



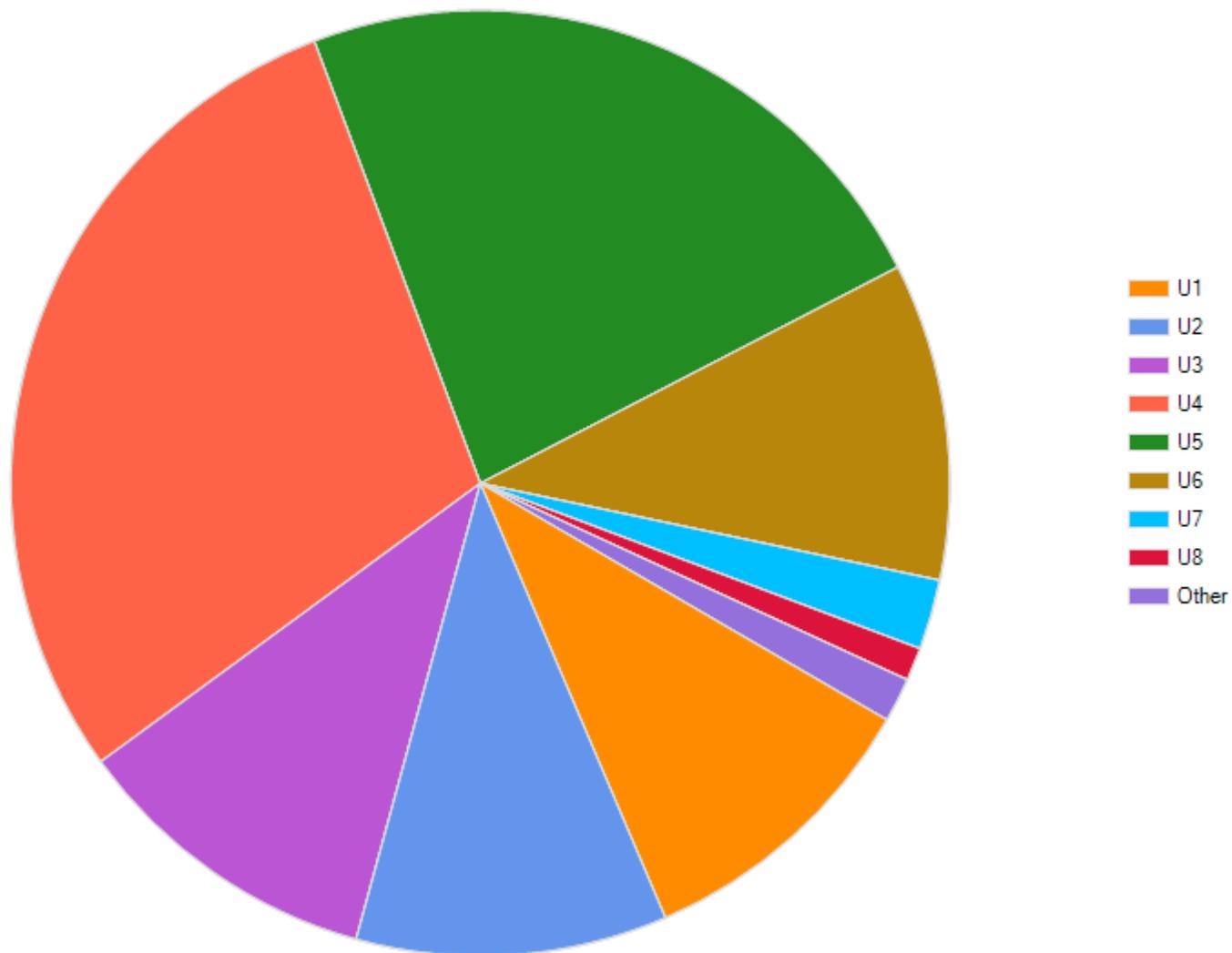
NZPF Survey

Investing in Educational Success

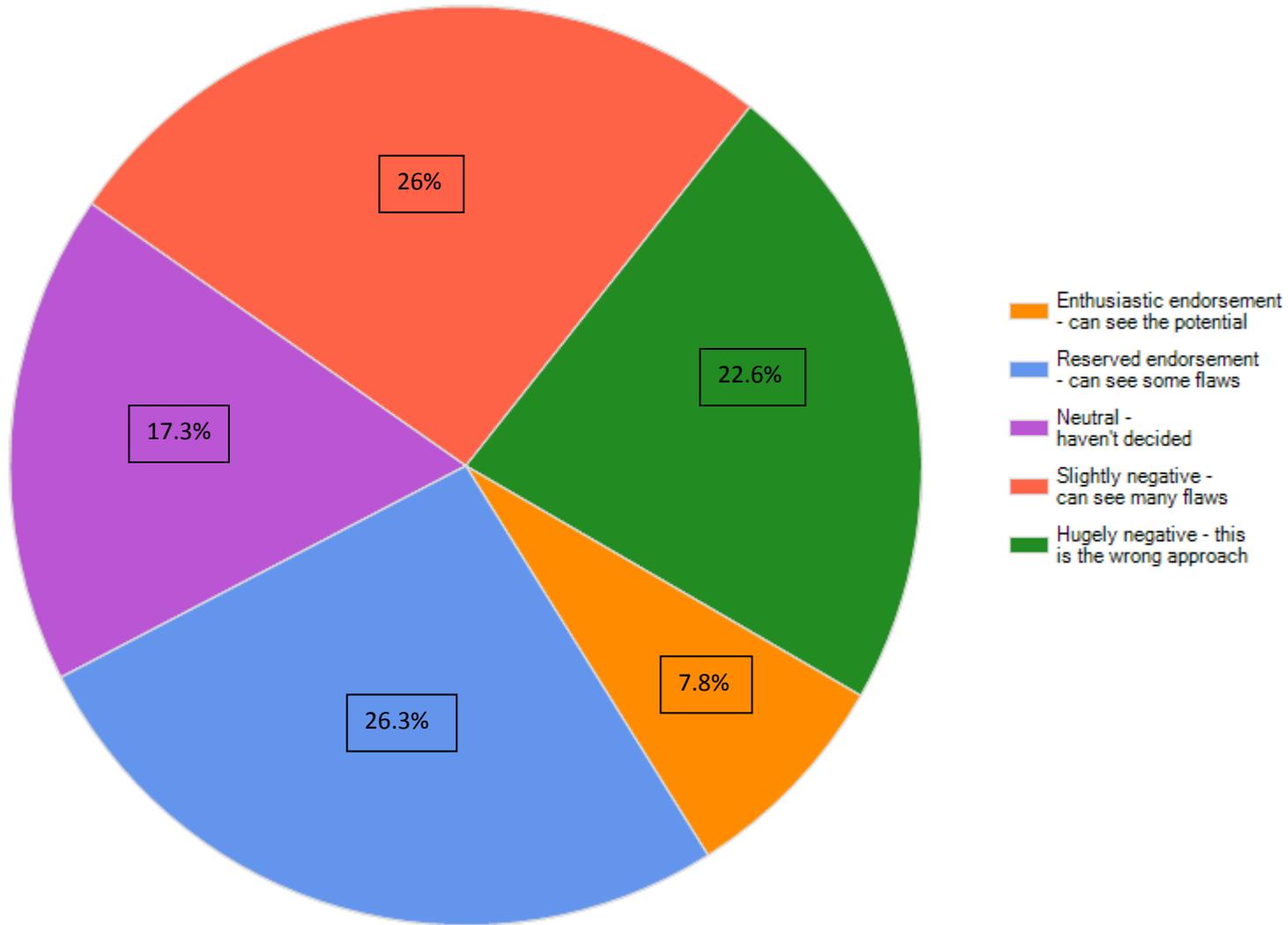
Full Version

Survey Date - Monday 17 February 2014

what is your school grading?



What was your response to the announcement?



Question Two				
What was Your Response to the Announcement?				
Themes Described...	Positive response	More information needed	Implementation concerns	Negative response
Amazed that at an APPA council meeting Graham Stoop said that the Innovation Inquiry was all about collaboration, but there has been NO collaboration with the sector over this - a total surprise (vote getter?)				
An initiative like this should have been in place years ago. We need experienced Principals to move out of the comfort zone to help Principals who are new to the Management role of a Principal. The workload can be huge on FTP, especially if there are schools who have struggled. Once sound systems are in place, bot, whanau, kaiako know there roles and responsibilities then this initiative will benefit everyone. I can see flaws in this initiative. Who determines the roles? The BOT, the MOE? How many hours/days would the Principal be out of there own school? I just think its a great idea but will need to be explored some more so that the right (Principals) are consulted and are have the opportunity to thrash this out. How long will this initiative last or is it a ploy by the National Govt to get more votes from us. It is all determined by who is in power at the end of the day and who is in the driving seat. Just thinking out aloud.				
Anooyed from a personal perspective as have been a change principal for three years with no additional financial remuneration for a lot of extra hard work on top of the teaching principal position.				
Concern - how will principals fit more work in to their day?? What is the agenda? Is this just a political smoke screen set up to get votes?				
Concern with maintaing high preformance in expert principals schools				
cynical attempt to silence school leaders!				
Details needed.				
Don't have enough information to know what to think!!				
Enthusiastic endorsement with reservations				
Experience from overseas negative. It's another means of accountability through NSs.				
From what I observed in the UK in 2012 I am not convinced this is the right pathway.				
Ho Hum. and especially after hearing Stoop				
How can those in Wellington determine whats best for us Principals without consultation?				

How is this going to benefit Principals in small rural schools to move forward and see some light				
however I may be less impressed when the detail comes out				
i am happy with the \$10,000 for teachers				
I don't believe the package goes far enough. To lay the blame purely on teachers and principals is flawed. There needs to be some extra support and accountability from Boards of Trustees as well.				
I feel that rather than promoting collaboration across the sector this will increase competition. I am particularly concerned in relation to the additional funding for principals as i see it as a part of the professional nature of the position to support our colleagues and to work towards sharing best practice collectively.				
I like the lead teacher concept - very positive to be able to acknowledge internally. Not keen on any options that remove effective practitioners from their own school.				
I need more details to endorse or reject the policy. What I think is that it has the potential to change the 'face' of how schools work and I wonder if that has been considered adequately.				
I will attach an email I have sent to the Min and PM				
I would have like the money to be spent on having a full time teachers aide in every room and providing enough staffing to allow teachers to work with smaller groups of targeted children				
It's an election year, what more should we expect?				
It's bollacks				
