LEADERSHIP PLD IN AOTEAROA NEW ZEALAND

A review of current provision and future recommendations for the PPTA

Dr Kate Thornton, Te Herenga Waka,
Victoria University of Wellington and
Mark Evans former Senior Advisor
with Te Tari Arotake Mātauranga,
Education Review Office

PLD Leadership Review For PPTA

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Executive summary

The terms of reference for this independent review of PLD Leadership in Aotearoa New Zealand were to: report on the strengths and weaknesses of current providers and possibilities in the provision of PLD for leadership; identify gaps in the current system; and consider possibilities for PLD that does not currently exist; and make recommendations.

The review was conducted in three phases: a literature review, a survey based on the literature review, and follow up with groups and individuals on survey findings.

The synthesis of both international and local research highlighted the following nine characteristics of effective leadership PLD programme:

- Evidence based and ongoing rather than one-off learning opportunities
- Provide opportunities to develop a greater understanding of personal identity and leadership capacity including personal values and authentic leadership practices
- Focus on how to lead others and how to develop leadership in others.
- Provide opportunities to reflect on leadership practice both individually and collectively
- Emphasize educational/pedagogical leadership leading to improved outcomes for students and families/whānau
- Promote understanding of indigenous leadership practices and a focus on culturally responsive and equitable leadership practice is an expectation
- Focus on systems and organisational leadership including leading change, strategic leadership, goal setting and problem solving
- Provide opportunities to work in networked communities, alongside peers, sharing experiences, ideas and challenges are provided
- Provide access to mentoring and/or coaching

A total of 534 survey responses were received from a sample of PPTA members representing teachers, senior and middle leaders, principals and a variety of other roles. Nine options were provided for participants to select from: post-graduate study, leadership programmes not linked to a qualification, short courses with a focus on leadership, participation in networks, Ministry funded programmes, conferences, personal reading and reflection, and other. Multiple options could be chosen.

The majority of respondents had not engaged in any formal leadership PLD with personal reading and reflection being the most commonly chosen option. Participants rated post-graduate study and leadership programmes as most effective, and short courses as moderately effective. Leadership networks and Ministry funded PLD were referred to by small numbers of respondents. The main barriers to participation to accessing leadership PLD indicated in the survey were relevance to current position (70%), cost (43%) and time.

The two groups and six individuals who provided comments on the initial findings of the survey made overlapping comments in relation to: leadership PLD to become part-and-parcel of a career in teaching; and the lack of financial resource and time required to undertake leadership PLD. An underlying theme was the benefit of self-knowledge about leadership that access to academic literature can bring when accompanied by the practical tasks of school leadership.

Recommendations from the review:

1. Leadership PLD should be a continuous aspect of teacher professional development and occur over the course of a teacher's career. A good model exists in the support provided to beginning teachers over their first two years, however following this there is a lack of opportunities for coaching and mentoring and/or ongoing support. Extending planned continuous professional support for all teachers throughout their careers should be the end goal.

2. Systematic leadership PLD opportunities need to be supported by more funding for PLD and more time for teachers to be able to focus on PLD. The importance of study awards to supporting those who wish to undertake post-graduate study was emphasised in this review and consideration could be given to having leadership focused study awards.

3. Knowledge of what Indigenous/Māori leadership can offer the schooling sector needs to be expanded. The panel recommends PPTA initiate further work to support understanding and implementation of indigenous models of leadership with a focus on models of Māori and Te Tiriti-based leadership. This could have a theoretical component, a literature review by Māori about Māori educational leadership and a practical component, liaison with Kura Kaupapa Māori schools could also occur to find out more about how leadership operates in their contexts. Such work is likely to add to what is considered effective leadership in the English medium schools, which are attended by the majority of Māori students.

4. In terms of possibilities that do not currently exist, two areas are worthy of consideration. Firstly, the need to establish one place or portal for teachers to go to for resources and information on leadership. Ideally this will be curated and provide opportunities for facilitated reflections and discussion. This could be facilitated by the Teachers' Council in partnership with the MOE and tertiary providers. Secondly the provision of more micro-credential courses that provide a theory/practice balance and that are relevant to the Aotearoa context.

5. A resource be developed based on this review that outlines the characteristics of effective leadership PLD to help schools decide on the most appropriate options for their staff given the variable quality of available PLD, and the limited funds available to schools.

6. More data is needed to find out how particular PLD programmes and courses impact career development. This could be gathered through a case study approach as a supplement to this review

Background and scope

This independent review of PLD Leadership in Aotearoa New Zealand was commissioned by NZPPTA in July 2022. The terms of reference were:

- To report on the strengths and weaknesses of current providers and possibilities in the provision of PLD for leadership

- To identify gaps in the current system and consider possibilities for PLD that does not currently exist

- To make recommendations

The guiding research questions were:

- What are the features of effective leadership PLD programmes?
- What are the current offerings and how do they match with the features identified?
- What are the gaps and how does provision need to change?

Research approach

There were three phases to this research, firstly a review of literature was carried out in order to identify characteristics of effective leadership PLD. A survey was then designed based on these characteristics and sent out to two samples of 3000 PPTA members. Following the receipt and analysis of the survey responses, a small number of groups and individuals were invited to comment on the preliminary findings. These included the Secondary Principals Council, the Senior Positions Advisory Committee, and a range of individuals who indicated through their survey responses that they would be willing to comment further.

Literature review on effective approaches to leadership PLD in the Aotearoa New Zealand secondary school context

Overview
Leadership professional learning and development (PLD) has long been an expectation in the Aotearoa New Zealand education sector; however, offerings are diverse and there appears to be a lack of understanding of their effectiveness and reach. This review of the literature will first consider the policy context, in particular the recent leadership focus of the Teaching Council, before discussing effective approaches to PLD from both international and local research. Nine characteristics are identified which inform the first research question on the features of effective leadership PLD programmes.

Policy context
Leadership has been focused on in numerous policy documents including Kiwi Leadership for Principals (Ministry of Education, 2008), the Best Evidence Synthesis on *School leadership and*

*student outcomes: Identifying what works and why (*Ministry of Education, 2009), and *Tū Rangatira* (Ministry of Education, 2010). More recently the Teaching Council released *The Leadership Strategy for the teaching profession of Aotearoa New Zealand* (Education Council, 2018) and The *Educational Leadership Capability Framework* (Education Council, 2018). One of the four principles of the strategy was "To support leadership development across the teaching profession, and the policy and provision for that to occur" (p .6). In addition, one of the focus areas of the same document was personalised professional learning which had the key outcome that "Teaching professionals have accessible, shared evidence-based learning opportunities that guide their engagement in learning, are responsive to their aspirations and needs, and support the ongoing development of their leadership capabilities" (p. 15). The capability framework sets out nine educational leadership capabilities which were "intended to provide high-level guidance for leadership development". These are: building and sustaining high trust relationships; ensuring culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation; building and sustaining collective leadership and professional community; strategically thinking and planning; evaluating practices in relation to outcomes; adept management of resources to achieve vision and goals; attending to their own learning as leaders and their own wellbeing; embodying the organisation's values, and showing moral purpose, optimism, agency and resilience; and contributing to the development and wellbeing of education beyond their organisation.

A leadership space *'Rauhuia'* was established by the Teaching Council in March 2020, however the council have stated that this centre will be primarily focused on "delivering the leadership strategy, supporting a coherent approach to growing leadership across the profession" and that any leadership PLD is the responsibility of the Ministry of Education.

Effective approaches to PLD
Leadership development has been defined as "expanding the collective capacity of organizational members to engage effectively in leadership development roles and processes" (Day, 2000, p. 582). One of the policy implications identified in an OECD report on *School Leadership for Learning* (2016) is that an integrated leadership approach focusing on both instructional (or educational) and distributed leadership can be stimulated "through training programmes for principals and by encouraging principals to keep up to date with developments in their field through in-service training, attendance of leadership courses or other professional development activities" (OECD, 2016, p. 17). This report also recommends professional learning communities as a way of teachers learning from each other particularly in schools "dealing with students from disadvantaged families and students with special educational needs" (OECD, p. 17). Professional learning communities are defined as "professional educators working collectively and purposefully to create and sustain a culture of learning for students and adults" (Hipp and Huffman, 2010, p. 12). Hord (1997) puts forward five professional learning community characteristics specific to educational settings: shared and supportive leadership; shared values and vision; collective learning and application; shared personal practice; and supportive conditions. Professional learning communities encourage teachers to share experiences and learn from each other. They are characterized by "a reflective dialogue among staff, deprivatisation of practice, a collective focus on student learning, collaboration and a shared sense of purpose" (OECD, p. 15).

While much of the literature focuses on preparation and support for principalship (see Bush 2012 and Service & Thornton, 2020; 2021 for example), there is an expectation expressed in *The Leadership Strategy for the teaching profession of Aotearoa New Zealand* (Education Council, 2018), that all teachers will have opportunities to develop their leadership capabilities. It can be argued that focusing on those aspiring to or in positional leadership (principals and senior leadership team

members), should be prioritised given their influence on features of school organisations which positively impact on student learning (Leithwood et al., 2020). Involvement in leadership PLD will ideally begin prior to taking on positional leadership roles. Post-graduate leadership qualifications for aspiring principals can help prepare them for the role and ensure that their leadership is grounded in current theory and practice. Practising positional leaders also need opportunities to keep up to date with current research, to reflect on their practice and to network with others in similar roles through professional learning communities or comparable networked group learning experiences and be involved in mentoring relationships (Bush, 2012). Research suggests that different forms of PLD are appropriate at different career stages (Cardno & Youngs, 2013) and therefore the individual circumstances of participants need to be considered when considering the relevance of PLD.

