinson#.WxTY90iFOUk

ATTENDING TO THEIR OWN LEARNING AS LEADERS AND THEIR OWN WELLBEING

Poekert, P., Alexandrou, A., & Shannon, D. (2016) *How teachers become leaders: an internationally validated theoretical model of teacher leadership development, Research in Post-Compulsory Education*, **21:4, 307-329.** `free`

http://dx.doi.org/10.1080/13596748.2016.1226559

http://lastingercenter.com/wp-content/uploads/2017/04/How-teachers-become-leaders-an-internationally-validated-theoretical-model-of-teacher-leadership-development42.pdf

Outlines the value and nature of teacher leadership, and the mentoring and support that develops it. Includes teacher leader voices from interviews and focus groups in the USA, England, Ireland, Scotland and Wales describing their learning and the change in themselves to have the confidence and self-efficacy to take a leadership 'stance' in their work. It shows the importance of 'support and regular opportunities to develop the knowledge, skills, and confidence to have a voice that makes the greatest impact on their context' (p, 324), and that teacher leader development is an iterative process, using feedback from mentors, formal learning, and actions taken, rather than linear and sequential.

Robertson, J. (2013). Learning leadership. *Leading and Managing*, **19(2), 54-69.**

This article focuses on professional learning and leadership, the importance of reflection in leadership, and the power of transformative learning opportunities.

Service, B., Dalgic, G. E., & Thornton, K. (2016). Implications of a shadowing/mentoring programme for aspiring principals. *International Journal of Mentoring and Coaching in Education*. **5(3), 258-271.**

www.emeraldinsight.com/doi/abs/10.1108/IJMCE-03-2016-0031

Describes the views of aspiring secondary principals on the shadowing/mentoring component of their post-graduate leadership programme, and the value they found in four one-week shadowing placements, which were framed for the aspiring principals and the principals they shadowed. The shadowing itself was valuable in showing the aspiring principals the difference between a principal's role and their existing deputy principal roles; the framing through observation, self-reflection, and guided reflective conversations at the end of each day with the principal all helped their learning. In particular, the reflective conversations offered profound learning, as principals 'revealed the reasons for their actions, allowing the aspiring principals to link theory and action.

EMBODYING THE ORGANISATION'S VALUES AND MORAL PURPOSE, OPTIMISM, AGENCY, AND RESILIENCE

McNae, R. with Cook, S. (2017) Leading turnaround schools: Surfacing hope in times of crisis. In R. McNae, M. Morrison & R. Notman (Eds.), *Educational Leadership in Aotearoa New Zealand: Issues of context and social justice* **(pp. 29-45). Wellington: NZCER Press.**

This chapter outlines in detail how one leader 'deliberately and intentionally led in, through and for hope' (p. 36), instigating practices to illustrate how others could also generate and work in ways that enacted hope.

The other nine case-studies in this book also show how school and ECE leaders used strong agency, resilience, optimism and moral purpose focused on each learner to bring about needed changes in the quality of learning and teaching, and the relationship of the school with its community.

Ledesma, J. (2014). Conceptual frameworks and research models on resilience in leadership. *SAGE Open*. **July-September 2014, 1-8.** `free`

http://journals.sagepub.com/doi/full/10.1177/2158244014545464

Unpacks the concept of resilience in terms of resilience capacity, with three 'fuel sources': personal values, personal efficacy, and personal energy, and the relationships between skill mastery and flexibility in dealing with an unpredictable (uncontrollable) world. Provides an interesting summary of the research on organisational support for individual resilience, which is consistent with the other key leadership capabilities identified here. Identifies the importance for leaders of 'access to trusted peers and colleagues, time to reflect and collaborate with professional peers and colleagues, and transformational development opportunities that demand less social isolation and more opportunities for partnerships. (p. 6).

CONTRIBUTING TO THE DEVELOPMENT AND WELLBEING OF EDUCATION BEYOND THEIR ORGANISATION

We were unable to find succinct accounts of this core capability. It is certainly inherent in some accounts of cluster work, and starting to be evident with some Kāhui Ako.

What did come to mind was the very effective collective work that one of us has been part of at a national level, both related to leadership. Organisational leaders' contributions were essential to the progress these two groups were able to make. The Ministry of Education Professional Leadership Forum brought organisational leaders together with policymakers, researchers and professional development providers to have rich discussions to advance leadership strategy in **2008-2010 (Wylie, C. (2012),** *Vital Connections*, **pp. 178-179, Wellington: NZCER Press).**

The Advisory Group for the new Teaching and School Practices survey tool brought together a similar group together to ensure that this tool would provide useful formative evaluation information for school leaders to use, as well as a national picture that could inform policy **(Wylie, C., McDowall, S., Ferral, H., Felgate, R., & Visser, H. (2018)** *Teaching Practices, School Practices, and Principal Leadership: the first national picture 2017.* **Wellington: NZCER).** `free`

www.nzcer.org.nz/research/publications/teaching-practices-school-practices-and-principal-leadership-first-national

The development of the current Leadership Strategy owes much to the active participation of leaders of and in educational institutions. The usefulness of the core capabilities outlined here will also depend on the contribution from educational leaders in all three spheres of influence.

Some further reading on effective leadership practices

Davitt, G., Carroll-Lind, J., Ryder, D., Smorti, S., Higginson, R., & Smith, M. (2017). *Leaders Growing Leaders: Effective Early Childhood Leaders for Sustainable Leadership.* **Wellington: Te Rito Maioha.** `free`

www.ecnz.ac.nz/sites/default/files/uploaded-content/field_f_content_file/leaders_growing_leaders_case_studies.pdf

Case studies of a range of ECE teacher-led services including kindergarten, education and care centres, and Kōhanga Reo, showing how the positional leaders develop and support teacher leadership in different contexts.