It's bullshit. See listener article of Feb 8-14. Why is NZPF even engaging with this. Can you tell me which principal has time to leave their school and spend so much time in others? And which principals will be happy to have another expert come in and tell them how to run things?? I've this first hand in London - a failure!				
It's election year!!				
Love the fact they are willing to try something new, that it is not linked to National Standards and that they want to collaborate with the sector!				
Many endorsements exist supporting teachers, management and Principals performance through units etc. Pupils learning outcomes and direct influence on strategies to continue to support the new focusses we are achieving should be enhanced.				
Many of us are already working with other schools and so it would be nice to be recompensed.. However who will end up in these roles, are they the right people and what support do they get in this role.				
need more information				
Not evidenced based at all in either leadership theory or change management				
Now the blow hards and bull shit artists are getting more pay .Words like TRUST, RESPECT,RELATIONSHIP, COLLEAGALITY. come to mind that will never be part of the implementation.....parts of the sector will only be to happy to shaft the rest of the				

sector. Competition does not generate unity.				
Other (please specify)				
Question in my mind- who decides the need? Is it going to help at grass root levels or just employment opportunities for the higher positions in MOE? Some schools missed PLD due to know enough money... now we have this amount and what happens to the schools who missed out. They have needs but if the money is going to have stipulations outside of schools need then again the little schools miss out!				
Teachers (that you would want to employ as 'experts) are not highly motivated by money!!				
The money could be better spent. I know who our underachieving students are, what their needs are. Give us the resources. The package doesn't address the root cause of underachievement, poverty, home etc. Again, let's blame the schools. SAFs obviously didn't work, why should this?				
The whole deal stinks. it is election year and a con. If the Prime minister was serious about raising student achievement for so many of our students he should invest some funds into the Support Staff across our nation. simple as that.				
there is so much we have don't know about the proposal - what does it mean for a quality public education system?				
This move will be very divisive in schools and across the sector. It runs completely counter to collegiality and has been poorly thought out. If the Government has this much funding to spare then it should be put directly into schools for the benefit of learners (in the form of support for priority learners and special needs children) rather than fulfilling a political agenda. NZPF needs to be far less embracing of these politically motivated directions. .				
Too many chiefs already.				
Two concerns. Firstly how will a school be compensated when the Principal is out helping other schools? The DP/s will carry extra work so how will they be compensated. Secondly how do we maintain the mana of a Principal receiving help?				
Unfortunately for this Govt I see the need for other focus areas to be addressed before this.				
Unjust and designed to split public education apart!				
was disappointed at how quick nzpf leadership 'crowd' over it without seeking membership feedback thereby endorsing said policy without full detail - UNLESS nzpf had prior knowledge and didn't share which would be unethical and unprofessional, so surely not true.				
We are not running commercial operations where maximising product generation over cost is a concern which is how this proposal appears. It takes time for a principal to really know her/his individual school and make informed decisions. There are better ways of approaching this.				
you always need to consider the law of unintended consequences				
43 categorised responses	Totals	7	6	16
				24