A synthesis of both international and local research on effective leadership PLD highlights the following characteristics of effective leadership PLD programmes:

- PLD is evidence based and ongoing rather than one-off learning opportunities (Cardno & Youngs, 2013; Education Council, 2018)

- There are opportunities to develop a greater understanding of personal identity and leadership capacity including personal values and authentic leadership practices (Cardno & Youngs, 2013; Clapp-Smith et al., 2019; Ministry of Education, 2008; Robertson, 2015).

- There is a focus on how to lead others and how to develop leadership in others. This includes support for the distribution of leadership and for the development of strong learning communities (Caldwell & Hayes, 2016; Cardno & Youngs, 2013; James et al., 2007; Leithwood et al., 2020; Ministry of Education, 2008; OECD, 2016; Robertson, 2015; Wenmoth, 2015).

- Opportunities are provided to reflect on leadership practice both individually and collectively (Cardno & Youngs, 2013; Ministry of Education, 2008; Raelin, 2016; Robertson, 2015; Wenmoth, 2015).

- There is an emphasis on educational/pedagogical leadership leading to improved outcomes for students and families/whānau (Cardno & Youngs, 2013; Ministry of Education, 2008; OECD, 2016; Robinson et al., 2009; Robertson, 2015; Service & Thornton, 2021; Timperley, 2011; West-Burnham, 2013). This may include opportunities to conduct an inquiry in one's own school (Cardno & Youngs, 2013).

- An understanding of indigenous leadership practices and a focus on culturally responsive and equitable leadership practice is an expectation (Bishop, 2011; Burgon, 2012; Ishimaru & Galloway, 2014; Ministry of Education, 2008, 2010, 2020; Robertson, 2015; Shiller, 2020). This would include a focus on transformative leadership which according to Shields (2010) creates "learning contexts or communities in which social, political, and cultural capital is enhanced in such a way as to provide equity of opportunity for students as they take their place as contributing members of society" (p. 572).

- There is a focus on systems and organisational leadership including leading change, strategic leadership, goal setting and problem solving (Bendikson, 2015; Davies & Davies, 2005; Durie, 2015; Gilbert, 2015; Ministry of Education, 2008; Robertson, 2015; Robinson et al., 2009; West-Burnham, 2013).

- Opportunities to work in networked communities, alongside peers, sharing experiences, ideas and challenges are provided (Durie, 2015; Harris & Jones, 2019; James et al., 2007; Ministry of Education, 2008; OECD, 2016; Raelin, 2016; Stoll, et al., 2007; Robertson, 2015; Wenmoth, 2015; West-Burnham, 2013).

- Access to mentoring and/or coaching (Bush, 2012; Cardno & Youngs, 2013; Notman, 2012; Robertson, 2015; Service & Thornton, 2021) and opportunities to learn how to coach and mentor others are also offered (Robertson, 2009; Thornton, 2014).

These leadership PLD approaches support the leadership qualities expressed in *Kiwi Leadership for Principals* (Ministry of Education, 2008) of manaakitanga, leading with moral purpose; pono, having self-belief; ako; being a learner; and awhinatanga, guiding and supporting. They are also consistent with the leadership roles identified in *Tū Rangatira* (Ministry of Education, 2010) of: He Kaitiaki, guardian; He Kaiwhakarite, manager; He Kanohi Matara; visionary; He Kaiako, teacher and learning; He Kaimahi, worker; Ke Kaikōtuitui, networker; and He Kaiarataki; advocate.

The survey

The following sections provide an outline of the characteristics of the respondents, their experiences and suggestions with regard to leadership PLD.

Demographic data

A total of 534 survey responses were received. Of these respondents, 41% were teachers, 28% heads of department/faculty/learning areas, 9% deputy or assistant principals, 8% deans or whānau leaders, and 2% principals. The rest of the respondents held a variety of roles including across school leaders, SENCO, RTLB or held multiple roles. Gender breakdown showed 66% identified as female, 32% as male with a small percentage preferring not to say or identifying as non-binary. The majority of participants identified as Pākehā (67%), 9% as Māori, 4% as Pasifika and 19% identified with more than one ethnicity or indicated other ethnicities.

Participation in leadership PLD

Nine options were provided for participants to select from as shown in table one below, and multiple options could be chosen. The majority of respondents had not engaged in any formal leadership PLD with personal reading and reflection being the most commonly chosen option.

Table one: Rates of participation in different PLD options

Options	Percentage of respondents
Post-graduate study that included a focus on leadership	9
A leadership programme not linked to a qualification	10
A short course on leadership (1-2 days)	16
Personal reading and reflection	25
Participation in a leadership learning network	4
A Ministry funded programme such as First Time Principals	2
Conference(s)	11
Other leadership related PLD	7
None	16

Participants were then asked to rate how evident each of the characteristics of effective leadership PLD option was in their experience. An additional option of relevance to the Aotearoa New Zealand secondary school context was added to the nine characteristics identified through the literature review. A full summary of the responses for each option and a selection of representative comments is provided in Appendix A and comparison tables of each option in Appendix B, however overall, it could be seen that:

Post-graduate study options that included a focus on leadership were rated most highly for the perception that they: were evidence based and ongoing; provided an emphasis on educational/pedagogical leadership; offered a focus on systems and organisational leadership including leading change, strategic leadership, goal setting and problem solving; involved an inquiry/project work; and were relevant to the Aotearoa New Zealand secondary school context. They were second mostly highly rated for providing opportunities for understanding personal identity and leadership capacity, and for providing opportunities to reflect on leadership practice both individually and collectively. This form of PLD was seen as moderately effective at offering a focus on how to lead others and develop leadership in others, and less effective at providing opportunities to work in networked communities, strengthening an understanding of indigenous leadership practices and a focus on culturally responsive and equitable leadership practices, and providing access to mentoring and/or coaching opportunities. Overall, this form of PLD was seen as very effective although the cost of post-graduate study was mentioned by several participants as a barrier. While participants were asked to indicate which programme they had participated in, not all did so comparison between programmes was limited. Those that were mentioned specifically included the Masters of Secondary School Leadership (MSSL) offered by Te Herenga Waka, Victoria University of Wellington, the Master of Professional Studies offered by the Waipapa Taumata Rau, University of Auckland, and the Mindlab programme offered by Unitec. A comparison of these three programmes alongside non-specified Masters of Educational Leadership (Appendix C) reveals that the characteristics of effective PLD were less evident in Mindlab programme compared with other Master's programmes. The placements with principals as part of the MSSL programme were commented on positively by several participants, and the value of study award to complete qualifications was also highlighted.

Leadership programmes not linked to a qualification were seen as most effective at: providing a focus on how to lead others and develop leadership in others; offering opportunities for understanding personal identity and leadership capacity; and for providing opportunities to reflect on leadership practice both individually and collectively. Programmes were rated second most effective at being evidenced based and ongoing, and less effective for the other indicators. There was a great variety of examples of leadership programmes, some school based, some across school, and others from outside the school sector mentioned by respondents, therefore it was not possible to make any recommendations on which programmes were seen as most helpful.

Short courses were rated moderately effective at offering a focus on how to lead others and develop leadership in others, and being evidence based and ongoing. They were seen as least effective at strengthening an understanding of indigenous leadership practices and a focus on culturally responsive and equitable leadership practices, having an emphasis on educational/pedagogical leadership, and/or providing opportunities to work in networked communities, alongside peers, sharing experiences, ideas, and challenges. Short courses were also least likely to involve inquiry or project work or be relevant to the Aotearoa New Zealand secondary school context. While some were valued for specific learning opportunities, overall, they appeared to be one of the least effective forms of leadership PLD.

Leadership networks were referred to by only a small number of participants and included Kahui Ako and subject association networks as well as external networks. Networks were rated mostly highly for strengthening an understanding of indigenous leadership practices and a focus on culturally responsive and equitable leadership practices, and for providing opportunities to work in networked communities, alongside peers, sharing experiences, ideas, and challenges. They were seen to be moderately effective in most other areas and opportunities to share experiences were appreciated.

Ministry funded PLD such as First Time Principals was only referred to by 22 participants, however a number of others referred to this programme as well as the previously funded National Aspiring Principals programme (NAPP) in other sections including programmes not linked to a qualification. This form of professional learning was rated most highly for providing access to mentoring and/or coaching opportunities, however evidence of other characteristics was not seen to be as obvious as for other options in most areas.

Conferences while a frequently accessed form of leadership PLD, did not provide strong evidence of the characteristics of effective leadership PLD when compared to other options. Survey participants commented on the value of networking and being able to choose different workshops, the lack of follow up was seen as a weakness.

Personal reading and reflection as mentioned above, was the most frequently accessed form of leadership PLD. While some respondents commented on their satisfaction with resources they found online, many more believed they had limited access to relevant material to inform their reading and reflection, including information specific to Aotearoa including resources focusing on Māori leadership. The benefits of teachers having access to educational databases/website with relevant leadership related resources was frequently mentioned and the value of opportunities for group reflection were also highlighted.

