Proactively Revised

Briefing Note: Progressing the Leadership Strategy

To: Hon Chris Hipkins
Date: 2 April 2019
Priority: Medium

Security Level: In Confidence

DDI: [Blank]

Drafters:
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Messaging seen by Communications team: No
Round Robin: No

Purpose of Report

The purpose of this paper is for you to:

Note The Council and Ministry are working in partnership to progress the Leadership Strategy in the interim period before government responds to the Independent Tomorrow’s School Taskforce recommendations about building system leadership capability.

Note Our intention to progress the Leadership Strategy with a phased approach to establishing Māori medium and English medium stewardship groups that will assure the profession that they will continue to be involved in decisions that support leadership capabilities.

Note That the stewardship groups will consider related sector leadership activities (including a leadership conference over 2019-20) in order to bring the direction of the Leadership Strategy and the Educational Leadership Capability Framework (the Capability Framework) to life.

Agree that this Briefing will be proactively released.

Agree / Disagree
Summary

1. The Leadership Strategy is unique in the sense that it sees leadership as a system and not a layer. The Leadership Strategy signals a brand-new approach by giving opportunity for the growth and development of leadership capability to all registered teachers in Aotearoa New Zealand. It is relevant to all teachers in positional and non-positional roles across all settings – making leadership development accessible to everyone. The Capability Framework goes deeper, giving life to the Leadership Strategy because it clarifies the capabilities needed for effective leadership across different contexts of the profession.

2. The Council and Ministry are working in partnership to progress the Leadership Strategy in the interim period before government responds to the Independent Tomorrow’s School Taskforce recommendations about building system leadership capability.

3. The Council and Ministry are committed to supporting all registered teachers in the development of their leadership capability, and in providing opportunities for them to continually grow in their role. The first focus area in the implementation of the Leadership Strategy, for both Māori medium and English medium contexts, is the establishment of stewardship groups. A phased approach to establishing these groups will assure the profession that we are progressing the Leadership Strategy and continuing to involve them in decisions that support leadership capabilities.

4. The stewardship groups will focus on the future state of leadership development and guide the implementation of the Leadership Strategy. One group will be specific to Māori medium and the other to English medium. Selection and facilitation of each group of stewards will be different, allowing us to reflect our commitment to honour Te Tiriti o Waitangi within our education system, respecting different kaupapa, aspirations, ways of organising and contexts. We expect that the stewardship groups will be in place by the end of May 2019.

5. Taking into consideration the priority groups identified in the Leadership Strategy (ECE, Māori medium settings, rural areas and middle leaders in schools) we will focus the stewards on designing sector activities that will broaden the notion of leadership across the profession. In response to your suggestion, this could include a leadership conference that will support professional learning about the leadership capabilities.

Lesley Hoskin  
Chief Executive Officer

Pauline Cleaver  
Associate Deputy Secretary ELSA

Hon Chris Hipkins  
Minister of Education

29/03/2019  02/04/2019  21/04/19
Background

6. The Leadership Strategy, and its companion document, the Capability Framework were released by the Council on 28 August 2018.

7. The Leadership Strategy is unique in the sense that it sees leadership as a system and not a layer. The Leadership Strategy signals a brand-new approach by giving opportunity for the growth and development of leadership capability to all registered teachers in Aotearoa New Zealand. It is relevant to all teachers in positional and non-positional roles across all settings – making leadership development accessible to everyone. The Capability Framework goes deeper, giving life to the Leadership Strategy because it clarifies the capabilities needed for effective leadership across different contexts of the profession.

8. Like the Council’s Code of Professional Responsibility and Standards for the Teaching Profession, the Leadership Strategy’s development builds on a long period of engagement with the teaching profession. Throughout 2017/18, the Council worked collaboratively with teachers, leaders, academics and representatives of the profession to review evidence and stimulate thinking and discussion about future focused leadership in Aotearoa New Zealand. The development process was iterative, with multiple opportunities to meet and critique each other’s work. The feedback the Council received from the profession helped to shape the final strategy, and also led to the commissioning of the New Zealand Council for Educational Research (NZCER) to develop a leadership capability framework. The Council chose to commission NZCER due to their recent work in educational leadership in Aotearoa New Zealand and their direct access to a variety of existing educational leadership research.

9. Due to the collaborative nature of the Leadership Strategy, there is already a high level of awareness and engagement amongst stakeholders. Centrally funded leadership supports are being adjusted to ensure alignment with the Leadership Strategy. It is important to plan for future leadership development opportunities aligned to the Leadership Strategy.