Percentages	16.2%	13.9%	37.4%	55.8%

Summary

Positive responses

16% of commenters expressed a positive response to the announcement

More information needed

13.9% commented that they needed more information to make a decision

Implementation concerns

37.4% raised concerns or suggestions specific to the implementation of the proposal. These include compromising collegiality, sharing resources amongst schools, time-pressure and selection criteria

Negative responses

55.8% listed negative responses. The most prevalent considered the proposal ineffective for education outcomes, or as a politically motivated move

Question Three	Identified Themes			
Positives?				
Themes Described...	Enhanced career structure for teachers and principals	Inter-school sharing of expertise	Other benefits	Do not endorse the initiative / other critical comments
Able to then develop the apprenticeship model of principalship				
Acknowledgement of the sector and profession. Acknowledgement of those of us who are in change Principal roles already and the time and energy this takes us.				
Already doing much of this in our cluster				
At present I am active in the local Principals Association, belong to a group cluster professionally sharing and supporting, my management go to AP/DP Cluster meetings, FLAG, Numeracy clusters enhancing professional knowledge and direction. Financial support for these initiatives would be supportive no need to reinvent .				
Better educated students!				
Better outcomes for students				
Broadens perspective beyond own school more realistically				
but I don't endorse this				
But only if it is implemented correctly to allow all of the above to happen otherwise it could isolate schools even further				
Career path for Principals				
career structure enhanced for teachers and principals				
change principal could open new career opportunity for experienced principals				
consulting the sector before implementation				
Disruptions caused by lack of leadership in own school, what works in one environ may not be the flavour in another.				
Do all of the above now!				
Does this not sound like the old advisory service in a different form?				
Don't endorse it				
Enhanced leadership opportunities for experienced principals				
Exhausted staff who will not have time for their own school				
formal ongoing mentoring of new principals				
greater community focus on education & positive support from outside the school				

however, this is all shaped by the leader and the accountability behind it all. I understand the idea in principal, but needs to really be well defined as to what the expectations of the role actually are.				
I don't endorse the initiative as I think the parameters of it which are quite clear from the policy announcement will not achieve the above and in some cases will militate against the above,				
I don't endorse the initiative. Special Ed needs the funding as does our school op grant. We already have leadership in bucket loads across all sectors.				
I feel that if we are looking at enhanced opportunities re Lead teachers etc there was a mechanism within the collective agreement that would support the sharing of expertise both within schools and across schools.				
I think this is more tinkering around the edges of education that does not increase collaboration or address real issues.				
I would expect that but it should happen without extra money				
I would want to see more detail before endorsing the initiative - the 'devil' is always in the detail.				
identifying and working on weaknesses				
IF??				
In the Nae Nae Cluster we are currently doing all of the above without a designated person leading it. I am also concerned about the workload and believe that the position would be better to be offered as a position in its own right not tagged onto the work load of a principal.				
it ought to be delivered and nurtured "in house" see email				
It totally depends how it is done!!!				
It's too soon to ask this question. I'm waiting for the devil in the detail before I can begin to consider what might be good about it. I feel NZPF is going too far ahead, it feels like what the government did to us with the NS debate. If we have to have NS, what will be good about it?				
Keeping fabulous Principals stimulated and excited.				
Lots of issues for implementation that is collegial and productive, ideally all of the above sounds good.				
maintained independence within each school.				
Many of these things are already happening with out the "God" model proposed				
Maybe maybe not				
National has lost my trust - fact is Bill English and measurement freaks like him want measurement, measurement, measurement - see this, in the context of National as another guise for measurement. Under a regime I trusted I could see this package having a chance to succeed. Don't trust, nor will buy into this package.				

Need more detail first - am wary it will become performance pay ascertained through achievement data more than professional leadership.				
no endorsement				
No goer				
None				
NONE				
none				
none of above				
Not applicable - what a strange question 'Well you might not agree but ..."??!!				
nothing				
Other - what else?				
Potential for this proposal is encouraging, but will it survive without interference?				
Probably do this anyway				
Provides a layer of 'expert' overview of a group of schools that is currently missing.				
Put the money into neutral facilitators like we have now.				
raising standards of teaching and learning in schools where achievement and reliable achievement data is a shocker ... if you listened to providers for Principal PD your hair would stand on end at the numbers of schools where Principals simply havent got this happening. Every time our students work in EasTTle assessment we see the NZ Mean. There are a huge number of schools where achievement is well below it. Nothing else has worked to raise achievement so this is a brand new approach which is bound to cause a bit of well-deserved shock and loathing but actually do something for kids.				
Recognition of expertise at both classroom and leadership levels				
reducing the need for statutory interventions; providing a career option for experienced teachers and leaders				
Sharing of cultural/sporting/music opportunities as a result of greater understanding between school which are in the same clusters				
Still don't know enough about the initiative!				
Strengthening communities				
That's bullshit - don't we do that now?!				
The acknowledgement of great teachers				
The only positive is identifying those at risks schools and providing them with effective leadership.				
THE SHARING OF MAORI KNOWLEDGE AND SKILLS AS A RESULT OF GREATER COLLABORATION BETWEEN MAORI AND NON-MAORI PRINCIPALS				
These are able to occur now. Funding should be available for schools to work together with support by a credible facilitator.				

These are happening already in a variety of ways. I do not see the PM's initiative promoting these.					
This is an opportunity for schools who have strong systems in place help another school that may not have good systems. It is also an opportunity for both schools to share strengths and for weaknesses that exit within the kura become the strengths.					
this is not the way to go					
This question is erroneous - how can we expect to endorse a policy that actually does not have full membership understanding around the huge questions it leaves open. There is much not ironed out and many questions about this policy that are not clear - I find this question to be inappropriate.					
This survey itself highlights my concerns - it is so weighted to get results that some in NZPF want to get and ignores what was presented as the key reason- raising student achievement which it will have little impact in so doing					
Using the experience and strengths of principals. Also a 'group;					
We already have many of these leadership initiatives in place.					
We already work hard on these 'outcomes' - do we need an Excutive Principal to affirm and lead this when we are quite capable of doing it ourselves?					
We are already doing many of these off our own bat					
We need to do more within schools to meet the needs of children. All schools have talented teachers but we need to be able to ise them more					
Wrong approach based on flawed data					
66 Categorized responses	Totals	12	6	13	40
	Percentages	18.2%	9.1%	19.7%	60.1%

Summary

Enhanced career structure for principals and/or teachers

17.9% of commenters listed enhanced career structure for teachers and principals as a benefit of the PM's proposal

Inter-school sharing of expertise

8.9% mentioned the inter-school sharing of expertise

Other benefits

19.4% mentioned other benefits of this proposal. Examples include enhanced learning, community relationships and less need for intervention

No endorsement of the proposal / criticism

59.7% commented that they did not endorse the initiative, or otherwise criticised it.