Barriers to participation

The main barriers to participation to accessing leadership PLD indicated in the survey were relevance to current position (70%), cost (43%) and time. The impact of COVID 19 on participation in PLD generally was also mentioned by several participants. There was a perception among a number of survey participants that access to leadership PLD was restricted to certain groups and dependent on SLT decision making. The lack of release time and/or fundings was also noted.

General comments on availability of leadership PLD

Participants were given the opportunity to add further thoughts or recommendations on effective leadership PLD and many took the opportunity to do so (see Appendix A). Some of these related to particular programmes and others were suggestions regarding approaches to PLD. Particular programmes that were mentioned were the Effective Mentoring Practices micro-credential (funded by PPTA in 2022 and run by Wellington Uni-professional), other PPTA led PLD such as Mahi Tika, and Evaluation Associates programmes such as Tarai Kura. Overall characteristic of PLD recommended in this section reflected many of the characteristics the survey was based on and included:

- A blend of theory and practice
- Specific to the individual and ongoing
- Focused on relationship building and effective communication
- Encouraged critique and discussion
- Linked to an inquiry/project
- Focused on Matauranga Māori

- Used skilled, knowledgeable, and experienced facilitators.

Other comments focused on the lack of leadership PLD opportunities for either Māori or Pasifika leaders. This situation is summed up in the following comment:

> *There are not enough providers who can facilitate Māori and Pacific PLD from a lived experience as an indigenous leader competent in their own language or languages or cultural understandings and practices outside of Ako Pānuku that I know of. Therefore, I am reluctant to use any mainstream providers with their one or a couple of Māori or Pacific staff members. Confidence and competency in their own language, culture and heritage is key to understanding other indigenous cultures outside of themselves.*

Conclusions from the survey responses

The survey responses indicated that leadership PLD that clearly demonstrated the characteristics highlighted in the literature review was not always readily available or accessible. There were a number of gaps in existing programmes, the most obvious being opportunities for strengthening an understanding of indigenous leadership practices and a focus on culturally responsive and equitable leadership practices. This view was reinforced by comments made by survey respondents including the lack of Māori voices and perspectives in PLD offerings. Access to mentoring and coaching opportunities was only moderately evident in current PLD options and was mentioned as an important way of supporting and strengthening ongoing leadership learning.

It is difficult to draw conclusion on the strengths and weaknesses of current providers based on this data. Some providers were specifically mentioned as providing effective PLD, however there are not enough responses to draw meaningful conclusions.

In terms of current opportunities, while post-graduate qualifications were rated highly, they are expensive and require an ongoing time commitment. There is no information other than individual anecdotal evidence on how particular PLD programmes and courses impact career development. Given the reliance on personal reading and reflection as a source of PLD, the suggestion that teachers to have access to educational databases/website with relevant leadership related resources seems to be a priority.

Follow-up consultation

As mentioned above, two groups and six individuals provided comment on the initial findings. The review authors were invited to meet with both the Secondary Principal's' Council and the Senior Positions Advisory Committee by PPTA to explain and discuss the initial findings and the opportunity was taken to gather their views. The follow up questions used with individuals are included as Appendix D.

Secondary Principal's Council

Both reviewers met with the Secondary Principals' Council on 24 November with the purpose of sharing some of the findings from the review of leadership PLD and hearing the perspectives of the council on the issues raised. With regard to the perception from survey participants that access to leadership PLD was sometime blocked, some council members commented that there is sometimes a gap between what an individual may think of as their potential for leadership and promotion and

what that individual's colleagues see as their lack of readiness for promoted positions. Self-knowledge as the platform for taking on leadership roles appeared to be missing in some cases.

Resourcing for PLD was discussed including Kahui Ako as a source of leadership PLD. Other funding that in the past was used to fund programmes such as National Aspiring Principals was now based in schools but there was limited knowledge on what PLD options would be most appropriate. The impact of COVID 19 on PLD budgets was acknowledged with money being reprioritised. Council members agreed with the proposed recommendation that a place for teachers to go to for resources and information on leadership would be beneficial.

The importance of ongoing learning was reinforced with a suggestion from council members that the two-year time allocation for PRTs as they start their teaching career be extended to support all teachers to continue their own learning, whether leadership or subject specific throughout their career for them. The importance of supporting transition into senior leadership roles was discussed with the need to learn about strategic planning highlighted.

Senior Positions Advisory Committee

A similar process was followed with the Senior Positions Advisory Committee. Their comments included the following: that access to tertiary libraries was a key benefit of tertiary study; ERO's new school review approach has potential for supporting school leadership development; coaching/mentoring training for middle leaders is needed for them to play a coaching/mentoring role for others which is a key component is helping grow other's leadership; and school wide full staff PLD is hit and miss. Differentiation and a balance of personal and collective works best, and strategic planning is "learnt on the job". Other comments include that it was not clear how deliberate a process SLTs used to help whole school strategic understanding (possible link with ERO review process which has a focus on strategic plans as a starting point); and not enough PLD hours were allocated in 2023.

Individual responses

Survey respondents were invited to send through contact details if they wished to share more information about their leadership PLD. This led to six further data sets , three from the initial group of self-identified SLT members and three from those who had signalled they had participated in post-graduate studies that included a focus on leadership.

Three themes emerged: financial cost, time constraints, and the lack of coordinated national leadership PLD.

Those who had been involved in Masters' level postgraduate study had the means to pay for some if not all of the costs themselves. Creating the time for study, while helped by study awards and supportive schools, was a personal cost and a constant challenge balancing professional and family responsibilities with study. Their leadership PLD experiences had been ad hoc. They were able to take/create opportunities as they presented themselves. As one respondent put it: "the current system is haphazard and inequitable, relying on personal capacity to fund and make time for learning".

No one programme stood out from this group of participants. It was more the culmination of the several courses and programmes each had participated in that helped them understand the requirements of leadership and how they then enacted their own leadership.

The most useful had been those programmes that allowed participants to develop personal learning networks with trusted colleagues either through the programme or in some cases relationships

lasting several years. The combination of access to academic learning and direct application of what they were learning to the contexts of the schools they were in was what they were looking for. What was lacking, and still is as was pointed out in several responses, is a coherent nationwide system so that everyone has access to good support that will advantage the whole system.

Two specific suggestions to help system-wide improvement. First, set up a central hub where all leadership PLD is curated at the start of each school year. This would allow better forward planning of PLD and avoid the rush to enrol on pop-up short courses that look useful at the time but with hindsight, the course that was advertised later would have been better. Second, overall endorsement of teachers having access to educational databases/websites with leadership related resources. This might also address the gap around what particular leadership PLD is most helpful to teachers at different stages of their career.

A third suggestion emerged in relation to developing understanding of indigenous/Te Tiriti-based leadership practices. Some principals who are Māori have access to their own regional professional networks. This may be of assistance to those Māori principals working in isolated rural communities where the barriers of cost and access are exacerbated. Much could be learnt through setting up some form of liaison between these networks/associations and national agencies. This has potential to enhance understanding of Māori leadership perspectives in schools with established school/iwi relationships and support those where this is still needed. For some, as reflected in the survey responses, engaging with Māori leadership perspectives appears to be a significant challenge.

Summary of follow-up consultation

Each follow-up group identified the need for leadership PLD to become part-and-parcel of a career in teaching. A model exists for beginning teachers which could be extended to other parts of career progression. Such an approach has the potential to address two elements of feedback to the panel about the financial resource and time required for leadership PLD.

Some pointed out that career long leadership learning could be developed through existing system requirements, for example through strategic planning and ERO reviews. Making these aspects of school leadership more visible to teachers early on in their careers would help prepare those who wish to transition into senior roles.

An underlying theme was the self-knowledge that access to academic literature can bring when accompanied by the practical tasks of school leadership. It was understood that such leadership learning is a benefit not just to the individual and their school but also to the wider education system.

Recommendations

1. Leadership PLD should be a continuous aspect of teacher professional development and occur over the course of a teacher's career. A good model exists in the support provided to beginning teachers over their first two years, however following this there is a lack of opportunities for coaching and mentoring and/or ongoing support. Extending planned continuous professional support for all teachers throughout their careers should be the end goal.
2. Systematic leadership PLD opportunities need to be supported by more funding for PLD and more time for teachers to be able to focus on PLD. The importance of study awards to

supporting those who wish to undertake post-graduate study was emphasised in this review and consideration could be given to having leadership focused study awards.

3. Knowledge of what Indigenous/Māori leadership can offer the schooling sector needs to be expanded. The panel recommends PPTA initiate further work to support understanding and implementation of indigenous models of leadership with a focus on models of Māori and Te Tiriti-based leadership. This could have a theoretical component, a literature review by Māori about Māori educational leadership and a practical component, liaison with Kura Kaupapa Māori schools could also occur to find out more about how leadership operates in their contexts. Such work is likely to add to what is considered effective leadership in the English medium schools, which are attended by the majority of Māori students.

4. In terms of possibilities that do not currently exist, two areas are worthy of consideration. Firstly, the need to establish one place or portal for teachers to go to for resources and information on leadership. Ideally this will be curated and provide opportunities for facilitated reflections and discussion. This could be facilitated by the Teachers' Council in partnership with the MOE and tertiary providers. Secondly the provision of more micro-credential courses that provide a theory/practice balance and that are relevant to the Aotearoa context.