10. Providing leadership to teachers and direction for the education profession is one of the Council’s legislative functions (s382(1)(a), Education Act 1989), and the Council’s 2016-2021 Strategic Plan also has an explicit focus on enabling leadership of a coherent, high-performing education system. The Council and Ministry are working in partnership to progress the Leadership Strategy in the interim period before government responds to the Independent Tomorrow’s School Taskforce recommendations about building system leadership capability.

Approach

Establishing Māori medium and English medium stewardship groups

11. The Council and Ministry are committed to supporting all registered teachers in the development of their leadership capability, and in providing opportunities for them to continually grow in their role. The first focus area in the implementation of the Leadership Strategy, for both Māori medium and English medium contexts, is the establishment of stewardship groups.

12. While decisions are pending regarding the Independent Tomorrow’s Schools Taskforce, the establishment of these Māori medium and English medium stewardship groups will be phased. This approach will assure the profession that we are progressing the Leadership Strategy and continuing to involve them in decisions that support implementing the Leadership Strategy.
13. Selection and facilitation of each group of stewards will be different, allowing us to reflect our commitment to honour Te Tiriti o Waitangi within our education system, respecting different kaupapa, aspirations, ways of organising and contexts.

14. The stewardship groups will focus on the future state of leadership development and guide the implementation of the Leadership Strategy. The Māori medium and English medium stewardship groups will begin their future focused work by designing activities that:

- 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.

15. The stewards will have opportunities to give feedback to the Ministry and the Teaching Council about current leadership development. They will also be valuable advisors to the development of any changes in the system.

16. Taking into consideration the priority groups identified in the Leadership Strategy (ECE, Māori medium settings, rural areas and middle leaders in schools) we will focus the stewards on designing sector activities that will broaden the notion of leadership across the profession. In response to your query in late 2018, this could include a leadership conference that will support professional learning about the leadership capabilities.

Key Risks and Benefits

17. By not establishing the Māori medium and English medium stewardship groups the sector may lose confidence in our integrity and/or our intention to progress the Leadership Strategy.

18. The Leadership Strategy and the Capability Framework were gifted to the profession as a taonga by the Council. If we lose momentum on the implementation we will undermine the concept of collective work.

Next Steps

19. The stewardship groups will be in place by the end of May depending on the selection approaches agreed to by stakeholders. See Annex 1.

Other Relevant Information

20. The Ministry is currently developing a Workforce Strategy. It is anticipated that the Leadership Strategy and the Workforce Strategy will align to present a coherent approach to developing a culturally capable, competent and connected teaching profession that will achieve educational equity and excellence for all children and young people in Aotearoa New Zealand.
Proactive Release

21. Proactive release of Education Report

a. "It is intended that this Education Report is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982."

[Agree] [Disagree]

Annexes

Annex 1: Selection of the Māori medium and English medium stewardship groups
Annex 1:

Selection for the Māori medium and English medium Stewardship Groups

Māori medium stewardship groups

It is our intention to have separate processes for selecting the stewardship groups and developing terms of reference for Māori medium and English medium. Once relationships have been established with representatives of Māori medium, the intention is to co-design the terms of reference and selection process. As indicated earlier in this briefing note, this approach reflects our commitment to honour Te Tiriti o Waitangi within our education system, respecting different kaupapa, aspirations and ways of organising and contexts.

This approach will involve consulting with key Māori medium stakeholders that are already considering leadership activities (including Te Kōhanga Reo, Kura Kaupapa, Ngā Kura ā Iwi, Wharekura & Wananga) to investigate ways to progress this work in a manner that is consultative and collaborative.

English medium stewardship groups

Applications to be a member of the English medium stewardship group will be considered by a panel of expert leaders agreed upon by both the Teaching Council and Ministry. Senior leaders from the Teaching Council and Ministry will be members of the appointment panel. Members and convenors of the English medium Stewardship Group will be appointed by the panel following a public call for expressions of interest and be made up of six members. The selection panel will appoint the Convenor and Deputy Convenor who will perform the role of Convenor in their absence. The Convenor will facilitate meetings and direct secretariat services on behalf of the stewardship group. The group will include leaders from one or more of the spheres of influence outlined in the Leadership Capability Framework (Leading Organisations, Leading Teams, Expert Teachers).

Selection Criteria

Members (and convenor) will be appointed on the basis of their individual knowledge, expertise and personal attributes, for the provision of the best possible advice to the Teaching Council and Ministry, not on the basis of their membership or association with any one or more organisations. Every effort will be made in the appointments process for the membership to cover the entire range of the profession in the English medium. Members of stewardship group are required to be a registered teacher and have the personal attributes necessary to engender good working relationships within a stewardship group and collectively have diverse and relevant expertise and experience as will be detailed in a Terms of Reference.