

Leadership Development Reference Group

A summary by Ted Noon of the position of the LDRG for the NSW DP Association

The following information may hopefully provide some idea in summary form of the direction that the Group has taken. The information below is taken as a representation of that. Rob Randall has put together a draft framework to be put to the DET's Board of Management (June 21). I have adapted this.

I have also included copies (2) of submissions put to the LDRG made by me on behalf of the sub-committee of the DP Association. This sub-committee (Ted Noon, Narelle Howell, Peter Shellard, Phillip Steel and Miriam Wride) developed a direction and focus areas to be included as part of the strategy.

LDRG Notes:

1. Purpose

To provide strategic advice on a new Departmental leadership strategy and the creation of an educational leadership centre

2. Tasks

- a) Consider desired capabilities for schools leaders in NSW
- b) Consider strengths and weaknesses of current leadership strategies and programs
- c) Consider examples of external, interstate and international leadership development initiatives.
- d) Provide advice on elements of the new Departmental leadership development strategy
- e) Provide advice on the function and operation of a DET educational leadership centre
- f) Investigate links to university leadership development initiatives
- g) Investigate the relationship and links to the Quality Matters Report beyond the issues of accreditation

The reference group has met six times during May and June and has considered the strengths and weaknesses of current DET leadership programs, has received input from four universities and has considered information on national and international leadership initiatives.

In addition, the task of data collection and analysis to ascertain *workforce-planning issues* for the DET over the next ten years has been undertaken and factored into long term planning.

Discussion

- Concern regarding anticipated recruitment needs for school leaders, and therefore the current strategy may not provide a comprehensive and integrated program to support the necessary skills knowledge and capabilities necessary for successful school leadership
- Need to expand the preparation, induction and ongoing development opportunities that the Department provides for school leaders – priority may, in the short term, need to be given to principal preparation and support programs.
- The development of a new strategy needs to be based on knowledge, skills and capabilities framework for leadership positions in Gov. schools. There needs to be a curriculum that is aligned to the framework and provides flexibility and choice for participants. There needs to be active

participation and guidance from key stakeholders, through a DET leadership centre, and there is monitoring and evaluation that focuses on the skill and capability development of participants.

- While there is establishment of long-term strategies, the interim should see the establishment of a reference group to oversee and guide the development of the revised strategy. There needs to be research to determine the skills, knowledge and capabilities required for leaders; refinement of the workforce planning data; the priorities for principal promotion needs and for executive leadership development needs to be identified
- There needs to be identification of the inter-relationship of the Directorates responsible for compliance policies, recruitment and personnel programs in the interim period. Also, a trial of some leadership development programs.
- The development of District leadership groups to oversee activities
- Development of an effective communication strategy that provides information on all short and long term strategies, providing also for input by key groups.

A Discussion Paper

Deputy Principals' Leadership Development

(Draft discussion prepared by Ted Noon for the Leadership Sub-Committee of the NSW Deputy Principals' Association)

1. Background

Deputy principals have for some time expressed concern regarding the need for a coordinated approach to a high standard leadership and induction program to prepare them for their current and future role.

There has been significant and appropriate support for head teachers over the last two years. Principals, by the nature of their position, receive large amounts of all forms of information. This of course, is not always necessarily in any coordinated professional development sense.

There are approximately 700 deputy principals in NSW, many of whom will be at various times relieving as principals. For some time now, a tenuous link has existed between the second most significant leader in a school and the most significant leader. An appointment to principal is only separated by eight pieces of paper honed by the best 'wordsmiths'.

Ultimately, the core requirement would be a coordinated approach to leadership training. All deputy principals should be regarded as potential principals. From that premise then, professional preparation can be provided at a level that ultimately produces the best and most efficient senior executive team. The resultant equity of that process across the State would produce a better coordination of all the leadership strategies and much greater confidence in the best possible leaders and future principals in our schools.

2. Key issues

A. Deputy principal needs:

Knowledge of current policies and procedures, including regular access to updated information.

Management skill training, with exposure to best practice models

Induction program for new deputy principals. This should occur within three months of appointment.