- 32% (13) of these commenters felt the positive outcomes mentioned in the survey questions are already achieved, or structures to enable them are already in place in the education sector.

Question Four	Identified Themes			
Negatives?				
<p style="text-align: center;">Themes Described...</p>	Disadvantage to expert's 'home' school and increased workload	Criteria for definition of school success or expert selection	Transferability of personnel and expertise between schools	Other concerns
<p>\$360million on another management structure when resourcing for students in classrooms continues to fall</p>				
<p>1. What does this do that previous mentor principals under previous e.g school services, tried without all the money being thrown around. 2. Change ERO role to assess and advise on best practices instead. 3 Money could become the driving force not collegiality</p>				
<p>A initiative built on genuine partnership and high trust could have achieved the same objectives at a fraction of the cost.</p>				
<p>A sort of bolt from the blue to try and address a number of complex issues around student acheivement.</p>				
<p>Adding to workload and pressure for ALL principals- on to of the pressures that already exist</p>				
<p>All of these are very applicable.</p>				
<p>Any Executive Principal position should not be for two days per week but rather a secondment for one year, where the principal is totally released from duties in their own school. Nor should principals be used as 'cheap consultants' in these roles. \$40000 gross doesn't translate to a hell of a lot after tax at the top tax rate is applied, as it would be in most cases. If this was the private sector, a consultant's rate would be significantly better.</p>				
<p>As a sole charge principal I cannot put myself forward as a lead teacher or one of other new titles. So once again I sit and watch others get the perks.</p>				
<p>Aspects of all of the above concern me.</p>				
<p>Capacity within a school to allow a principal to only be 3 days a week.</p>				

Concern at a very experienced Principal being told what to do by a lesser experienced person and possibly the younger versus older issue. Unsure whether this is a SAF indisguise and a feeling being done to rather than done with just because the school is highly transient and has huge poverty issues.				
Concerned about how they will measure success - by flawed National Standards? Also what will be used to indicate a school needs assistance - flawed National Standards? Who will select appropriate people and by what criteria?				
Consistently there is the model trotted out that a cluster of primary schools will be run by a high school principal. There is a leap in assuming that High Schools have the skills to lead a cluster and primary don't. Why is there so little talk of clustering high schools who have yet to demonstrate that they can do it?				
create climate of unhealthy competition and resentment. Undermine role of BOT's.				
Creates a new career structure which may damage the current system of salary units to recognise seniority.				
Cynically pretending to offer what the sector seemed to want (career progression) and in an election year... whilst actually advancing political agenda - this is a thinly disguised step towards GERM outcomes. How long before the 'Change Principal' becomes a Ministry appointed 'leader' of a 'cluster' - unwittingly pushing out political ideology in a public:private partnership rather than sound education practice?				
Demeans current principals and the work they do!!				
Did some figures to around the Government initiatives to raise achievement by creating executive Principals and Lead teachers etc costing \$359000000.00 359(million) Government Raising Achievement Initiative \$359000000.00 over four years. Education counts website 2539 Schools in New Zealand \$359000000.00 divided by 2539 = \$ 141394.25 per school or \$35348.56 per year for each school. Wouldn't that help raise achievement. If done on a per head basis Pupils in NZ last year 762400 = 470.88 per head or \$117.72 extra dollars per year per pupil.				
difficult for a single-entitiy employer or school community to see why their school/class/child should "suffer" just to help the class/school down the road. You wouldn't want ERO anywhere near the selection of good practitioners, esp leaders. How do you reconcile the interests of an individual employer BOT, vs the employer schools own needs, vs the needs of the recioejtn school/class, vs the personal gain to the individual?				
Difficultly have proving performance. What criteria is used? National Stds??				
Disadvantage to small school principals without a fully released DP. Some principals close to retirement may see this as a great way to fill their retirement pot!				
Don't trust that selected principals will follow through with valuable input or improvement of other schools. IE take the money but not do the work.				

Each school is different. What may work in one school may not work in another. It will be up to the Principal to determine what might work and what may not work.				
Efforts elsewhere might compromise current role in established school				
exec Principals used like primary advisors in the UK. IE mini ERO's regularly				
executive principal needs to be a separate job - not taken by a principal who is also leading their own school part-time - and it needs to be a role in every cluster as a positive role - not just an ambulance parttime role				
Fair and equitable method of determining high performance amongst top performing school in their own individual context and challenges				
Feel that these things happen naturally in most areas in Otago				
Funding for schools to release principal				
Goes against the collaborative nature of the profession				
Have done this sort of contract in the past. It is very difficult to implement for many reasons. The school involved often feels quite negative and that they are being dealt to, and so unless there are very good parameters, it is difficult. Unfortunately, often I found the problem lay fair and square with the inadequacies of the Principal, which brought a whole new set of problems.				
Having just experienced this in the UK, the main issue was non-acceptance of the forced change by the teaching staff				
How can a teacher be called excellent based on NS results when not all children are created equal?				
how do all the roles link together? Specialist classroom teacher, lead teach, expert teach, cluster leaders etc - where are the indians? Where do SAF's fit or are they gone (haven't seen hide nor hair of one yet anyway?) Are the expert principals elected from within their current clusters and if so how does that work if we are all working collaboratively and now suddenly one is an expert and how does it work across secondary and primary as they are very different beasts? If we are competing (Ref. public achievement info) why would school look to collaborate? Ideally collaboration would should happen but mixed political messages. How does a principal cover 10 schools in enough depth to make a difference? I think there are the seeds of some good ideas but way to many questions to get excited yet.				
How is the extra money factor going to encourage the 'best' people to apply for the roles? What happens to the schools of the 'chosen few' while they are working closely with failing principals?				
How many of us can do our jobs plus 2 days a week supporting others? WHO picks up the slack whilst we are away?				
Huge concerns over all of the above.				
I also believe that the successful principal's school will suffer from the time spent away				