5. A resource be developed based on this review that outlines the characteristics of effective leadership PLD to help schools decide on the most appropriate options for their staff given the variable quality of available PLD, and the limited funds available to schools.

6. More data is needed to find out how particular PLD programmes and courses impact career development. This could be gathered through a case study approach as a supplement to this review

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Appendix A: PPTA Leadership PLD survey

Ethnicity

- Māori
- Pasifika (please indicate)
- Pākehā
- Other (please indicate)

Gender

1%

32%

66%
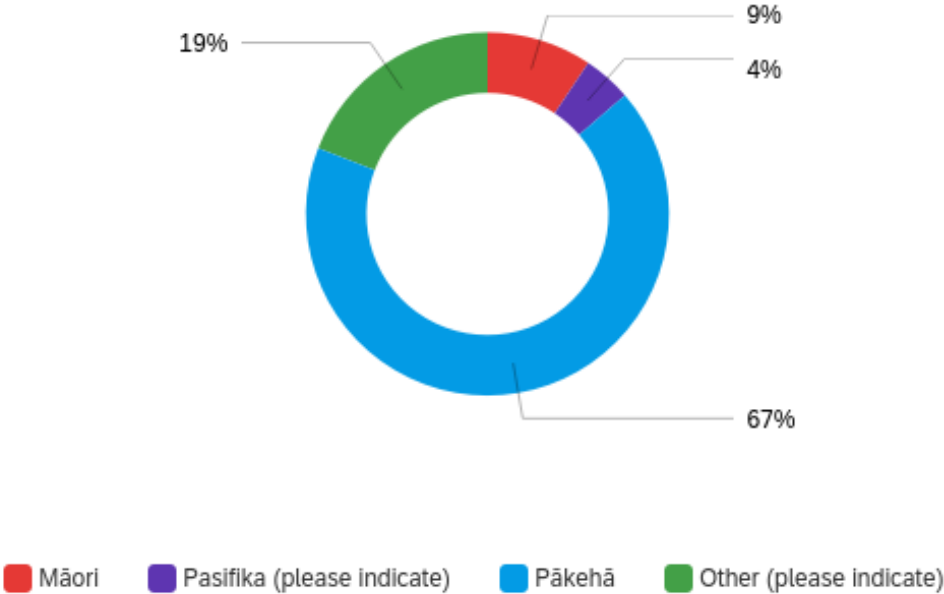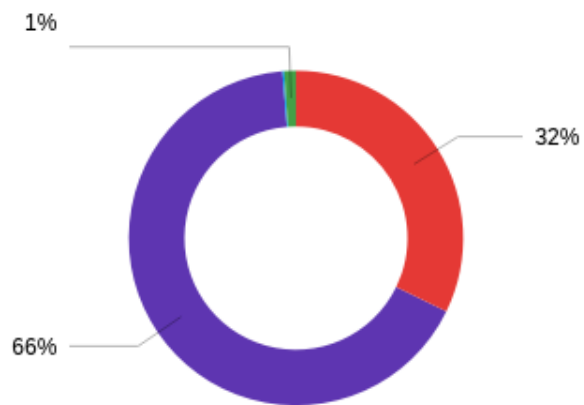
Male   Female   Non-binary / third gender   Prefer not to say

Current role

- Principal
- Deputy or Assistant Principal
- Head of Department/Faculty/Learning Area
- Dean/Whānau leader
- Teacher
- Other (please indicate)
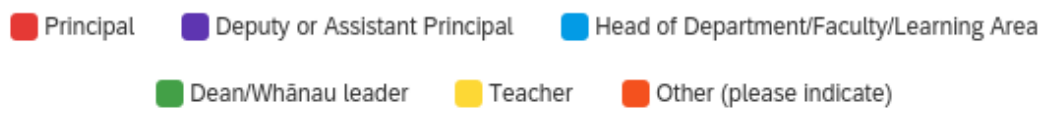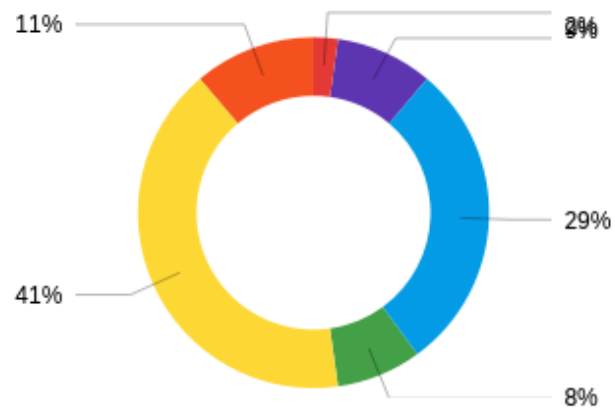
Which of the following forms of leadership PLD have you engaged in over the course of your career?
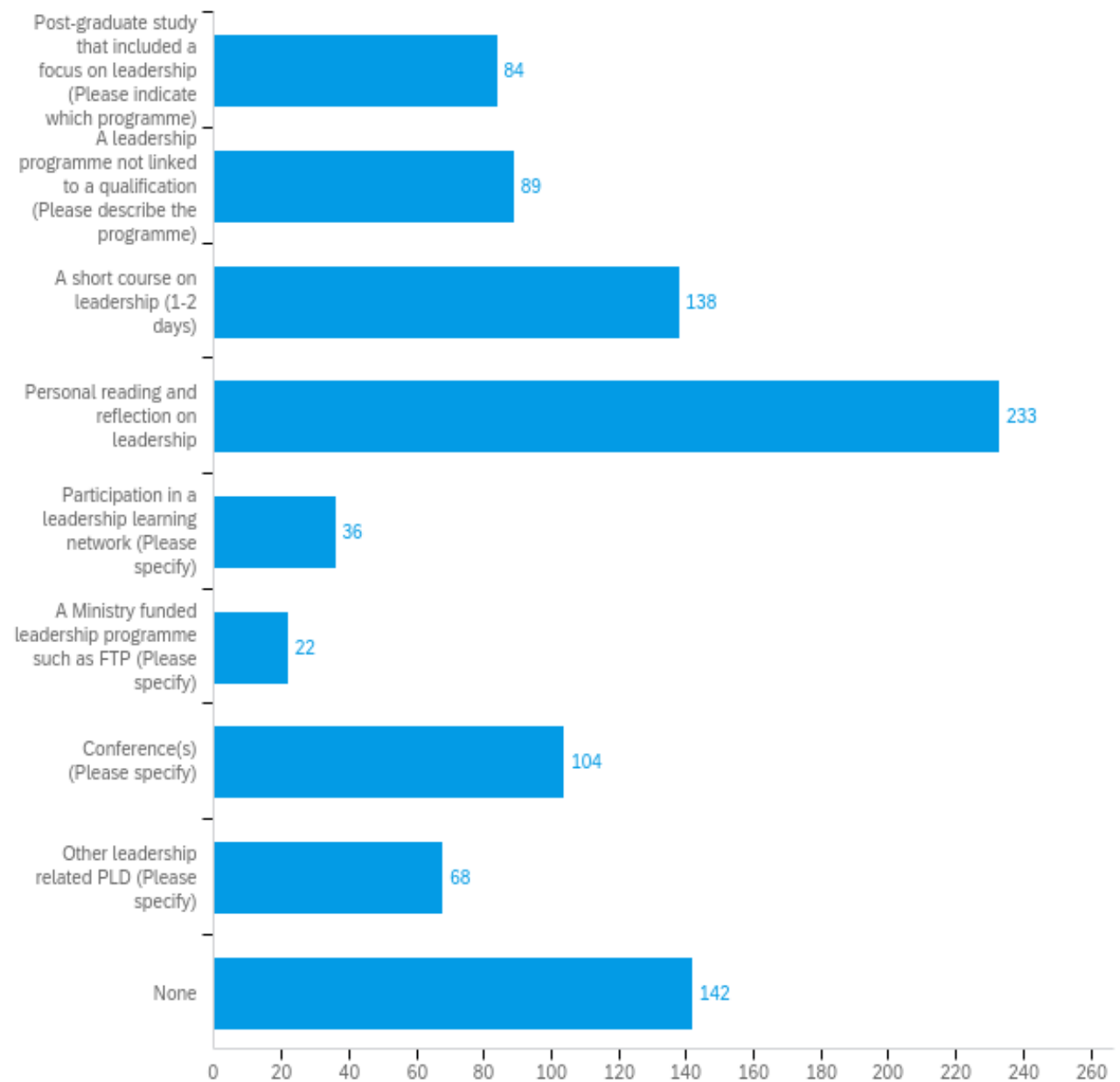
The post-graduate study focusing on leadership has/had the following characteristics:

Chart legend: Clearly evident (red), Partially evident (purple), Minimally evident (blue), Not applicable (green).

