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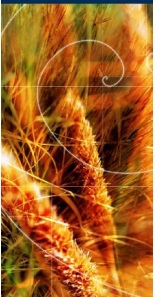
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# National AP/DP Association Conference Aspiring for Change Into the Future: Your next career move

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**This session will explore:**

- **The role of the senior manager and the perceptions of principalship**
- **The opportunities through the aspiring principals' programme**
- **The outcomes for some in the aspiring programme in 2008**
- **The step from SM to another role**

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# Information base

Survey two years ago of 169 APs and DPs in 71 secondary and area schools and wharekura in the Massey region

80% response rate



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# Fact 1 the role of the SM

Almost 70% of SM had been in their positions for less than 6 years

20% three years or less

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## Fact 2 the role of the SM

60 % had been promoted from within the same school

From

HOD position 60%

Another SM position 20%

Another position 20%

They had been in their previous job mostly 2- 6 years





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## **Fact 3 the role of the SM**

Multiple and complex role

- ✓ Organisation
- ✓ Staffing
- ✓ Curriculum
- ✓ Pastoral
- ✓ Assessment
- ✓ IT/property

8/652 responses identified professional leadership

**Where is the professional leadership?**

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What do you  
enjoy about your  
SM role?

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## **Fact 4 the role of the SM**

86% enjoyed the job

Senior managers found their job varied, satisfying, challenging and rewarding.

*I feel I belong to a strong, dedicated team*

*“Professional enjoyment”*

*I like being at the coal face of change management*

*“I love it though at times it can be frustrating”*

*“The ability and room to develop and implement new and innovative ideas”*

*I love the satisfaction of working with students and seeing them succeed*

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How do APs and DPs gain professional and personal development?

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- Being acting principal
- Participating in AP DP associations
- Gaining qualifications
- Being mentored by the principal
- Being part of a community of practice
- Observing other principals
- Being given different jobs to do

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## **Fact 6 the development of SM**

About 50% have been Acting Principal  
1-500+ days because the principal was  
sick, on leave or sabbatical, resigned.

8 were acting for a year or more.

It was seen as valuable professional  
development

*“Being absent is PD for me”*

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## **Fact 7 the development of SM**

AP DP associations make an important contribution to professional development.

65 % have local involvement

50% had been to a national conference at least once

**BUT**

30% considered they have had no PD recently

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## **Fact 5 the development of SM**

Only 6% had Masters qualifications

6% currently studying at Masters level

6% have other post graduate qualifications

12% are studying for other post graduate qualifications

Under 30% have/are gaining post graduate qualifications

**Why so low?**

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## **Fact 8 the development of SM**

Principals could be more involved in the development of their senior managers. 60% were seen not actively involved in developing their SM

## **How can this be changed?**

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## Fact 9 Looking at Principalship

- 90% think there should be specific training for principalship
- 30% think it should be mandatory
- 35% of senior managers were considering principalship. Over 50% of those under 45 were.





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# What is attractive about principalship?

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## Fact 10 Looking at principalship

### Why be a principal?

- Educational leadership
- Implement vision/direction
- Challenge
- Team work

*“Freedom to do what I feel is important”*

*“Drive a stimulating learning environment”*

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## Looking at principalship

In Massey region 35 schools (50%) have had new principals since the beginning of 2006 and 90% since 2000

### WHERE ARE THEY FROM?

23 from outside Massey region 66%

12 from within Massey region 33%

7 from principal's positions

24 from DP/AP positions

4 from other positions

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# National Aspiring Principals' programme

- ✓ National Pilot programme for 2008
- ✓ Offered again nationally in 2010
- ✓ Each region allocated places
- ✓ National design
- ✓ National entry criteria

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# Programme 2010

- Course days regional national
- Leadership inquiry
- Shadowing/mentoring
- in-school visits
- PLGs

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# Curriculum of Aspiring Principals' programme

- Understanding the role of the principal
- Understanding self
- Future focussed schooling
- Leading learning
- Leading change

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So what were the stories from the 2008 programme?

15 secondary in Massey programme

1 principal

1 associate principal

3 SM in another school

1 advisory

10 remain in same position

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## Principal Martin

AP of integrated boys' school to Principal state co-ed school in same town

What did I get out of the aspiring programme?

*It covered all angles of leadership and I realised what was involved and that I could give it a go . As an AP you don't always know what the Principal actually does in his role and I was not in a position to be acting Principal at any time*

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## Deputy Principal Keri

DP of a large state school actively seeking new career challenge

What did I get out of the aspiring programme?