Day, C., Gu, Q., and Sammons, P. (2016). *The impact of leadership on student outcomes: how successful school leaders use transformational and instructional strategies to make a difference.* *Educational Administration Quarterly,* **52 (2). pp. 221-258. ISSN 1552-3519.** `free`
core.ac.uk/download/pdf/33575906.pdf

Study of leadership practices in over 600 of the most effective and improved English schools, with case studies in 20, showing the importance of 'layering' leadership strategies, using some more than others at different stages of a school's journey. Includes a case study of the different strategies emphasised at different phases by the principal, as the school culture improved.

ERO. *(2017). Improvement in Action: Te Ahu Whakamua.* `free`

This collection of videos and publications illustrates what works to achieve successful outcomes for all children and young people in the education system. Here is the link to the videos for Domain 2: Leadership for equity and excellence:

www.ero.govt.nz/videos/school-evaluation-indicator-videos-by-domain/

Galloway, M.K. & Ishimaru, A.M. (2015). *Radical Recentering: Equity in Educational Leadership Standards.* *Educational Administration Quarterly,* **1-37.** `free`

www.researchgate.net/profile/Ann_Ishimaru/publication/279251410_Radical_Recentering/links/55f52b3c08ae7a10cf8900aa/Radical-Recentering.pdf

Describes three key leadership levers to ensure the success of each and every learner, including an "overall vision of excellence for every student", not one based on deficit thinking, or thinking that treating all learners alike is fairness; Democratic, constructed leadership: "A shift from "entity" conceptions of leadership (embodied in formal positions or particular individuals) to a relational "constructionist" perspective on leadership, where the work of leadership is a process of social construction mediated through practices, meanings, and interactions among people over time' and Inquiry-embedded leadership.

Garvey Berger, J. & Fitzgerald C. (2015). *Coaching for an increasingly complex world: A Cultivating Leadership white paper.* `free`

www.cultivatingleadership.co.nz/site/uploads/Berger-and-Fitzgerald-Coaching-for-complexity-white-paper.pdf

Insightful description of the leadership needed in complex contexts like educational organisations, tolerating uncertainty while making decisions, needing to listen to people in different ways, to learn as well as convince, be open about their learning to create an open culture of sharing uncertainty, and act experimentally for maxmium learning.

Little, Judith Warren (2006) *Professional community and professional development in the learning-centred school. National Education Association NEA Research Best Practices Working Paper.* `free`

www.nea.org/assets/docs/HE/mf_pdreport.pdf

Insightful analysis of the U.S. research supporting the benefits of professional community in schools, and discussing how leadership practices grow professional community

Louis, K. S. & Lee, M (2016): Teachers' capacity for organizational learning: the effects of school culture and context, *School Effectiveness and School Improvement.*

DOI: 0.1080/09243453.2016.1189437

U.S. research into the role of professional community and leadership in relation to 'organisational learning': "habituated searching for new information, processing and evaluating information with others, incorporating and using new ideas, and of generating ideas within the organisation as well as importing them from outside."

Robertson, J. (2016). Coaching Leadership. *Building educational leadership capacity through partnership. 2nd edition.* **Wellington, NZCER Press.**

www.nzcer.org.nz/nzcerpress/coachingleadership

Distills experiences over 25 years coaching leaders and developing leadership, with practical descriptions and supportive resources.

Robertson, J. and Earl, L. (2014). Leadership learning: Aspiring principals developing the dispositions that count. *Journal of Educational Leadership, Policy and Practice* **29(2) 3-17.** `free`

https://research-repository.griffith.edu.au/bitstream/handle/10072/68835/102356_1.pdf?sequence=1

Analyses the reflections of over 200 participants in the National Aspiring Principals' course to show the inter-relatedness of leadership capabilities, and the keystone roles of moral purpose and of supporting the capacity to be a change agent in developing leadership.

Robinson, V., Hohepa, M., & Lloyd, C. (2009). *School Leadership and Student Outcomes: Identifying what works and why. Best Evidence Synthesis Iteration* **[BES]. Wellington: Ministry of Education.** `free`

www.educationcounts.govt.nz/topics/bes/resources/spotlight-on/spotlight-on-leadership

A seminal analysis that contains many useful descriptions of effective leadership in all three spheres.

Southworth, Geoff (2003)   Learning centred leadership: the only way to go. Australian Principals Centre Monograph 12. `free`

https://research.acer.edu.au/cgi/viewcontent.cgi?article=1011&context=apc_monographs

Clear and succinct descriptions of why learning-centred leadership matters, and tactics to shape teaching practice through modelling, monitoring and dialogue, so enlarging the professional community and capital of the school

Te Kotahitanga website. `free`

http://tekotahitanga.tki.org.nz/

Te Kotahitanga website contains a number of useful publication, videos and interviews. The research and professional development programme enables school leaders, and the wider school community, to focus on changing school structures and organisations, and to more effectively support teachers to create a culturally responsive context for learners.

Wylie, C., McDowall, S., Ferral, H., Felgate, R., & Visser, H. (2018) *Teaching Practices, School Practices, and Principal Leadership: the first national picture 2017.* **Wellington: NZCER.** `free`

www.nzcer.org.nz/research/publications/teaching-practices-school-practices-and-principal-leadership-first-national

The national picture shows the school and principal leadership practices that people are most confident about, and those they find most challenging. It also shows that principal leadership matters for school practices. The survey website gives useful ways to use the national findings to reflect on what is happening in individual schools, to support their ongoing development of sound and shared leadership.