- Evidence based and ongoing: Clearly evident 50, Partially evident 20, Minimally evident 2
- Opportunities for understanding personal identity …: Clearly evident 47, Partially evident 15, Minimally evident 8, Not applicable 2
- A focus on how to lead others and develop leadersh…: Clearly evident 40, Partially evident 24, Minimally evident 8, Not applicable 2
- Opportunities to reflect on leadership practice bo…: Clearly evident 49, Partially evident 17, Minimally evident 4, Not applicable 2
- An emphasis on educational/pedagogical leadership: Clearly evident 45, Partially evident 22, Minimally evident 4, Not applicable 1
- An understanding of indigenous leadership practice…: Clearly evident 19, Partially evident 21, Minimally evident 25, Not applicable 7
- A focus on systems and organisational leadership i…: Clearly evident 41, Partially evident 19, Minimally evident 8, Not applicable 5
- Opportunities to work in networked communities, al…: Clearly evident 26, Partially evident 26, Minimally evident 16, Not applicable 4
- Access to mentoring and/or coaching and opportunit…: Clearly evident 19, Partially evident 28, Minimally evident 19, Not applicable 6
- Relevant to the Aotearoa New Zealand secondary sch…: Clearly evident 42, Partially evident 17, Minimally evident 7, Not applicable 5
- Involves an inquiry/project work: Clearly evident 45, Partially evident 18, Minimally evident 5, Not applicable 3

Comments on post-graduate leadership PLD:

- My study in Inclusive Education did not focus specifically on leadership within a hierarchy of school management. However, working to ensure access to education for diverse students requires leadership within a school context, in order to effect change. The degree I undertook was not underpinned by real awareness of how power works in secondary schools. Academics in universities have little to contribute to such a project, I have concluded. All education is constrained within numerous interpersonal variables that thwart any effort to delineate "best practice" or other such chimeras.
- The doctoral programme involves all of these characteristics - because I chose to ensure my topic enabled me to learn these aspects.
- The MSSL was an invigorating and informative insight into secondary school leadership. It has a great mix of practical experience and theoretical interaction. However, it seems absurd

that it cost be thousands of dollars and a great deal of my own personal time to get this level of professional development. Surely removing the barrier to PD like this is the way forward!

- What I love about this Leadership PLD is the practical aspect where you shadow a few principals (including their DPs) (MSSL student)
- There must be leadership opportunities for the entire staff irrespective of position in the school
- Was the best single thing I did to learn how to lead. No mentoring, but placements of a week each with 3 principals was invaluable
- Very valuable leadership qualification - Masters in Educational Leadership through Waikato University
- The master's programme was thorough and robust and possible harder than I needed? I was only able to participate because of the PPTA study award. I did two years part time while I was working - this was an extra load on top of a busy job. thankfully the study award enabled me to complete my master's degree.
- Much was self-directed learning rather than being taught how to do things.
- Continuous reflection is a wonderful teacher.
- The course allowed me the opportunity to define my own preferred leadership style which I had struggled with during my teaching career
- The most important of this course for me is the link between the theory and my present practice. Assignments are not purely academic and theoretical, but relevant to practice and learning.
- Most courses focus on Pedagogical Leadership, the one thing you know something about when you become a Principal. Courses do not focus on the things that are the reality of Principalship. Huge disconnect with academics who have never been Principals advising Principals on best practice.
- Mindlab postgrad certificate put me off leadership in its approach. Very dry and theory based without it being clear as to the practical application of how I personally could use this going forward in the restraints of being a teacher under other managers' leadership styles
- I loved my mostly papers MEd from the Uni of Waikato - great thinking and reflection
- No specific targets to working with adults a necessary approach for any leadership programme

The leadership PLD programme (not attached to a qualification) has/had the following characteristics:

A bar chart showing responses for leadership PLD programme characteristics. Legend: Clearly evident (red), Partially evident (purple), Minimally evident (blue), Not applicable (green).

Characteristic	Clearly evident	Partially evident	Minimally evident	Not applicable
Evidence based and ongoing	38	24	7	3
Opportunities for understanding personal identity	48	20	3	1
A focus on how to lead others and develop leadersh...	47	20	5	1
Opportunities to reflect on leadership practice bo...	54	13	4	1
An emphasis on educational/pedagogical leadership	27	31	9	6
An understanding of indigenous leadership practice...	12	25	27	9
A focus on systems and organisational leadership i...	33	25	11	3
Opportunities to work in networked communities, al...	29	25	16	3
Access to mentoring and/or coaching and opportunit...	25	23	20	4
Relevant to the Aotearoa New Zealand secondary sch...	34	23	5	8
Involves an inquiry/project work	19	15	19	19

A selection of comments on leadership PLD programmes:

- It was run in school and run by senior leadership. Many senior leaders are not fully cognisant of the issues faced by middle leadership in regards to time pressures and the difficulties of juggling work and caring responsibilities.
- No follow-up
- The networking and the mentoring were great, in particular the contact and support of the mentor.
- It lacked clarity, it was quite ambiguous. Good mentoring opportunity. Learned coaching skills.

- All PLD leadership training I have done externally in previous jobs. As a teacher I am privy to any leadership training as I am advised I need at least 5 years on basic teaching before it will be considered.
- I have completed a number of vocational leadership courses and workshops. The best of these had a strong reflective focus as well as follow up with mentoring over a number of weeks. This allowed an individual to understand their own style, get feedback on others about their style of leadership. Then put in place changes and see these through with further opportunity to reflect on the results.
- For the time commitment, it was really useful. Huge advantage of not having to pay to do it and being a manageable time commitment
- I found this very useful and relevant. I liked the networking with others in leadership roles. The downside to any PLD is that there is none that focus on the unique role of RTLB Cluster Managers.
- First time I have participated in something so focussed on developing some leadership skills with a focus on mentoring/coaching. As been of great benefit in my current role and has knowledge and skill-based learning that will be relevant moving up into Senior Leadership.
- Leadership New Zealand was an excellent programme and had a really good structure 9x a year we met for a 4-day leadership forum on different themes related to NZ - it was a cross sector programme - I was the only person in Education.
- My school is good, so we provide good PD
- Continuous reflection is a wonderful teacher
- Specific, relevant, usable immediately without eduspeak and jargon
- The real strength is that we get to chat about scenarios with our peers. It is still ongoing so we might get to talk about leadership through a Māori lens.
- All zoom and my partner wasn't that engaged so I didn't feel that I really got the best out of it. I would really like a programme with more chance to talk with others and find someone where you can coach each other and grow your own capacity
- It is amazing, but only available for 2 NZ teachers per year
- It was all online - would have been nice to have some kanohi ki te kanohi.
- Strength: led by very experienced ex-Principals. Weakness: needed a practical element
- Good introductory course. Probably a must for beginning HOD's or a similar course is necessary.
- Otago School of Management programme through Science Teacher Leadership Programme - was incredibly full on for 5 days and I could have benefitted from it being split over two parts so I had time to better digest what we covered. Great emphasis on reflecting on my own leadership style and values with help to develop these with goal setting and practical applications going forward.
- It was mainly focussed on the WHY of Catholic education and leading the WHY
- I think Aspiring principals was a great idea and should have been continued
- Good to work with leaders across sectors and from around the globe
- Based on Leadership but some not featuring cultural competency

The short course(s) focused on leadership had the following characteristics:

Legend:
- Clearly evident (red)
- Partially evident (purple)
- Minimally evident (blue)
- Not applicable (green)

Data by category:

- **Evidence based**: Clearly evident 45, Partially evident 32, Minimally evident 14
- **Opportunities for understanding personal identity ...**: Clearly evident 48, Partially evident 44, Minimally evident 19
- **A focus on how to lead others and develop leadersh...**: Clearly evident 57, Partially evident 45, Minimally evident 10
- **Opportunities to reflect on leadership practice bo...**: Clearly evident 56, Partially evident 38, Minimally evident 18
- **An emphasis on educational/pedagogical leadership**: Clearly evident 34, Partially evident 47, Minimally evident 24, Not applicable 6
- **An understanding of indigenous leadership practice...**: Clearly evident 13, Partially evident 28, Minimally evident 59, Not applicable 11
- **A focus on systems and organisational leadership i...**: Clearly evident 34, Partially evident 43, Minimally evident 32, Not applicable 1
- **Opportunities to work in networked communities, al...**: Clearly evident 26, Partially evident 41, Minimally evident 32, Not applicable 10
- **Access to mentoring and/or coaching and opportunit...**: Clearly evident 18, Partially evident 37, Minimally evident 40, Not applicable 16
- **Relevant to the Aotearoa New Zealand secondary sch...**: Clearly evident 40, Partially evident 49, Minimally evident 16, Not applicable 5
- **Involves an inquiry/project work**: Clearly evident 9, Partially evident 29, Minimally evident 30, Not applicable 37

Comments on short courses:

- Not relevant or useful (8)
- Generated some good thinking - good one day courses
- It was something that all Leaders of Learning. Department HOD's took part in. Was not of great interest to me at the time.
- Great opportunity to network but with only two days it was minimal in terms of deep content and time for reflection.
- Often too much waffle and not enough operational focus to out learning into practice; not enough workshops focused on areas of high stress in leadership - e.g. conflict resolution, de-escalation management.
- Good starting point for people starting out in a leadership role.