from the school, putting work load onto the DPs. It also is a 6 year cycle for successful change, not 2 years. The staff maybe resentful to the change within the school culture, making the change management in a timely manner.				
I cannot fathom how someone employed by the Ministry can work collaboratively across 10 schools when it appears they are only interested in trying to improve National Standards data. They won't be welcome in MY school.				
I didnt reject the initiative				
i know most of the principals and the only thing around here that makes some more expert in the eyes of ERO, MOE, etc, is their tongues and the support staff and staff in there schools.				
I presume that our Boards would have to agree to a Principal spending some of each week out of their own school ... extra issue? Who would evidence of progress be reported to?				
I think the positions are more likely to go to Principals of larger schools who have senior management with release to be able to support the Principal not being there as much.				
i would not like to see principal autonomy removed or weakened by this initiative. It seems as if there is an increasing move toward clusters of schools all looking the same - as is happening with the Learning Change Networks. I think a mentor system is a fine idea if required, but who would make that decision and what would that decision be based on. i certainly would not be interested in the decision being based on National standards results, as i don't think achievement in Reading, Writing and Maths is the crux of what makes a good school.				
If the Govt genuinely wants to raise student achievement...then this is not going to help much at all. Wrong approach. Give the schools the \$390million...bring back SLS support, bring back School Advisers etc etc.				
If the MOE SAFS discontinue it is a cheap option given theri salary is around \$120K p/a with a workload of 10 schools full time				
If this money is available to spend why not ask us as a sector what would make a difference rather than telling us?				
If you are in a community with niche schoolling the existing competition would prevent the cooperation sort.				
impact on the home school				
In an area such as mine all schools have similar achievement levels so how will a principal be selected to 'lead and influence' other schools? I would not see any local principals being in such a role.				
inconceivable how 40% release can be part of a sustained learning culture seeking ongoing improvement - off site				
inequities different size schools.				

infers socio factors don't influence learning outcomes				
Intervention must grow from Trust in the system and the personnel. Two days per week out of school may well negatively on the advisor Principals school.				
intro to performance pay				
Issues affecting attainment outside of school control - health/poverty. These need addressing first.				
it fails in that it ignores the facts why schools have problems				
It feels like a smoke screen for something else.				
It feels like a top-down model.				
It is based on a simplistic and inappropriate model for sustainable change				
It simply will not work within a highly competitive environment that we operate here in NZ. This is another way to centralise power and make further in-roads into our autonomy. I see these initiatives as a way to further undermine Principals and teachers. 2's company 3's a crowd in leadership - Exc Principal - School principal - BOT someone must go, is it us!!!!				
It takes a minimum of 5 years to bring about change, if the Principal is the difference, then withdrawing the Principal once change has occurred will result in a reverting of practice.				
It undermines what we have collectively achieved over time and will destroy any collective agreement				
It was forced on us and undermines collaboration through collective bargaining. We have lost advisory services under the current regime. The advisory services gave teachers the opportunity to lead and focus on this then return to their school or a new school. It devalues and undermines tomorrow schools and self determination of local communities. Confusion would exist over who the local principal is responsible to, the BoT or the Executive. This is performance pay and there is a strong body that this only works for salesman such as fridges or deal makers.				
it will be jobs for the boys as usual				
It's not putting the energy and funding where it needs to be. The (long) tail doesn't need another head, just input as per its needs!				
jeopardises the quality of education that struggling students might receive				
lack of remuneration for those who pick up the extra work while the principal is out of school for 2 days per week				
likely to divide the sector				
little to gain in this / money is needed in other areas				
Losing touch with the pressures staff face on a daily basis; community less able to identify a "go-to" person to express ideas or concerns				
Loss of collegial sharing and support; who will judge success, and how?				

Loss of control over the entire education system, becoming a corporate model				
Ludicrous				
may not be accountability to executive principal				
Ministry of Education (government) making decisions, not the sector!				
money better in Ops grant to deliver direct to chn				
Money could be better spent on other initiatives to improve student outcomes				
Money would be better spent dealing with social issues, providing more and wider range of Professional Development opportunities for teachers, e.g R.T Science, P.E ets				
more money should be given to the education of children across all deciles; where are the local support principals that use to be employed to answer your questions, give advise and assist with templates etc for planning and reporting.....				
My suspicion is; that despite the rhetoric to the contrary, many of the selections have already been (at least) discussed and pencilled in. The selection MUST be transparent and MUST NOT revolve around MOE clones who lack the courage to challenge the bureacracy.				
National standards is only a flawed limited measure.				
Need buy in from schools, teachers. May work in short term but question sustainability. Will changes improve teaching practice?				
Needs to be co-constructed with profession and the use of achievement data is appropriate				
Negative effect to the Morale of the schools where unsolicited "help" is given.				
negative response by prinicpals/teachers to have other come in and tell them what to do				
No doubt a part of the GERM process!!!				
No reserach base - and it is buying into the gov agenda that in-school factors are what impacts on achievermnt - not out-of-school social justice factors etc. Actually it gives the gov a wonderful rod to beat us with!!				
non-maori principals possibly in positions over bi-lingual or immersion schools				
NOT GIVING PRIORITY TO THE DEMOGRAPHIC CHANGES AND THE NEEDS OF MAORI STUDENTS				
One of the biggest issues in schools is workload, more money and more tasks doesn't make workload disappear. we need better release time for other management staff and better pay to support staff to retain quality people. less compliance etc etc etc				
Other - what else??				
People skills transfer, but there are many other things that are site specific and cannot be understood by a 'visitor'. There is also enormous difference between deciles & without experience of the decile 'extremes' it could be difficult to appreciate some of the 'issues'				
Personalities Involved				
Principals and teachers are not motivated by dollars as much as a desire for kids to get a				

