

**Guidelines from
NZEI Principals
Council on the
new Primary
Principals Career
Structure**

New Primary Principals' career structure

Why a New Career Structure?

For some years NZEI Te Riu Roa has been developing a new career structure which better reflects the work we do as principals and the expertise we have as educators. As part of the settlement of our collective agreement this year we are introducing a new structure of career steps built on our earlier developmental work.

The new structure recognises that a great principal is committed to the goal of quality public education and that enhancing quality education often goes beyond our individual schools.

With that in mind, it provides a more flexible approach to how our expertise is recognised.

For instance, it means that you can show your expertise within your own school and expect to develop your career to a more senior level without necessarily having to move to a bigger school.

The Purpose of this Guide

This booklet will help you with the process by setting out the criteria to be met at different stages of your career. Your board of trustees is responsible for affirming that you meet the criteria to access career steps. This guide touches on incorporating that process into your regular in-school performance management cycle.

We've posed questions you may like to think about at each stage to show evidence of your career development and how that has contributed to students' education and the leadership of the teaching profession.

The questions are not intended to create a tick-list. Instead they are intended to guide you to identify evidence of how you have contributed to your development as a principal through the key components.

For you as a principal, an essential feature of the model will be how you show evidence of your contribution to education goals through your work. In order to do that you will most likely present and share evidence of your practice in a similar form to what you currently do – with your board, teaching staff and communities. Leadership, collegiality and the promotion of quality public education for all

children is at the heart of our role and this new structure helps to recognise and remunerate those elements.

“The career pathway offers me the opportunity to further develop as a professional, no matter where I am in the country. It provides opportunities for us all. Rikki Sheterline – Principal, Turaki School, Taumaranui”

Developing careers based on recognising expertise instead of just experience

The Primary Principals Collective agreement 2013-2015 introduces the new Primary Principal Career structure and allowances. The structure starts from ‘Beginning Principal’ recognising principal development in the first 3 years after initial appointment as a principal. After that there are three stages with criteria defining each stage. These are set out further on in this resource.

When am I eligible to apply for the career pathway allowance?

- **Beginning Principal Stage:** less than 3 years’ service. No allowance.
During your first three years you should have a professional learning and development plan developed in conjunction with your Board and First Time Principals Mentors (or similar). Successful completion of First time Principals Programme or equivalent.
- **Stage one: Developing Principal** (acquiring/acquired the skills of a principal,) - minimum of 3 year’s service- \$3500.
- **Stage two: Experienced Principal** (applying your leadership skills within your school) \$6500.00. You need to have a minimum of 6 years’ service. This payment becomes available from 10 February 2014.
- **Stage three: Leading Principal** (sharing your leadership skills in other settings as well as in your own school) - \$9500.00. You need to have a minimum of 9 years’ service. This allowance is available from 10 November 2014.

What will I need to do to be eligible to receive the Career Pathway Allowance?

In order to access career steps and associated allowances, you will need to demonstrate that you:

- Have had a performance review in the past 12 months;
- Meet the relevant service criteria (have noted when 3-year time limit is reached); and
- Meet the relevant professional criteria (see the matrix in the Primary Principals' Collective Agreement– including successful completion of the First Time Principals' course or similar).

How do I Show I am meeting the criteria for each stage?

Your board of trustees will be responsible for affirming that you meet the relevant criteria to receive the allowance. This should be able to be done as part of your annual performance management process with the board.

You have to develop a portfolio of evidence. This should be interpreted as a “body of evidence” rather than an imperative to create a specific document. Evidence and the format it is in will vary from school to school depending on internal processes.

The evidence you require to meet the criteria for each career stage payment as principals should be part of your performance agreement. Your goals should outline what you will do and the evidence you will collect

Our negotiating team worked with the Ministry to develop criteria they believe can be demonstrated through work that you already do, such as reports to the Board, school-wide processes and existing documents. It is not intended that you need to produce a lot of new additional information or documents.

The Primary Principals' Collective Agreement (PPCA) requires all principals to have an annual performance agreement, including the relevant professional standards. There is one set of standards, applicable to all principals. Teaching principals must also meet the professional standards applicable to teachers.

Your appraiser is an ideal person to validate that you meet the criteria for sign-off with your BOT.

NZEI Te Riu Roa strongly advises you use a third party credible Educational Adviser for your appraisal.