- Only as useful as the systems under which each of us have to work.
- The leadership opportunities I have been involved in relate specifically to my role as a Religious Education educator in a Catholic school setting.
- Needed to discuss how middle mgmt deal with SLT in more depth
- The course that I attended seemed to focus on being very strict with staff - it was called Growing Great Leaders. I felt the approach needed to be more holistic. We had that year a new Principal and he had a hardline approach - so I guess this is what he wanted his middle leaders to have too.
- Unless you have someone who is Māori or who has worked in a setting where culturally responsive practices around leadership are front and centre, then the chance of this being evident in PD will always be minimal. Look how many Māori there are in charge of mainstream schools at either the top level or as part of SLT compared to Europeans. When you make Educational Management papers a requirement for promotion to SLT this is going to impact Maori who might not be able to afford to take time off work to gain said qualification. I have not been on any PD re leadership where the presenter is Māori or has visible knowledge of Māori ways of leading.
- Not sufficient follow up
- The range of short PLDs that I participated in were great at the time, but very few provided me with real learnings and useful tips that I could implement into my everyday teaching or leadership. They may have given useful tips on other areas, but very few on leadership in particular. This is where these PLD s lack substance, so I would gladly attend some that are specifically aimed at developing or improving leadership skills and styles.
- Much more relevant. Often led by experienced or recently retired Principals
- Short courses are great because they are intensive. Also easy to slot in to my busy schedule.
- The PLD was on confidently managing difficult conversations as a leader.
- I learnt more from reading Wayfinder leadership
- Beneficial working along leaders from a range of professions and locations
- Relational Leadership with Mr X- well-informed, insightful and the right balance between theory and practice

The leadership network has/had the following characteristics:

Characteristic	Clearly evident	Partially evident	Minimally evident	Not applicable
Evidence based and ongoing	12	11	5	2
Opportunities for understanding personal identity ...	11	16	4	
A focus on how to lead others and how to develop l...	10	15	6	
Opportunities to reflect on leadership practice bo...	14	12	3	
An emphasis on educational/pedagogical leadership	11	12	6	2
An understanding of indigenous leadership practice...	9	11	10	1
A focus on systems and organisational leadership i...	15	9	6	1
Opportunities to work in networked communities, al...	17	11	2	1
Access to mentoring and/or coaching and opportunit...	11	14	6	
Relevant to the Aotearoa New Zealand secondary sch...	15	10	4	2
Involves an inquiry/project work	8	8	8	7

Comments on network forms of leadership PLD:

- I am an in school Kahui Ako leader and regularly meet with ISLs from other schools.
- I found it supportive and exciting working with peers and a mentor
- Networking is a great way to share others' experiences and form contacts. Useful for finding mentors and getting advice that is impartial to your organisation
- I think ASDAPA is a good organisation - I don't attend regularly as it is hard to get away from work
- It was a good experience BUT was one man's opinion of leadership and heavily slanted to one particular author.
- Kahui Ako network and our focus in Culturally Responsive Practice

The MoE funded leadership PLD has/had the following characteristics:

Characteristic	Clearly evident	Partially evident	Minimally evident	Not applicable
Evidence based and ongoing	7	6	4	
Opportunities for understanding personal identity …	8	6	4	
A focus on how to lead others and how to develop l…	8	6	4	
Opportunities to reflect on leadership practice bo…	9	5	4	
An emphasis on educational/pedagogical leadership	8	5	5	
An understanding of indigenous leadership practice…	3	6	9	
A focus on systems and organisational leadership i…	8	7	3	
Opportunities to work in networked communities, al…	8	4	6	
Access to mentoring and/or coaching and opportunit…	7	7	3	1
Relevant to the Aotearoa New Zealand secondary sch…	8	5	5	
Involves an inquiry/project work	4	4	5	4

Comments on MoE funded leadership PLD:

- Difficult as I am reflecting back on two very different courses. FTP very practical and details, but much needed at the time. Tautai o le Moana really big picture, challenging and immensely valuable a few years in
- There are not enough providers who can facilitate Māori and Pacific PLD from a lived experience as an indigenous leader competent in their own language or languages or cultural understandings and practices outside of Ako Pānuku that I know of. Therefore, I am reluctant to use any mainstream providers with their one or a couple of Māori or Pacific staff members. Confidence and competency in their own language, culture and heritage is key to understanding other indigenous cultures outside of themselves.
- Amazing support for leading schools through new builds and pedagogical change.

The leadership conference(s) I have attended had the following characteristics:

Characteristic	Clearly evident	Partially evident	Minimally evident	Not applicable
Evidence based	32	17	7	8
Opportunities for understanding personal identity ...	31	24	16	7
A focus on how to lead others and how to develop l...	28	33	11	6
Opportunities to reflect on leadership practice bo...	31	23	17	6
An emphasis on educational/pedagogical leadership	32	26	11	8
An understanding of indigenous leadership practice...	20	24	24	8
A focus on systems and organisational leadership i...	23	30	19	5
Opportunities to work in networked communities, al...	23	28	18	8
Access to mentoring and/or coaching and opportunit...	14	21	28	14
Relevant to the Aotearoa New Zealand secondary sch...	34	27	9	7
Involves an inquiry/project work	7	15	24	30

Comments on leadership conferences:

- It was nice to be able to connect with other middle leaders, but I didn't take a lot of learning away from the day
- Conferences have a number of benefits - half of which is the networking with others. I find if you have one or two key take aways from each day of a conference it has been a good conference.
- It was great and was what made me decide to go into senior leadership. I went to other conferences too here and abroad, but didn't want to confuse the reflection by putting them all on

- I really enjoy the Acel conferences and have been to Melbourne Sydney and Brisbane - like the PPTA conference it was good to spend a chunk of time at a conference and have a range of great speakers.
- This can depend on the type of workshop you choose to attend.
- It was adapted to the participants with many specific tools to deal with different situations.
- These conferences lasted more than a day or two in general, providing for more opportunities for quality discussions and sharing of knowledge. At times this happened but some remained superficial and provided very little useful information on leadership.
- Intense and good value
- If was a great starting point, but there needs to be momentum
- It was good if you were new to Deaning. It also depended on the school you came from. We were very far ahead of others and ended up running some of the discussions
- It was awesome and provided a part of my leadership capability I was missing. I want to explore more about culturally sustaining leadership

You indicated that you have engaged in others form(s) of leadership PLD so please indicate how this PLD fits with the following characteristics:

Characteristic	Clearly evident	Partially evident	Minimally evident	Not applicable
Evidence based and ongoing	26	21	3	2
Opportunities for understanding personal identity ...	31	13	7	3
A focus on how to lead others and develop leadersh...	30	18	4	2
Opportunities to reflect on leadership practice bo...	25	20	5	4
An emphasis on educational/pedagogical leadership	22	20	7	4
An understanding of indigenous leadership practice...	19	18	10	6
A focus on systems and organisational leadership i...	28	16	6	4
Opportunities to work in networked communities, al...	22	18	11	3
Access to mentoring and/or coaching and opportunit...	21	16	13	4
Relevant to the Aotearoa New Zealand secondary sch...	30	14	5	4
Involves an inquiry/project work	13	16	13	11

If you have not yet participated in any leadership PLD, what would encourage you to do so?
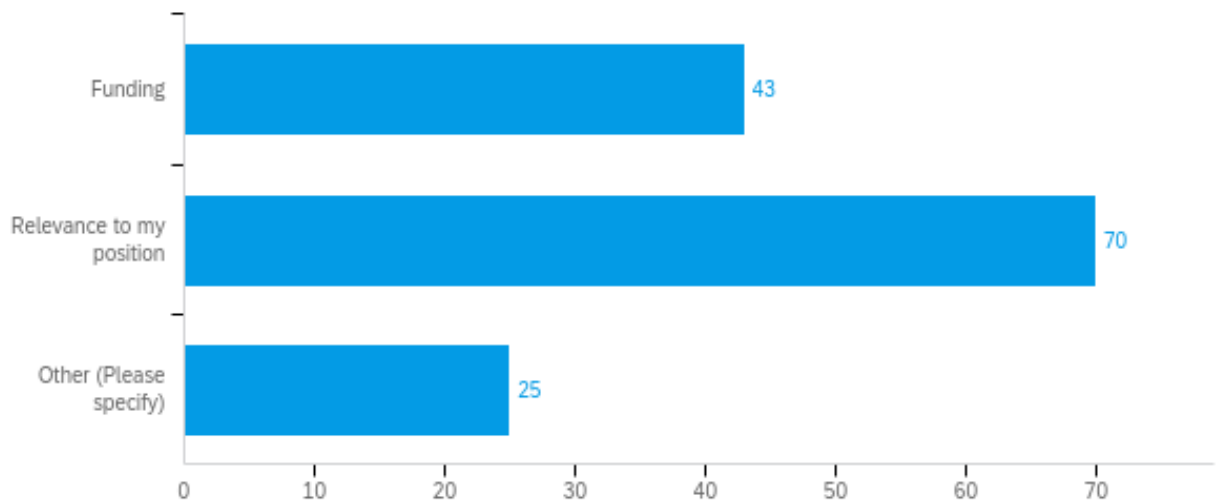
Comments on lack of participation

- Lack of opportunity (7)
- Impact of COVID (2)
- Relevance (3)
- Time (4)

Please comment on your access to leadership resources for your personal reading and reflection or any other thoughts you have on how this could be facilitated or enhanced:

- I have to source this myself/limited access (38)
- It would be beneficial for teachers to have access to educational databases/website with relevant leadership related resources (20)
- Satisfied with resources sourced online (15)
- Books/resources from school (14)
- Can access readings but would like opportunities for group reflection (10)
- Access through post-grad study (9)
- Limited access to relevant information specific to Aotearoa (including Māori leadership) and the Secondary Sector (9)
- Time constraints (9)
- Recommendations from mentors/colleagues/friends (8)

Please add any further thoughts or recommendations you have about effective leadership PLD here:

- Lack of accessibility (or limited to certain groups) (39)
- Make mentoring and/or networking a priority (13)
- Lack of release time and/or funding (14)
- Classroom related leadership PLD requested (9)
- Personal relevance and meaning important (8)
- Needs to be more accessible and affordable (9)

- Culturally responsive/Indigenous leadership PLD needed (5)
- Support for middle leaders requested (8)

Comments on specific programmes/providers:

- The best PLD I have undertaken was run by Wellington Uni as a mentoring micro credential based on Aotearoa. PD in school was more of a tick box activity.
- Best PLD was First Time Principals - but should run for longer
- The PPTA Mahi Tika courses are great.
- Some of the best PLD has been through PPTA led. DP conference is great networking but very expensive.
- Evaluation Associates are excellent Providers for PLD. I highly recommend this organisation.
- The Tarai Kura model is extremely effective. This could easily be translated into a specific leadership focussed PLD. It has a mix of in school/ online/other school/ school mentor PLD which works really well. It is very clear in its provocations and for making us accountable. It has tangible outcomes and great exposure to other schools and school leaders as well as providing strategic and aspirational for your own school.