great education - great teachers and principals are too busy in their own classroom/ school to take time out to work in other schools				
Principals need professional development as Turnaround Principals. Turnaround is different to school improvement in my view. They both require completely different approaches and this has yet to be recognised in NZ.				
Principals' stretched too thin between schools				
Reaction of communities to having teachers or Principals out of the school for 40% of the time. BOT objections - they appointed the best person for a job and now they won't be present. Offensive to Principals - suggests that they can do their job in 60% of the time, the other 40% is time unused. Impact on children having a teacher absent for 40% of the time - loss of continuity and consistency of practice.				
reduction in local decision making				
Relationship is vital to leadership. You need to really know your community. Communities vary, as does leadership due to need.				
Reluctance of one principal to accept advice from a so called "expert" will the help be imposed? How will the schools which receive help be selected? If an expert principal works with a school will that school be labeled as "failing"?????				
Resources are best spent at the 'chalk face' level. Furthermore best researched international evidence clearly indicates that socio-economic factors impact student achievement. Focusing only on schools to provide the lift and pretending we don't have increasing and devastating poverty in this country is myopic.				
same as before				
school communities and their boards are not likely to be willing to release their expert teachers and principals to the detriment of their own community				
school cultures are about a team of learners and may not be transferable				
schools will suffer from own principal being absent				
Similar policy has failed overseas				
Small school leader are not scene as principal leaders				
Small schools may be disadvantaged. The work load to show Teachers and principals qualify.				
So if not implemented correctly there is a huge possibility that this will happen				
Staff at smaller schools could potentially be cut out of the system because of remoteness. Teachers in small school who have a management unit or two would have to give these up in order to be considered. These teachers don't necessarily want to give up their management role				
Staff wanting to leave their own schools to carry out their new roles. Who replaces them? Will parents be happy about the excellent teachers being out of their rooms for two days a week? Similarly with principals. Often principals are successful because of the team that				

surrounds them Such a team will not be likely to be found in struggling schools so the outcomes may not be quite so promising.				
Still don't know enough about the initiative!				
Successful in one context often doesn't translate to another contextThe schools may not accept or professionally respect the incoming principal. Three days out of my school would be a nightmare!!!!!! I know what works - just give me the money.				
Successful schools may not want to share successful Principals				
Teachers out of their classrooms for 2 days a week will lose their effectiveness in their own school.				
The belief that Principals who lead schools that are not able to achieve the National Standards are unsuccessful. I am in a relatively high performing school (80% achieving standards) but my colleagues who are trying to shift their tails of underachievement are fabulous and very successful leaders. I couldn't tell them anymore than they already know "Socio economic and poverty influences are contributing factors" and they know more about this than I do. How would an experienced principal relate and respond to their needs?				
the concept of networking needs to be shared with the sector or the initiative could be derailed				
The government has GREATER control over the education system and has closer power to enforce changes. We could end up with leaders who have never been teachers or experienced principals to 'manage' businesses.				
The initiative will fail to raise student achievement, my experience of clusters is that they are seldom effective and almost always are not sustained				
The money is effectively performance pay disguised as a rescue package. I do not think it is the best use of \$359 million dollars. Once again the people most affected have been left out of any significant decision making. It is likely to promote a culture of self promotion rather than genuine sharing.I don't know about the inequities between groups of schools because we don't know what the clusters are going to be. Also the point about professional jealousy. I think a more likely result is that the people will vary in the degree of credibility that they have with others.. I don't know how you can ethically collect a salary for a fulltime job in your own school and another \$40 000 to be the Executive principal of 10 others. It is unethical and unworkable.				
The most effective Principals want to stay in their schools. They should have no time to leave their school sites!!!				
The Q&A that came with this indicated a poor process with fatal flaws. Didn't take any of the research or deliberations of the professional leadership Grp operating as a cross sector think tank prior to 2008 in to consideration with this announcement. As it is articulated, this policy will polarize schools and create a competitive context that won't				

support collaboration or cooperation.				
The sector was not consulted regarding the aims the Ministry would like to see achieved. It feels like we are 'being done to' rather than 'done with'. This means we were unable to assist with suggestions to help achieve genuine targets.				
The selection process and who will be involved				
the slide to performance pay.. and NZPF are on record as opposing NS ..				
The solution is not matching the problem of underachievement. More \$\$\$ is not going to change the outcomes for students. It is quite blame focused and implying we are not already doing our best and more dollars will inspire us to do better!!				
The whole concept is based on the premise that underachievement is a school problem. We have been involved in Ministry working parties in the past with little or no impact.				
there are many questions that are raised here - did you realise that the money they are 'investing' in a few works out to around 140k (ish) PER school including those such as health camps. What would we do in our own schools with that money? Yet NZPF leadership endorses this policy. Not ok.				
there are too many unknowns around how it is going to be implemented.				
There is no consistency between school's NS Data				
There is no detail. There is no proof. It's devious.				
This approach is such a failure in the UK - why are we following their lead?				
This initiative has been trialed already in the UK with limited or negligible success. The lack of detail is worrying. A big announcement to find out only 20 positions exist. There is an assumption that everyone is doing the job easily now that these people can afford not to be in their schools. A little disingenuous I think.				
This initiative makes an assumption that many of these things are not happening already and that we are only going to do this sort of work if we get paid to				
This is a complex proposal that on the surface may seem workable but by golly it isn't simple. If I have great NS data in my decile 10 school what tells someone that I will be of use in assisting a low decile school? How will my school be affected if I am away from it for two days pw on a regular, ongoing basis?				
This is a ploy to drive the Government agenda harder into schools. Those who disagree with the party line won't get a look in!				
This is a top-down, political point scoring initiative, which ignores the reality of a complete lack & cut back in support services for students with complex learning needs - they are a fast increasing population...				
this is neo-liberal rubbish!				
This will all be National Standards clap trap. NS failure will be the reason these people get foisted onto schools.				
Time required out of own school				

Time spent out of own school having a detrimental affect.Making lasting change will take time. May result in a small increase in NS data but underlying issues of poverty/ socio-economic will continue!				
Too top heavy, it's NOT a priority for lower learners!				
Total disruption to schools management and classroom teaching.				
travel between schools is not practical				
Using a pre-determined selection process that confirms a Eurocentric approach to leadership - that does not take into account Maori preferred ways of knowing/doing. Emphasizes (again) that 'white is right'.				
We are a Kura Kaupapa Maori, we have trouble securing staff as it is in our Level 1 immersion. I can't see how this provision is going to work.				
We need leadership advisers not this stupid idea. We all need help				
what a terrible allocation of resources				
What about people who have already worked in schools needing help and there has been no recognition for them at this stage!!!!!! can see in some areas an old boys network having a field day!!!				
What Board is going to agree to losing their Principal for 2 days per week? What school / parent is going to be happy to have their very good teacher out of the school and replaced with an inferior model? My expert teachers are already receiving \$20,000 extra via MUs.				
What happens in the school where the principal is off somewhere else?				
What happens to children in the class of an expert teacher when the teacher is only there half the time? Will extra time e.g. admin be given to schools to cover Principals workload when out of the school?				
Who determines the clusters?				
Who do you answer to? Keep PLD as it is but more widely available and affordable!				
WHO is deciding what makes a "successful" principal and how do low decile communities achieve equity in this proposal - commissioners and LSMs by another name!				
Who selects these Change Principals? What is the criteria? etc				
Why not recognise the work of existing Principals in small schools and pay them a decent salary.				
why would people collaborate and share as professional colleagues when one benefits from the work of others? This is not professional jealousy.				
Will it be hi jacked by larger schools? secondary?I would absolutely want to know how these people were selected. Some people convince others they are wonderful but are they??				
Will very quickly become public knowledge and then what will the community think. They've got a dud principal? Who knows could have very negative repercussions What				

about the senior leadership in the lead school . Will they get more for carrying extra weight while their principal is helping other schools to grow??					
Winston Churchill said “A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.” I agree					
wrong priorities for education- need more and better paid teacher aides					
151 Categorised responses	Totals	36	30	19	79
	Percentages	23.8%	19.9%	12.6%	52.3%

Summary

Disadvantage to expert’s ‘home’ school and increased workload

23.8% of respondents cited either disadvantage to the expert’s ‘home’ school or expert’s increased workload as a negative attribute of the PM’s proposal.