How will my Board know if I am eligible for the career pathway allowance?

A letter will be sent from the Education Service Payroll team at the Ministry to your Board of Trustees when you have completed the required number of continuous years of service. The chairperson of your Board of Trustees will then confirm if you have met the principals' professional standards, based on in-school processes as part of your annual performance agreement with the board.

“As principals we regularly report evidence against the criteria to our boards, through our principals' reports, student achievement reports and our appraisal goals. So providing a body of evidence to support achievement of the criteria should not impose additional workload. – Louise Green Principal, Khandallah School

Keep it simple. It's not extra work. It's evidence that you may already have from appraisals and evidence in board reports. A robust appraisal system will already have the evidence – Malcolm Milner – Principal Balmoral School”

What can I do to meet the stage 1 criteria if I have not met the beginning principal's criteria?

4.4.1(K) states:

From the date the collective agreement is signed, principals who have met the service criteria of stage one (or higher) but have not participated in a First Time Principals' Programme or similar and who are no longer eligible to do so shall demonstrate through their professional learning and development plan that they have participated in professional learning activities similar to the First Time Principals' Programme

Evidence of this could be belonging to a Principal Professional Learning Community group network, undertaken study, undertaken professional development in line with your performance agreement to build on your leadership skills, read relevant leadership research and put into action, worked with mentor principals. You would need to have a record of meetings, minutes, and readings, study outcome, etc. and share what happened in your school as a result of this professional development.

“I think the careers pathway is a great step forward for principals because it recognises our professional growth and leadership, not only in our own school, but in the wider education community – Charles Oliver, Principal, Whanganui Intermediate”

What evidence could I use to show I have met the criteria for each stage?

Stage 1 Developing Principal (acquiring/ acquired)

Minimum of 3 years continuous service as a primary school principal.

Key components	Evidence (some examples). One piece of evidence could be used for multiple purposes.
Student outcomes: Assessment and evaluation data is used to maximise student learning for all students and trend data shows continuing growth in student learning.	<p>How are you working with teaching staff to use evaluation data? Are meetings and discussions generating documents or minutes that could be used?</p> <p>How are you reporting to the board now? How can you use this to demonstrate this point?</p> <p>What sort of school-wide data are you collecting that demonstrate this?</p> <p>What is in the school's annual plan and review (such as targets) that supports this?</p> <p>Are there other ways that you are tracking student achievement?</p>
School management: School policies are in place and are regularly reviewed. Resources are aligned to strategic goals.	<p>What processes are you using to ensure school policies are in place and regularly reviewed?</p> <p>How is the budget developed to ensure resources are aligned to the strategic goals in your Charter and Annual Plan?</p>
Community and networks: Trust is built between home and school to positively influence student learning and engagement.	<p>What are you doing to promote community engagement and participation?</p> <p>How are you involving parents in student learning?</p> <p>How are you reporting to parents on the learning progress of their children?</p> <p>How are you getting information to and from your school community?</p>

<p>Professional learning and development plans: participation in a professional learning and development plan that may include:</p> <ul style="list-style-type: none"> • Mentoring • Professional supervision • Study • Learning and development project aligned with school goals 	<p>Does your performance agreement include performance and development goals/ objectives for the year?</p> <p>Are you using a web/ dairy PLD log with reflections on your goals/ objectives</p> <p>Are you keeping notes from meetings with your mentor/appraiser/critical friend?</p> <p>How are you keeping a record of any professional development/ study/ readings you have undertaken?</p> <p>Are the learning and development projects aligned with the school goals in your Charter and Annual plan? How can you show this?</p>
<p>Career and personal development: Engages in learning for career/ personal growth demonstrated through, for example:</p> <ul style="list-style-type: none"> • Knowledge of research • Successful practice <p>Seeks appropriate professional learning and development opportunities to improve expertise.</p>	<p>How can you show you are engaged in learning for career and personal growth?</p> <p>What are you reading/ studying?</p> <p>Are you involved with a PPLC group, or part of a quality learning circle within your school focussing on pedagogy/ latest research findings?</p> <p>How are you sharing/ involving latest research and successful practice information to the staff and Board?</p> <p>Does your performance agreement have goals and objectives to improve your expertise?</p> <p>Are you keeping a reflective diary/ log as evidence of this?</p>
<p>Leadership development: Demonstrated ability to fully discharge the duties and responsibilities of a principal demonstrated through, for example:</p> <ul style="list-style-type: none"> • Working with staff to set clear and appropriate educational goals for the school. • Recognising the strengths and weaknesses of the school's performance and planning an improvement trajectory/ pathway. • Ensures performance agreements and appraisal processes are in place for all staff. 	<p>Is the Annual Plan developed with staff to set clear and appropriate goals for the school?</p> <p>What other documentation/ policies and procedures do you have in place for staff to ensure there is a shared understanding of "how we do things around here"?</p> <p>Are staff involved in the review of goals, policies and procedures?</p> <p>Are there policies and procedures in place for staff appraisal and the interim professional standards for teachers and DPs/APs?</p> <p>Is there evidence that meetings and observations along with feedback have been happening with staff?</p> <p>How are you reporting to the Board the progress the staff are making with the annual goals? What PD is happening or needs to happen to continue to work towards meeting those goals?</p> <p>How are you celebrating your successes? How can you show this?</p>

