

APPENDIX 1: JOB DESCRIPTION - LEADERSHIP ADVISOR

Leadership Advisor, Evaluation Associates Ltd

Responsible to: Team Leader

Office Location:

Main Geographical Area for Facilitation:

General Responsibilities

- To work in ways that further the vision and growth of Evaluation Associates to provide exceptional quality education services to New Zealand schools and kura in order to raise achievement and reduce disparity.
- To participate in and contribute expertise to professional learning within and across the Evaluation Associates team.
- To actively seek opportunities to identify and as appropriate develop additional business that will make a positive difference for ākonga and promote the work of our organisation and colleagues.

Specific Responsibilities

- The primary focus is to support principals predominantly in the advertised region to make a positive difference for their ākonga. This will include working with beginning principals and tumuaki, other principals through specific support and/or professional learning groups.
- Build an effective working and learning relationship with principals built on an open, honest and trusting relationship through mutual respect, accountability and reciprocal learning (ako).
- Provide targeted and tailored support for beginning principals/ tumuaki and other principals meeting their individual needs while, covering all aspects of school leadership that impact on their professional capability.
- Demonstrate commitment to honouring Te Tiriti o Waitangi and culturally responsive practice in the support of the principals and tumuaki.
- Set up and maintain the regional support network for beginning principals/tumuaki as appropriate
- Provide targeted and tailored support for other principals and tumuaki who have requested specific support.
- Support the development of regional professional learning groups for principals and their reciprocal coaching capability
- Support the principal / tumuaki mentorship aspect including being involved in the selection, induction and ongoing support of mentors.
- Contribute to the cross-regional work of the leadership advisors' team and provide advice and support to the leadership team.

Key tasks

When providing support for individual beginning principals

- Meet with the beginning principal/tumuaki on a regular basis, initially at least twice a term to support their 'just in time' needs and the development of their leadership practice
- Assist the beginning principal/tumuaki to understand their school context, identify existing conditions and practices and priorities for school development and improvement
- Coach the beginning principal/tumuaki to identify their areas for development and growth as a leader with reference to the Educational Leadership Capability Framework, Tū Rangatira and the ERO School Evaluation leadership domain indicators.
- Assist beginning principals/tumuaki to understand their roles in governance, management and the leading of learning.
- Support each principal/tumuaki to determine their theory for improvement.
- In conjunction with the beginning principals/tumuaki, assign mentors to them if requested as soon as appropriate.
- Actively support the beginning principal to fully engage in all aspects of the leadership advisor support including regional hui.
- Assist beginning principals/tumuaki on a regular basis to access other appropriate people such as union and NZSTA reps, Ministry advisors, professional associations, local principal networks and local Māori communities and iwi.
- Provide endorsement that the principal/tumuaki has actively engaged in support in order to meet the requirements of the Career Pathways Progression.

Set up and maintain systems and networks for supporting beginning principals

- Support systems for knowing when new principals have been appointed so that induction support can be provided.
- Assist in the planning and participate in termly regional management group meetings.
- Organise, in conjunction with the regional team leader and other leadership advisors, termly one-day regional hui for beginning principals including those specifically for secondary school principals.
- Provide coordinated support for common needs where appropriate.
- Provide information to the project leadership team about the needs in the region and how these needs have been supported.
- Contribute to the collaborative development of leadership advisor project resources.
- Meet with other Leadership Advisors on a regular basis and provide support to the national leadership advisor network in areas of expertise.

Supporting other principals

- Use experience and expertise to support other principals who have requested specific support.
- Provide targeted and tailored support for the principal as requested around their specific area of need
- Meet with the principal as required to review progress and plan next steps
- Coach the principal/tumuaki to identify their areas for development and growth as a leader
- Assist the principals to access other appropriate people such as union and NZSTA reps, Ministry advisors, local Māori communities and iwi.
- Establish and maintain regional professional learning groups for principal/tumuak

- Grow the reciprocal coaching capability of principal/tumuaki participating in the regional professional learning groups
- Provide clinics and/or resources in areas of national interest.

