

# Job Description – Leadership Advisor

**Region:** Tai Tokerau | Auckland | Waikato | Taranaki/Whanganui/Manawatu

## Specific Responsibilities

- Delivery of the contracted services as a Leadership Advisor with a primary focus on beginning principals and tumuaki which may also include support for other principals through specific support and/or professional learning groups. This will involve supporting principals and tumuaki predominantly in the advertised region to lead schools which make a positive difference for their ākongā.
- 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, with reference to the Educational Leadership Capability Framework.
- Set up and maintain the regional support network for beginning principals/tumuaki as required.
- Provide targeted and tailored support for other principals and tumuaki who have either requested or been referred for specific support.
- Support the development of regional professional learning groups for principals and their reciprocal coaching capability in conjunction with regional ministry staff and principal association representatives.
- Support the principal / tumuaki mentorship aspect including being involved in the selection and assignment of mentors.
- Contribute to the cross-regional work of the leadership advisors team and provide advice and support to the leadership team.

## General Responsibilities

- To provide exceptional quality education services to New Zealand schools and kura.
- To work in ways that further the vision and growth of Evaluation Associates.
- To actively seek opportunities to develop additional business that will make a positive difference for ākongā and promote the work of our organisation and colleagues.
- To contribute expertise to and learn from the Evaluation Associates team.
- Enjoy working with principals in schools and kura and making a real difference to ākongā.

## Key tasks

### *When providing support for individual beginning principals*

- Coach the beginning principal/tumuaki to identify their areas for development and growth as a leader with reference to the Educational Leadership Capability Framework.
- 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 beginning principals/tumuaki to understand the difference between governance and management.
- Support each principal/tumuaki to determine their theory for improvement.
- In conjunction with the beginning principals/tumuaki, assign mentors to them upon their appointment or as soon as appropriate.
- Provide testament that the principal/tumuaki has actively engaged in support in order to meet the requirements of the Career Pathways Progression.
- Support beginning principals/tumuaki to make the most of the learning opportunities at the regional and national hui
- Assist beginning principals/tumuaki on a regular basis to access other appropriate people such as union and NZSTA reps, Ministry advisors, local Māori communities and iwi.
- Contribute to the collaborative development of resources.
- Provide information to the national coordination team about the needs in the region and how these needs have been supported.
- Meet with other Leadership Advisors on a regular basis.

### *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.
- Provide coordinated support for common needs where appropriate.
- Provide evaluative data to the team leader, national co-ordinator, regional management group and national network.
- Provide support to the national network in areas of expertise.

### *Supporting other principals*

- Use their experience and expertise to support other principals who have either requested or been referred for specific support.
- Provide targeted and tailored support for the principal as requested around their specific area of need with reference to the Educational Leadership Capability Framework
- 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/tumuaki
- 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 an open to learning manner to support, enable and guide principals.
- Use a mana enhancing approach when working with principals.
- Show commitment to honouring Te Tiriti o Waitangi.
- Maintain records and produce evidence-based reports through internal Evaluation Associates processes for the regional and national offices of the Ministry of Education, regional and national Principals' Associations regional management group, 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 create 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.
- Disposition which garners principals' trust and confidence.
- Commitment to building ability to conduct all relationships and communications to be consistent with 'open to 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).
- Ability to participate in Māori cultural settings in a culturally responsive way.
- 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 and the Educational Leadership Capability Framework.
- 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 special needs.
- Knowledge of how to support principals to build effective educative partnerships with parents and whānau and school communities that impact positively on student achievement.
- Ability to support principals in building effective professional relationships with the Board of Trustees and its Chair.
- Knowledge of NZ education system and key policy documents such as, The New Zealand Curriculum, Te Marautanga o Aotearoa, Ngā Whanaketanga Rumaki Māori, Ka Hikitia, Pasifika Education Plan, Ministry statement of strategic intent, 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 to demonstrate capability in all eight dimensions of leadership described in Leadership BES and/or the six evaluation indicators within the ERO School Process Indicator Domain 2: Leadership of conditions for equity and excellence and link these to the Educational Leadership Capability Framework
- Ability, knowledge and understanding of Kiwi Leadership for Principals and Tū Rangatira which enable tumuaki and principals to bring these documents to life through their every-day practice
- 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 Māori 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.