Stage 2 Experienced Principal (Applying)

A minimum of 6 years continuous service as a primary school principal and meets the requirements of Developing Principal.

Key components	Evidence (some examples). One piece of evidence could be used for multiple purposes.
Student outcomes: Assessment and evaluation data is used to maximise student learning for all students and trend data shows continuing growth in student learning.	As in stage 1
School management: School policies are in place and are regularly reviewed. Resources are aligned to strategic goals.	As in stage 1
Community and networks: Trust is built between home and school to positively influence student learning and engagement.	As in stage 1
Professional learning and development plans: Participation in a professional learning and development plan that demonstrates growth in: <ul style="list-style-type: none"> • Leadership • Personal learning project in own school 	<p>Does your performance agreement have goals or objectives to support you with leadership professional development?</p> <p>How will you collect evidence to show you are developing in this area?</p> <p>What school wide PD are you leading or taking part in?</p> <p>Are you keeping: minutes of staff/ syndicate meetings, one-on-one meetings, a reflective journal, a web-based diary, a list of readings etc?</p> <p>Is the BOT aware of your goals and being kept informed?</p>

<p>Career and personal development: Ongoing commitment to own personal growth through, for example:</p> <ul style="list-style-type: none"> • Further tertiary study/ qualifications; or • Sabbatical project; or • Other relevant professional development 	<p>How are you showing a commitment to your own personal growth as the leader of your school?</p> <p>Are you doing an action research project?</p> <p>Are you mentoring your senior management team to gain better knowledge and understanding of leadership/ curriculum focus you have as a goal?</p> <p>What evidence are you collecting, eg reflective diary, minutes, reports to BOT?</p> <p>Have you taken or applied for a sabbatical?</p> <p>Are you mentoring with other principals? Do you belong to a PPLC group etc?</p> <p>What professional associations do you belong to?</p> <p>Are you doing extramural study?</p>
<p>Leadership development: Demonstrated ability to adapt systems to school context, demonstrated through, for example:</p> <ul style="list-style-type: none"> • School development and activities reflect strategic direction and priorities • School development focussed on responsiveness to student needs • Demonstrated ability to improve teaching and learning with others. • Demonstrated development of leadership in others. Linked to analysis of self-review and appraisal information. 	<p>When and how do you review your annual plan and other documentation to ensure professional development and planning reflects the strategic direction and priorities of the school charter?</p> <p>What are you doing with the analysed data, trends identified, areas identified for development?</p> <p>Is the annual plan an “alive” document shared regularly by staff to reflect on progress being made and possible adjustment to goals and professional development?</p> <p>What PD is being organised at staff/syndicate or teacher level?</p> <p>What reports are you sharing with the Board?</p> <p>Do you have appraisal systems in place that focus on student learning and teaching, and teacher support and development?</p> <p>What evidence is being collected by teachers (portfolios etc)?</p> <p>How are you mentoring others to build leadership density?</p> <p>Do you have policies and procedures in place for NAGS requirements?</p> <p>Are meetings held to discuss and share pedagogy and focus on teacher and student learning needs?</p>

Stage 3 Leading principal (sharing)

A minimum of 9 years continuous service as a primary school principal and meets the requirement of Developing and Experienced Principal.