General

- Facilitate in a Leading by Learning manner to support, enable and guide principals.
- Use a mana enhancing approach when working with principals that supports their professional practice and hauora.
- Provide evaluative data to the team leader, maintain records and contribute to evidence-based reports through internal Evaluation Associates processes for the regional and national offices of the Ministry of Education, regional management groups, national advisory group and other organisations as required.
- Be a highly competent IT user – competent with standard tools such as Word and Excel, and also the ability to quickly pick-up new technologies (with a team working across New Zealand use of online meetings and collaborative documents / online tools will be commonplace).

Advisor Capabilities

- Ability to establish and maintain open and honest relationships based on high trust and professional ethics.
- Provide a service that is culturally appropriate, tailored, and responsive.
- Expertise in coaching leaders through an inquiry process.
- Use critical inquiry and evaluative skills to develop and critique advisory practice.
- Commitment to building ability to conduct all relationships and communications to be consistent with Leading by Learning theory.
- Written communication skills are accurate, well-constructed, evidence-based and provide the level of detail required (e.g., data reports, evaluation).
- Communicate respectfully and clearly.
- Ability to build strong professional networks to support their work
- Self-management and organisation (meeting accountabilities and deadlines, attention to detail in all aspects of accountabilities).
- Confidence and capability to provide culturally appropriate support for principals and tumuaki in English medium, dual medium and Māori medium settings.
- Committed to supporting and promoting practices which promote the educational and cultural wellbeing of Māori learners.

Evaluative capabilities

- Explicit use of evidence-based inquiry and knowledge-building cycle, modeling this practice for beginning principals to follow.
- Ability to link educational theory to practice.
- Ability to draw defensible conclusions from evidence and make recommendations for improvement.
- Able to read and interpret school data and appropriate technical reports.

Educational knowledge capabilities

- Knowledge and understanding of best practice, pedagogy and current research in the area of school leadership and the principal as leading learning.
- Knowledge and understanding of the Leadership Strategy for the teaching profession of Aotearoa New Zealand, the Educational Leadership Capability Framework and Tū Rangatira.
- Ability to work within a model of distributed leadership that supports staff leadership of curriculum and enables Boards to fulfil their governance roles.
- Ability to coach principals to understand and implement leadership strategies that will lift outcomes for all students and improve the rate of progress for Māori and Pasifika students, English as a second language learners and students with learning support needs.
- Knowledge of how to support principals to build effective educative partnerships with parents and whānau, school communities and mana whenua that impact positively on student achievement.
- Ability to support principals in building effective professional relationships with the Board of Trustees and its Presiding Member.
- Knowledge of NZ education system and key policy documents such as, The New Zealand Curriculum, Te Marautanga o Aotearoa, Ka Hikitia – Ka Hāpaitia, Pasifika Education Plan, NELPs, ERO documents and key web based resources such as TKI.

Assessment capabilities

- Knowledge of Assessment for Learning (AfL) theory (including understanding the capabilities described in Clarity in the Classroom - Absolum, 2006)
- Knowledge of assessment systems – ability to support schools to evaluate their current processes for gathering, analysing and using evidence at all levels, including assessment schedules, systems and reporting to parents/BOTs

Leadership capabilities

- Ability, knowledge and understanding of key leadership documents to provide tumuaki and principals frameworks to support the ongoing development of their leadership and their school community.
- Ability to help leaders use the inquiry and knowledge-building cycle to improve achievement and sustain effective practices.
- Ability to guide leaders in how to support their teaching staff in ways that acknowledge their unique contribution to the achievement of Māori learners
- Ability to maintain strong networks with principals, the Ministry and other support organisations.
- Understand the regulatory requirements of school leaders and support the beginning principals as they take on their new roles and responsibilities in relation to managing schools and staff, and leading learning.
- Experience in using Ministry of Education and other self-review tools with school leaders in order for the beginning principals to establish areas for review and development.
- Support beginning principals to understand how to implement current government policy in a way that will improve student achievement outcomes.