

**Extracts from submissions made by members as individuals to the
Education Workforce Advisory Group Report *A Vision for the Teaching Profession***

Leadership in Schools

The goal to establish compulsory training and development for aspiring and new principals; and focusing more support on growing distributive leadership within schools is not a bad one at all. There already exists a professional development programme for new principals – called First Time Principals – based at the University of Auckland. While not compulsory; it has been very effective and internationally recognized BUT Over the FTP programme's lifetime; due solely to reduced government funding: the number of in-school visits from mentors has been reduced; the residential courses have dropped from three over eighteen months to two, with each course shortened from four to two days. An 'Aspiring Principals' programme made a brief appearance and then faded from view.

There are already good programmes out there – e.g. FTP programme. Does this mean you would have to train and get a ticket before you could even apply for a principal-ship???. Rather undercuts Tomorrows Schools philosophy and takes away from the BOT's ability to appoint who they see as being the best person for the job.

It is ironic that in the same paper that calls for strengthening 'distributive leadership' there is also moves to take all structure away from the allocation of units. Those of us who are really into distributed leadership use the national structure around units to make it happen.

Where is the money coming from? It goes without saying that extra money is not going to be pumped into the system – so presumably these proposals will be funded at the expense of well-tested and effective programmes / organizational structures.

We are not opposed to good preparation programmes and professional development for aspiring and new principals. However, once again, because of the varied pathways and experience that individuals bring to the role we believe that there should be some autonomy in deciding what is the most appropriate form of preparation and professional development. There would also need to be the necessary resourcing.

The concept of professional mentoring for new principals is important and it needs to be done by people who have the TIME and EXPERTISE to do this. It is neither fair nor realistic to ask practising principals to undertake such a role.

We support the suggestion of professional development for principal (as in place currently) however we reject any suggestion that this should become compulsory. This will bring a range of issues to be identified and considered and it is not necessarily the qualification that makes the principal it is the person! There is already a system of professional mentoring in place.

We are not sure how compulsory training and development for aspiring and new principals is linked to growing distributive leadership.

Distributive leadership (while we recognize its effectiveness in enhancing practice) can be interpreted in many different ways and brings with it a number of issues. These could include an increase national inconsistency regarding unit allocation and even more pressure on resourcing non-contact time within schools.