Criteria of definition of school success or expert selection

19.9% raised concerns regarding selection and definition criteria.

Transferability of personnel and expertise between schools

12.6% questioned the transferability of personnel and expertise between schools.

Other concerns

52.3% of commenters had other concerns. Reasons given included:

- more urgent /relevant matters to address within education (19 commenters)
- threat to collegiality (9 commenters)
- lack of consultation (9 commenters)
- likened to performance pay or GERM processes (9 commenters)
- politically driven
- proposal deemed ineffective for various other reasons

Question Five	Identified Themes			
Support for a School of Leadership				
<p style="text-align: center;">Themes Described...</p>	Supportive of School Leadership	Conditional support	Undecided / more info needed	Critical Alternate suggestions / comments
13 years as a principal, I have attended 1st time principals and conferences but I still need PD with constant changes ie novopay, charters, turning a school into a school of self review etc. Establish strong, PD focused clusters with outcomes, make them part of our appraisals				
A dedicated leadership advisory service would be a practical way for principals to improve their leadership - by offering support, information, advice.				
A go to service to support the fantastic job that school leaders do.				
A lot of Principals don't go to their local associations because they can't afford the cost or time. Perhaps looking at these existing structures would assist struggling schools.				
A lot of successful principals work tirelessly to ensure the community they serve is well served by them. They put all their effort and attention into making their school a success, in partnership with their staff. A hero leader or a leader who looks good on paper says a lot but the reality does not usually match the rhetoric and the staff are happier when they're gone! A "school of leadership", perhaps with some liaison with ERO teams (though their reflection of a school isn't always correct) could be one of the ways in which strengths are known and needs identified re some leadership needs?				
A national center of educational leadership that shares/promotes good practice regardless of political ideology is essential.				
A new course initially to be trialled for secondary school Aspiring Principals is underway through Victoria University and a group of senior secondary Principals. This type of course which involves practical experiances in other schools and a lot of shared best practices complemented with papers in financial management etc is likely to be very successful because it has major input from professional leaders developing potential leaders. It is something the whole sector should get behind so that the recent policy initiatives are backed by strong leadership. Failure to do this will weaken the concept dramatically.				
A serious commitment by the PM, Minister of Ed and the MOE to actually supporting schools in a way that works and is sustainable - throwing money and ideas without the school sector				

input just leads to negativity and frustration. Why do we always hear about changes through the media as some big 'this will solve schools problems' approach? Can the Minister ask us and listen to our replies without already having her answer?				
A very good idea. So many of us have to learn on the job, and while present initiatives may help, they are not the entire answer.				
Absolutely - good training for principals - the PDPC model was great - something along those lines but on-going not just a one off. Maybe a continuation of first time principals programme - an intensive burst in the first 2 years of principalship then on-going leadership training. It is very evident in our city that some of the most successful principals have continued to seek their own leadership training as part of their regular PD				
Advisors would need to be leaders in the field... and with current practical involvement / knowledge or assisted by Principals				
Advisory need to be completely released from a school - a period of 2 years would be ideal				
Again I don't see leadership as the issue. Poverty, resourcing, focused and skilled teaching input, and overall care are the important factors. Let's put resources where they will count.				
Again it depends on what this school of leadership looks like. The management advisory service is a good idea, but it comes down to getting the right people into these roles.				
Again sounds like a different form of Principals' centre which could be very effective.				
Again there is the question of courage in challenging the bureaucracy to ensure a robust system that will truly allow for change that improves the quality of education for the children of NZ. "Yes Men" or Women are not an option.				
Again, dependant on the make up of the service and what agenda that may be pushing.				
Again, needs fleshing out. To lift the performance of a school or leadership team who are truly struggling is complex, will take quite some time and likely requires someone to leave or be sacked.				
already have courses etc for principals need somethign new to make changes				
Also the development of a school of school leadership as a prerequisite for principal ship, before First time principals				
Although I semi endorse the idea, I do believe it is only principals of fairly large schools who have a second tier of management that could possibly do the expert or change principal role.				
and from this Smaller groups may evolve as trust and links are formed. Would become much more sustainable				
Any support we get to help our selves and the school community would have positive long-term effects				
applaud the overdue investment in principalship. A leadership centre is preferable to this model.				
As a first time principal some years ago having an advisor and a mentor was invaluable. These were working or recently retired principals who knew the job well. Having an advisory or				

mentor service available may encourage principals to ask for specific help rather than be told what help they need although I realise the need for urgency if the school is in trouble.				
As a ftp I have been very disappointed with the MOE support. 1 funded conference per year when the propaganda says 2. 1 PLG / PD per term if you're lucky. There needs to be a better system put in place urgently.				
As a new principal in a sole charge isolated school - oh my gosh! I wish there was a book on "How to be a Principal" My mentor Principal for FTP is great but is only funded for 2 visits over the 18 mths but she is brilliant in offering support any time I need it. I don't think I would like someone unknown who doesn't know the ropes of a sole charge school to be so an advisory team that would hopefully have that expertise would be more appreciated.				
As I do not feel I would be putting my hand up (rejection likely!), I feel that I may be biased.				
As long as it was a joint affair and Principals had a say - e.g. transparency.				
As long as it was free and free EROAN influence ie any issues one had could not be revisited when a review came due.				
As long as it was run by practitioners and not government lackeys				
As long as sector driven and not MoE or govt intervention or organisation.				
as long as the Adsvisory Service employed successful past principals or seconded principals that had been leading a school in the last 5 years. I don't get it when people who have been a maths leader, high school Art teachers or an RTLB come and try to tell you how to run your school. (These are an example of some or the ERO personnel we have had)????				
As long as the advisory was local/contextual and available.				
Bring back advisoey service or Centre for Educational Development and its team of people who could come in and do professional and pastoral work.				
But it has to free and have as advisors only the most informed				
bUT LIKE ALL THINGS THAT CURRENTLY EXIST THIS WOULD MOST LIKELY BE MONO-CULTURAL AND LACK REAL KNOWLEDGE OF SOME OF THE KNOIWPLEDGE AND SKILLS NECESSARY TO STRENGTHEN PRACTICE AND OUTCOMES FOR MAORI AND PASIFIKA STUDENTS				
but would need to be convinced that the selection process was not a popularity contest but a true reflection of what is good practice and how leaders can support others based on strengths not the amount of courses and public face of a person...				
Combined with release.				
Could be just as painful, with very little cross sector improvement				
Definitely an area that is lacking, one on one make contact as you need.....				
Didn't we have PDPC				
Dont want another layer of 'Advisers'. Would prefer it to read as 'Leadership advisory service'. Possible second principals for a year or two so they remain grounded in the real world.				