Suggestions for effective/different approaches

- It might help to think of schools in a different way and to explore models of effective leadership from different contexts. The ideas of servant leadership and leading from behind spring to mind.
- Effective listening and understanding, clear communication
- I would like to see different types of leadership PLD, for new principals there needs to be a place for the 'nuts and bolts' of the day-to-day requirements of this job, this was not available to me and made a difficult job even harder. Leadership PLD that is scaffolded to take the learner on a journey that is not piecemeal, it can be quite fragmented at times.
- Effective leadership PLD needs to focus on relationship building and reflection. Leading through role modelling and mentorship would be useful.
- I think effective leadership development needs to be a thorough blend of theory and practice. This takes time!
- I feel a great gap in training leaders is how to empower others into leadership. How to be a good mentor. A great Principal will encourage their staff to become leaders and not be threatened if they produce better leaders than themselves.
- Very few educational institutions would be in a position to afford the business leadership training private organisations offer. I think that the PPTA branches need could network with local businesses and providers. A business when they are getting a course for a group of staff could then sponsor one teacher which is a small opportunity cost to them but great benefit to the school and education
- The pld should be delivered in a way that allows critiquing and questioning from those who are receiving the information. Quite often this is not permitted and teachers are chastised for asking questions and seeking clarification
- Needs to be robust. Needs to be from people who have walked the talk.
- Relevance and purpose. Consistency. Follow through. Communication of PLD goals from the staff to the Senior management - not the other way around! They are too disconnected from

classroom and teaching pedagogy to have major input unlike the teachers who are aware of the realities and experiences of teaching working with students, parents and wider community on a daily/frequent basis

- Undertaking recognised study with time allowance has developed by own teaching pedagogy and enabled me to support others by being able to direct them to resources which contain current theory and practice suggestions.
- Leadership PLD needs to be role, person and needs specific. Schools need to create a culture of professional growth based on the goals and aspirations of school leaders or would-be leaders in a way that best meets the needs of learners and teachers. Mentoring by skilled facilitators is key. Developing mentoring skills involves financial investment and time. Schools are currently time poor and in need of funding for appropriate situational leadership development to operate effectively. The Communities of Learning initiative which was developed to enhance teaching and learning, is very broad-based, and depends on the degree of skill and prior knowledge of school leaders carrying these roles. Funding for these roles is not necessarily allocated in the best way. More question-posing ought to occur for all in leadership roles. 'What do you need right now to develop your leadership skills?' 'What courses do you think would be the most effective?' 'Who within the educational sector would you like to be your mentor?' 'What educational / learning gaps are present that you could work towards closing?' 'What career path would you like to follow?' 'What help do you need to follow that career path?' Centralised funding from the Ministry or elsewhere ought to be more in keeping with actual teaching and learning needs, which is changing rapidly in view of challenges such as Covid, the digital world and the diverse worlds of learners.
- Effective leaders must be taught how to be reflective and understand themselves first
- We need to build time into a leaders or potential leaders timetable. If not we simply add more to an already busy person. Further, we should be offering more study grants and significantly lower costs for post-graduate studies. Subsidies are a must.
- Courses which will enable the candidates doing this programme, be able to experience or do internship in the school they are working
- Providing leadership focus on leading in complex times, we need a stronger focus on adaptable agile leadership - with a strong focus on creative leadership not reactive. Also to have a stronger focus on the role of understanding adult developmental theory and using robust coaching approaches
- CoL leadership workshops were very useful and sustained over 12 months or so. Regular mentoring and time to put ideas into practice - Leadership as Inquiry structured over each term with actions/ outcomes/ impact on school
- Whatever leadership PLD there is needs to be linked to a specific project within a person's school, otherwise it is entirely hypothetical.
- PLD for principals
- Importance of leadership PLD for school leaders including Matauranga Māori
- I'm not sure what leadership PLD is provided for Principals but I've seen very mixed results, whatever the PLD is. I have seen marvellous leadership on display by some principals. But I have also seen principals acting in ways that seem to me inconsistent with the latest pedagogical research findings.

Selection of other comments

- Leadership development/programmes and support for senior leaders in NZ schools are limited in availability and there is not enough choice on forms and modes of support/development. Some consideration of context and the current reality of senior roles in schools should be taking place by providers/MOE.
- Please consider small, remote and hard to staff schools when planning and funding PLD. Leadership PLD for people holding multiple roles might be helpful.
- Effective leadership is inclusive and supports development across all areas of an organisation. NZ is not multi-culturally focused which will be detrimental in the long-term and lacks a vision on multi-culturally inclusivity given the heavy focus on Matauranga Maori.
- As a leader of a Pacific by Pacific secondary school, there are no PLD opportunities on offer. My colleagues and I have to seek Pasifika PLD outside of Aotearoa and travel to the island nations to be immersed in leadership and cultural structures such as the matai system. Otherwise, the other close options are building partnerships with mana whenua and KKM organisations/systems
- I just think there needs to be more effective PLD for SMT leaders around Cultural Responsiveness, Schools are struggling, Māori staff are being exhausted by demands for knowledge and Iwi don't have the resources or funding to deliver PD to all the schools looking for it.
- I think all items in the list in the previous questions are excellent benchmarks for PLD.
- Being able to attend conferences regionally, nationally and internally that are relevant to educational and general leadership is beneficial. A long lead time to plan ahead is important. Having presenters who are highly regarded in their field is important.
- We have a weekly PD programme where I work - it is high quality and related to our strategic plan. I like it a lot. We have good quality speakers. In the last five years I have had a formal appraisal with the principals appraiser - this was thorough and required ongoing reflection and in a way i was coached though my appraisal. it was valuable.
- PLD is always linked to schools ability or desire to release staff to attend. making stuff part of professional responsibility to stay at particular level may help school principals see it as more of a priority
- It is essential in my humble opinion that leadership courses need to emphasise the well-being and understanding of those you are leading. Some tools on how to adjust your style to different groups and individuals.
- Leadership that go with the changes that are occurring with NCEA
- I think school leaders need more PLD. I have worked at several schools in NZ and overseas and have witnessed a trend for school leaders to begin with great ideas but after a couple of years they seem to become much more entrenched and divorced from their earlier ideals. Decisions they make tend to be for the benefit of the school rather than for the educational experience of the students and rarely make the most of staff.
- A distributed style where the participants have the opportunity to grow their pedagogy would improve the effectiveness of the leadership PLD
- Important that it is transformation and works towards empowering school leaders to flatten hierarchical structure and avoid micro-management.
- Would love something like the aspiring leader/principals programme - definitely a gap for those of us who are ambitious middle leaders. I really loved the PPTA women leaders

conference a few years ago - focused on different kind of leadership style and amazing wāhine in the room.

- I am fortunate to work in a kura which internally does a great job of providing a range of useful PLD generally and of developing leadership, communication and other specific leadership capacities. I have experienced a variety of different approaches to PLD in different schools and it is definitely uneven from school to school.

- It would be great to actually get PLD, to make learning as a teacher a focus. In the last 3 years, other than some opportunities through our Kahui Ako we have had zero pld in anything let alone leadership. We do not have leaders at our school, we have managers. We have no long-term plan, no collective vision, no way of working toward the same school goal that has been in place for the last 5 years. Where is the accountability? Teachers need to register against professional standards, they just get signed off. Effective PLD would be great, let alone leadership or collective efficacy

- PLD that encompasses all ethnicities in NZ needs to be strongly considered. NZ is a multicultural nation and ALL ethnicities that consider NZ home should be a part of the equation. PLD also needs to be accessible to rural NZ. Schools outside of the metropolitan areas find accessing PLD very difficult because of insufficient budgets and travel time. This comment is applicable for any PLD.

- I feel there is a large gap in what is offered. I would like to see more leadership PLD offered for Māori middle leadership.

- Schools are complex places - lots of relationships so skills about working or coordinating groups of independent thinkers...

- It needs to be made available to people before they are leaders so that they are prepared to be leaders when they get positions. Aspiring leadership mentorship or network would be useful. Training around leading peers in comparison to teaching young people would be useful.