Supportive on-going leadership training in a collegial context, supported by a training centre.

The various roles for individual DP's within their schools in the state should not limit their access to professional training. All DP's should be given quality generic training relevant to employment as a principal in any school.

B. Incentives for training:

C.

Training opportunities must be accessible to all DP's. It must be offered in such a way that it provides a range of opportunities and pathways such that it is an incentive to continuing training.

Endorsed work-based experiences and successful participation in associated training programs may become part of a registration requirement, particularly related to promotion and embraced within the continuing role.

C. Connections

There must exist a relationship between all components of the professional development of leaders including deputy principals. This includes:

- A centralised body to coordinate professional training and on-going research.
- District support which has a direct link to the central body
- Professional networks via districts. This may include a mentor structure.
- Recognition of equitable opportunities for access to current DET and Centre policies and processes. This includes exposure to 'best practice' processes and programs.
- Establish, through a process of registration, a set of standards and skills for deputy principals
- Training & promotion should have a direct link to recognition of work and work-based activities/learning modules in an on-going format

D. Training & promotion connections

- As a model of professional training, the SLPP course has as its core the important element of work-based course work. This is an important feature that must continue. The review process has resulted in a move away from this as its emphasis. The advantage to leaders and schools is to good an opportunity to miss. In-school mentors associated with this process are essential to the individual nature of schools and the support of the participant's level of motivation. Various flexible pathways for participants should be offered.
- Promotion should be linked to a process of evaluation. Suitability would relate to all other connections, including professional development and work-based projects and learning programs. Evaluation could be undertaken by in-school supervisors, who are connected to District T&D support as standardized across schools by the Learning Centre.

E. Evaluation

- The institution of such a comprehensive model needs to have at its core the connection between all its elements. Representation from the NSW Deputy Principals' Association is critical to the input of the establishment of the proposal, and its on-going development.

Addendum to Draft

Deputy Principals' Leadership Development Proposal

(Please refer to DP Draft submission to LDRG)

Please refer also to attached diagram, which is my attempt to put into context some of the important elements discussed within the LDRG (with some additional thoughts), and mindful also of the following important issues:

- There must be a link from pre-service training all the way through to leadership positions.
- Leadership in schools and related areas must include training for leaders on how to provide opportunities early in a teacher's development and throughout his/her career. This should be in addition to identification/targeted programs.
- There is a danger in using courses as a precursor to promotion, until there is a comprehensive, coordinated and integrated approach (e.g., SLPP was clearly stated as not a precursor to assisting promotion).
- Use of a 'portfolio' (currently part of SLPP) as a possible means of validating the professional work of teachers in an ongoing way.
- Promotion should be linked to the whole process, incorporating validated work and courses. In-school supervisors should sign off on this work, benchmarked with Districts who are in turn supported by the Leadership Centre.
- There must be better opportunities for 'best practice' in all areas of teaching/learning and the administration of schools within the State to be highlighted centrally for the benefit of all and the recognition of the initiators. This delivery from DET of innovations/best practice ((e.g., in technology) will assist the work of teachers and leaders

Short Term

(To commence discussion and development during second semester 2002)

- Work to assist the development of a statewide **induction program** for deputy principals similar to the Principals' Council/DET developed program.
- Equitable provision of all **compliance training** to all DP's across the State, as would be delivered to Principals.
- Support for current programs being developed for senior teachers **aspiring** to senior executive positions (e.g., within the DP Association).
- Drawing together the current ISLG's in Districts with other leadership groups (e.g., HT Development Group) to form one **District Leadership Reference Group (DLRG)**
- To work on creating a closer platform for common areas of development in the area of **leadership** with the DP Association and the **State Principals Council**, particularly mindful of the effectiveness of a coordinated approach to the development of a Leadership Strategy.

A meeting to be arranged to discuss the abovementioned matters between Rob Randall, Bruce Tapp and Ted Noon. A similar meeting to be arranged with Chris Bonner.

Compiled by Ted Noon for and on behalf of the Committee of the NSW DP Association June 2002