Key components	Evidence (some examples). One piece of evidence could be used for multiple purposes.
Student outcomes: Assessment and evaluation data is used to maximise student learning for all students and trend data shows continuing growth in student learning.	As in stage 1
School management: School policies are in place and are regularly reviewed. Resources are aligned to strategic goals.	As in stage 1
Community and networks: Trust is built between home and school to positively influence student learning and engagement.	As in stage 1
Professional learning and development plans: Contribution to or leadership of: <ul style="list-style-type: none"> • A learning or professional community • A wider educational sector and principal networks. 	Are you part of a PPLC or any other professional group sharing readings and discussing leadership practice? Are you supporting other principals in other schools? What principal/ educational networks are you part of? How do you feed back to staff and the BOT about issues discussed or information received?

<p>Career and personal development: Ongoing commitment to own personal growth demonstrated through, for example:</p> <ul style="list-style-type: none"> • Participation in a professional learning group of other leading principals; or • Further tertiary study/ qualifications; or • Sabbatical project; or • Other relevant professional development. 	<p>As in stage 2.</p> <p>Are you doing any university or tertiary study? How is it linking in with your role as a principal?</p> <p>Are you keeping a record of what you are reading and who you have mentored or supported?</p> <p>Are you working professionally in other schools or institutions?</p> <p>Are you an active member of a PPLC or other group?</p> <p>If you have had a sabbatical have you shared your research with the staff, the BOT or other professional bodies?</p> <p>How are you sharing what you are doing with the staff and BOT?</p>
<p>Leadership development: Demonstrated ability to, for example:</p> <ul style="list-style-type: none"> • Develop leadership in others • Improve teaching and learning with and through others • Act as a coach/ mentor to colleagues • Provide leadership across local networks <p>Improvement and innovation are supported by cycles of inquiry at every level.</p>	<p>As in stage 2</p> <p>What are you doing to develop leadership in others?</p> <p>Are you mentoring, coaching your senior management team, individual teachers or staff from other schools to develop leadership density?</p> <p>Are you mentoring aspiring principals or first-time principals?</p> <p>Are you supporting experienced principals with their practice?</p> <p>What principal groups do you belong to at a local, regional or national level?</p> <p>What responsibilities do you have in these groups? Are you providing leadership across local networks, leading local, regional or national clusters?</p> <p>Do you make yourself available to appraise other principals, or get involved in supporting other BOTs appoint principals for their schools?</p> <p>Have you initiated or contributed to a community development project?</p> <p>Are school self-reviews a part of your strategic plan?</p> <p>Are appraisals robust with performance management policies and procedures in place to ensure effective teaching and learning is occurring?</p> <p>Are you advising other principals about their cycles of review or inquiry?</p>

Resources available to support you

0800 NZEI HELP (0800 693 443)

Go to the My NZEI website www.nzei.org.nz for:

Current Primary Principals Collective Agreement

Updates and other information to support this process

www.principalskit.org.nz

www.arikiproject.ac.nz (Portfolios/ web reflective dairies :contact Ariki Trust member)

External

New Zealand Teachers Council

Teacher Professional Learning and Development BES

www.tki.org.nz (E Portfolio information)

www.slideshare.net/nickrate/eportfolios-101

Other publications that may guide your thinking

Harris, A. Day, C. Hopkins, D. Hadfield, M. Hargreaves, A. and Chapman, C. (2003). *Effective Leadership for School Improvement*. London: RoutledgeFalmer.

Klenowski, V. (2002). *Developing Portfolios for Learning and Assessment: processes and principles*. London, UK: RoutledgeFalmer.

MOE (2008). *Kiwi Leadership for Principals: principals as educational leaders*. Wellington, NZ: Ministry of Education

Patterson, K. Grenny, J. McMillan, R. Switzler, A. and Ropper, L. (2012). *Critical Conversations: tools for talking when the stakes are high*. NY: McCaw-Hill.

Stewart, D. (2000). *Tomorrow's Principals Today*. Palmerston North, New Zealand: Kanuka Grove Press.

Stewart, D. (2010). *The Ariki Project: Reflective Leadership & Collaborative Schools*. In Hawes, L. (Ed.), *New Zealand Principal*. Wellington: New Zealand Principals' Federation.

Stewart, D. (Nov 2012). *Appraisal through Te Ariki Lens*. In Hawes, L. (Ed.), *New Zealand Principal*. Wellington: New Zealand Principals' Federation.