- Leadership PLD needs to include how to build a team environment - many schools still operate on uncomfortable hierarchical system

Appendix B: Comparison tables

These tables show percentages of respondent's view on the options. The most highly ranked option is shown in bold.

Evidence based and ongoing

	Clearly evident	Partially evident	Minimally evident	Not applicable
PG study	**69**	**28**	**3**	**0**
Leadership programme	53	33	10	4
Short course	49	35	15	0
Leadership network	40	37	17	7
MoE funded	41	35	24	0
Conferences	50	27	11	13
Other	50	40	6	4

Opportunities for understanding personal identity and leadership capacity

	Clearly evident	Partially evident	Minimally evident	Not applicable
PG study	65	21	11	3
Leadership programme	**67**	**28**	**4**	**1**
Short course	43	40	17	0
Leadership network	35	52	13	0
MoE funded	44	33	22	0
Conferences	40	31	21	9
Other	57	24	13	6

A focus on how to lead others and develop leadership in others

	Clearly evident	Partially evident	Minimally evident	Not applicable
PG study	54	32	11	3
Leadership programme	**64**	**27**	**7**	**1**
Short course	51	40	9	0
Leadership network	32	48	19	0
MoE funded	44	33	22	0
Conferences	36	42	14	8
Other	56	33	7	4

Opportunities to reflect on leadership practice both individually and collectively

	Clearly evident	Partially evident	Minimally evident	Not applicable
PG study	68	24	6	3
Leadership programme	**75**	**18**	**6**	**1**
Short course	50	34	16	0
Leadership network	48	41	10	0
MoE funded	50	28	22	0
Conferences	40	30	22	8
Other	46	37	9	7

An emphasis on educational/pedagogical leadership

	Clearly evident	Partially evident	Minimally evident	Not applicable
PG study	**63**	**31**	**6**	**2**
Leadership programme	37	42	12	8
Short course	31	42	22	5
Leadership network	35	39	19	6
MoE funded	44	28	28	0
Conferences	42	34	14	10
Other	42	38	13	8

An understanding of indigenous leadership practices and a focus on culturally responsive and equitable leadership practices

	Clearly evident	Partially evident	Minimally evident	Not applicable
PG study	26	29	35	10
Leadership programme	16	34	37	12
Short course	12	25	53	11
Leadership network	**29**	**35**	**32**	**3**
MoE funded	17	33	50	0
Conferences	26	32	32	11
Other	36	34	19	11

A focus on systems and organisational leadership including leading change, strategic leadership, goal setting and problem solving

	Clearly evident	Partially evident	Minimally evident	Not applicable
PG study	**56**	**26**	**11**	**7**
Leadership programme	46	35	15	4
Short course	31	39	29	1
Leadership network	48	29	19	3
MoE funded	44	39	17	0
Conferences	30	39	25	6
Other	52	30	11	7

Opportunities to work in networked communities, alongside peers, sharing experiences, ideas and challenges

	Clearly evident	Partially evident	Minimally evident	Not applicable
PG study	36	36	22	6
Leadership programme	40	34	22	4
Short course	24	38	29	9
Leadership network	**55**	**35**	**6**	**3**
MoE funded	44	22	33	0
Conferences	30	36	23	10
Other	41	33	20	6

Access to mentoring and/or coaching opportunities

	Clearly evident	Partially evident	Minimally evident	Not applicable
PG study	26	39	26	8
Leadership programme	35	32	28	6
Short course	36	45	15	5
Leadership network	35	45	19	0
MoE funded	**39**	**39**	**17**	**6**
Conferences	18	27	36	18
Other	39	30	24	7

Relevant to the Aotearoa New Zealand secondary school context

	Clearly evident	Partially evident	Minimally evident	Not applicable
PG study	**59**	**24**	**10**	**7**
Leadership programme	49	33	7	10
Short course	36	45	15	5
Leadership network	48	32	13	6
MoE funded	44	28	28	0
Conferences	44	35	12	9
Other	57	26	9	8

Involves an inquiry/project work

	Clearly evident	Partially evident	Minimally evident	Not applicable
PG study	**63**	**25**	**7**	**4**
Leadership programme	26	21	26	26
Short course	9	28	29	35
Leadership network	26	26	26	23
MoE funded	24	24	29	24
Conferences	9	20	32	39
Other	25	30	25	21

Appendix C: Comparison of post-graduate programmes

Evidence based and ongoing

	Clearly evident	Partially evident	Minimally evident	Not applicable
MSSL - VUW	5			
M Prof stud - UoA	2			
Mind Lab - Unitec	5	4		
Masters EdL (ns)	6	1		

Opportunities for understanding personal identity and leadership capacity

	Clearly evident	Partially evident	Minimally evident	Not applicable
MSSL - VUW	5			
M Prof stud - UoA	1			1
Mind Lab - Unitec	5	4		
Masters EdL (ns)	7			

A focus on how to lead others and develop leadership in others

	Clearly evident	Partially evident	Minimally evident	Not applicable
MSSL - VUW	3	2		
M Prof stud - UoA	1			1
Mind Lab	5	3	2	
Masters EdL (ns)	5	2		

Opportunities to reflect on leadership practice both individually and collectively

	Clearly evident	Partially evident	Minimally evident	Not applicable
MSSL - VUW	5			
M Prof stud - UoA	1			1
Mind Lab	6	3	1	
Masters EdL (ns)	5	2		

An emphasis on educational/pedagogical leadership

	Clearly evident	Partially evident	Minimally evident	Not applicable
MSSL - VUW	3	2		
M Prof stud - UoA	2			
Mind Lab	4	5	1	
Masters EdL (ns)	4	3		

An understanding of indigenous leadership practices and a focus on culturally responsive and equitable leadership practices

	Clearly evident	Partially evident	Minimally evident	Not applicable
MSSL - VUW	2	2	1	
M Prof stud - UoA	1	1		
Mind Lab	2	4	3	1
Masters EdL (ns)	3	1	3	

A focus on systems and organisational leadership including leading change, strategic leadership, goal setting and problem solving

	Clearly evident	Partially evident	Minimally evident	Not applicable
MSSL - VUW	4	1		
M Prof stud - UoA	1	1		
Mind Lab	3	4	3	
Masters EdL (ns)	5	1	1	

Opportunities to work in networked communities, alongside peers, sharing experiences, ideas and challenges

	Clearly evident	Partially evident	Minimally evident	Not applicable
MSSL - VUW	3	2		
M Prof stud - UoA		1	1	
Mind Lab	2	5	2	1
Masters EdL (ns)	2	3	2	

Access to mentoring and/or coaching and opportunities

	Clearly evident	Partially evident	Minimally evident	Not applicable
MSSL - VUW	4		1	
M Prof stud - UoA	2			
Mind Lab	3	4	1	
Masters EdL (ns)	7			

Relevant to the Aotearoa New Zealand secondary school context

	Clearly evident	Partially evident	Minimally evident	Not applicable
MSSL - VUW	4		1	
M Prof stud - UoA	2			
Mind Lab	4	4	1	
Masters EdL (ns)	7			

Involves an inquiry/project work

	Clearly evident	Partially evident	Minimally evident	Not applicable
MSSL - VUW	5			
M Prof stud - UoA	2			
Mind Lab	4	4	1	
Masters EdL (ns)	5	2		

Relevant to the Aotearoa New Zealand secondary school context

For respondents who identified as members of Senior Leadership Teams

i)   Several participants' told us they found it difficult to:
a) get support from their school leadership team and
b) find time for their leadership PLD
Do you have anything further to add? Was this your experience?

ii)   A key finding of the survey was that accessing resources in your own time was how most pursued leadership PLD and reflection.
Do you have any suggestions about how access to such resources could be improved?

iii)   Through the course of your leadership PLD, were you involved in
a) any networks connecting you with people in other schools?
b) any specific school inquiry or innovation as part of your leadership
Please outline what networks and or what inquiry/innovations as is relevant.

iv)   Did strategic Planning/Annual Planning play any part in your leadership PLD?
If so, please comment on how useful you found it.

v)   Was indigenous leadership or Te Tiriti focused leadership part of your leadership PLD?
If not, what would have been useful?

vi)   Is there anything else you would like to tell us?

For respondents who mentioned they had completed post-graduate study

Thinking of the PLD you have been involved in:

1. What went well and what was most useful? (if you have been involved in multiple opportunities, you may wish to comment on each separately or make general comments)
2. What recommendations do you have for improvement?

Gaps identified in the survey responses fell into three main themes. Any comments you have on these will be welcome

- The lack of opportunities for many teachers to access useful, relevant PLD. Not all inschool PLD seems to be valued. Barriers included funding, relevance and time constraints. Limited access for certain groups because of SLT decision making was also mentioned.

What opportunities are there for leadership PLD in your schools (both internal and external) and how are decisions made on who has access to this? Should it be available to all teachers?

- The need for teachers to have access to educational databases/website with relevant leadership related resources was strongly emphasised. Facilitated discussion groups were also recommended.

Do you agree with this and who do you think should be responsible?

- The lack of opportunities for mentoring and coaching, and for developing an understanding of indigenous/Te Tiriti-base leadership practices and a focus on culturally responsive and equitable leadership practice came through strongly

How can these aspects of leadership PLD be strengthened both within schools and with external PLD?

Do you have any other suggestions or recommendations related to our review?