- *It helped me think wide than the school and look at how I could contribute to education regionally and nationally*
- *I identified other career paths and opportunities eg scholarships, initiatives*
- *It enabled me to look at best practice across a range of schools*
- *It gave me an opportunity to network across the region with both primary and secondary leaders*
- *It helped me identify my strengths and how I could use those*

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## Deputy Principal Barbara

DP of a large provincial state school appointed to a DP's position independent girls' school Wellington

What did I get out of the aspiring programme?

- *It challenged and broadened my thinking and assumptions*
- *Made things gel - broadened my perspective about how my experiences to date contributed*
- *Great connections and interaction with other senior managers*

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## Deputy Principal Nicola

DP of state co-ed school in same job

What did I get out of the aspiring programme?

*I got four key things out of the programme*

*1 Confidence to lead a major schooling improvement project involving 7 schools in our region and it gave me a clear direction of where to take that project*

*2 Collegiality -it was inspirational to meet with likeminded people in similar roles*

*3 Professional discussion and learning challenged and stimulated my thinking*

*4 Gave me the skills and set me up to be acting Principal when our principal was on sabbatical*

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## Deputy Principal Hans

DP of a large provincial state school appointed to SSS advisers position Science

What did I get out of the aspiring programme?

- It gave me the a chance to step back and think what now?
- It made think about what I needed to be an effective principal
- It highlighted the difference between being an administrator type leader and a change agent, leader of learning

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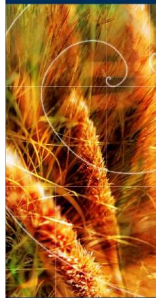
**If not a principal then.....?**

**Within schools**

**Within education**

**Outside education**

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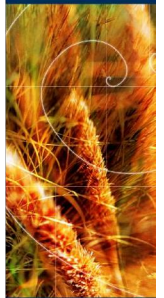
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# Within schools

- Principalship
- Same job
- Same role different school
- Another role eg SCT, RTLB
- Return to classroom
- Schools overseas

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## **Within education**

- Government agencies MOE, NZQA, ERO
- Training NGO eg fire service, police, ITOs ,
- Professional associations eg Law society
- Tertiary institutions
- Consultancy own or eg Cognition
- Advisory
- Overseas
- Education officers eg museum, EOTC facilities
- Study

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# Outside education

- Managerial -business or government
- Sales- real estate, insurance,
- Entrepreneur –start up
- Hospitality – event management
- People - recruitment
- Lifestyle – farming, part time
- Follow the dream/passion

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# Outside education

- Get professional help with reconceptualising your CV and with career management change
- Takes time, needs patience
- Long journey different mindset
- Move sideways before forwards
- Consider an intermediary step
- High demand for positions 100 applicants per position

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Cranston research Australia.

DPs identified their skills as

1. Strong interpersonal/people skills
2. Capacity to delegate/empower
3. Effective and efficient management
4. Being able to inspire
5. Ability to change vision

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Life's too short  
for the wrong job!

jobsintown.de







# What does the research say?

*AP DP positions are becoming increasingly critical as the roles of all school leaders as well as teachers expect to become more complex in the changing and challenging contexts within which schools now operate* Neil Cranston (2007)

In the USA Porter (1996) reported that senior managers see their role as “daily operations chief” with their major foci being on staff and student issues.

Weller and Weller (2002) noted the role was one of ensuring stability and order. A role more concerned with maintenance rather than leadership or development. The greater the role alignment of the actual and the ideal, the greater the satisfaction.



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Australian research identified that DPs were under more pressure and working longer hours but majority very satisfied with their roles.

Although, the role was more operationally focussed they wanted it to be more focussed on strategic and curriculum development.

Lack of role alignment between what they did and what they wanted to do

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## The real v the ideal %` of time

Great deal of time	actual	ideal
Strategic leadership	9	57
Ed/curric leadership	22	71
Mgt/admin	68	13
Student issues	61	13
Parent community issues	14	10
Staffing issues	37	13
Operational matters	34	7





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Cranston Auckland 2006

77 respondents

## Findings

1. Untapped talent and underutilised resources realised will generate real leadership synergies of considerable benefit to school
2. Nurture and develop leadership capabilities of SM so they see themselves as potential principal aspirants
3. Alternative work regimes

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## What got in the way of using the curriculum and pedagogical leadership talents of senior managers?

- Too many demands on their time-unpredictability
- Expectations set by principal
- Flow on effect of changes in role of principal and others

**NOT**

Lack of skills

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