Essentially use these same funds to create a development and advisory service. Could be leaders seconded from within their own schools for a period of time.				
Excellent idea - a national school to develop the best of everything				
Feel these need to be stand alone positions with highly skilled people -an effective principal should not be out of their school on a regular basis.				
First Time Principal is very effective. On-going process would be very useful for networking and keeping abreast of current and best practice.				
For Principals to accept advice it has to be given by people with up to date practice, and NOT someone removed from a school.				
from my perspective there is quite of variance between leadership in schools. this could be a good thing on the other hand a bad thing. I have seen some schools that have very directed, controlling leadership that have growing roles and achieving students. I have also seen much more inclusive leadership that also have the same outcomes. The opposite is also true so there is more going on in these schools than just the type of leadership.				
great idea!				
Great idea. I have visited the one in Nottingham (my home town) and it is definitely the way to go.				
halleluyah				
Has worked in UK and Melbourne - we certainly need a formal association based on professional learning and development - rather than constantly being on the back foot fighting fires.				
Haven't we had an L&M Advisory Service??? Problem was always about the quality/variety of the individual 'advisor'.....need more info :-)				
Having a school leadership group that I could tap into would be valuable. A group of established successful principals that would meet once/twice a term and I could fire questions at.				
Having the ability to call on "advisors" to assist with a problem is FAR different than having an "expert" imposed on every school whose role it looks likely to be one of snooping.				
Having the National College of Leadership inn the UK, I can certainly see the potential for a kiwi version. Our design, based on our needs and our culture, but absolutely away from the restrictions and accountability processes that rules everything ion the country right now.				
Having worked internationally with Principals I have seen a range of models where 'mentor' principals can help others. These models have ranged from the American superintendents through to the ADEC model of Cluster Managers. I believe that with careful consideration of clear goals and with sector consultation a leadership model could be designed to encourage and support principals and schools who need extra assistance.				
Holding a master of educational leadership degree, I would have concerns about the possible persuasion of content material presented, given that it would, most likely, be under				

government control. I also wonder whether ministers of the crown understand the difference between leadership and management.				
However I would support Leadership development but not using this proposal.				
I am in my 3rd year of principalship. This follows NAPP & FTP. I would now love to have influence over what is introduced at both of these levels & see this built on via an advisory service.				
I believe practitioner input that is current has more merit than establishing something that dates the people giving the advice very quickly				
I believe the professional development of principals is an ongoing process and is best delivered by someone inside the practice. This person is then able to interrogate the practice and provide development and support accordingly. Sometimes as principals we forget to stop, look at our own practice, and then ask for support. We already has access to Ministry advisers.				
I can see the positives in this idea. Simply because if this initiative goes ahead, then those Principals who opt to help will be the 'go between' before an LSM or intervention occurs. This will be better received by BOT and Whanau alike. The term LSM or Intervention is not a good look for schools and whanau would be more accepting of School leadership approach rather than have an LSM that kura pay for and in turn money could be better spent elsewhere.				
I doubt you will be able to affect such a change in the plans. I suspect that the plan will be for secondary principals to head the school groups. I am becoming a cynic.				
I feel advisors to Principal in regions as useful and a way of accessing support, ideas and improving leadership.				
I feel no centralised government lead intervention would be beneficial for the profession. All it would aid in is the centric approach of the current Government.				
I have been around long enough to recall successful relationships with rural advisors.				
i have found outside advisers rarely have relevant experience in small rural schools - Wellington models do not work here				
I just don't trust the National government.				
I really miss the Advisory service				
I think New Zealand is too small for this to be sustainable. The last leadership centre fell over.				
I think Principals who are identified as possible Cluster leaders should be taken out of their current school leadership role for 1-2 years to work on specific targets and needs of each school in their cluster. Principals who were keen to take on this 'cluster leadership role' would apply				
I think that has been tried through PD contracts but not intensive enough and buy in was on a voluntary basis				
I think the physical presence of a person that you can form a relationship with has advantages over a "help desk', which you may or may not access.				

I think there needs to be much more discussion as to how \$359 million dollars would be best spent in the interests of NZ children, teachers and principals				
I think this could have some real merit and would like to know more about this concept.				
I was a leading and managing adviser. I have also been invited to attend and have in fact gone to the National college of leadership and children in Nottingham, UK. This model works well. So I think a leadership advisory service is what is needed not just a management				
I was a new Principal 15 years ago and received regular and valuable support from Management Advisor. Having people available to visit you in your school was a life saver in those early days.				
I would be hesitant to support this if it was Ministry lead.				
I would like more details on this though				
I would need to look at the possibilities. This is a large sum of money that could be used to support special education needs in our schools, it could be used to provide additional release time for teachers to meet our strategic goals. We are implying by this tat there is not already expertise out there in our schools and there are not already avenues to share with each other. Maybe we need to look at what we have got and enhance that				
I would support this if it was not a total choice. There are some leaders out there who need help, whether they like it or not.				
I would support ththis sort of concept if it was not Govt. funded or accountable to Govt. This Govt is not able to be trusted and has a GERM-based agenda. Anything they propose will have strings attached that will be designed to move the system further toward a flawed ideology whilst disguised as 'opportunity'				
Idea is good, but who would have control. It could end up as just another way to beat us all across the head with more of the nonsense that most of us have already had a gutsful of.				
If Principalship is going to be respected and professional, there is a need to ensure minimum standards for Principals. How can a teacher in their third year become a Principal?				
In the early days inspectors gave advice, then we had principal/ rural advisors. The perceived benefit of those was that their advice was independent and there was no potential conflict of interest. In a competitive environment, there is an element of distrust....				
In the good old days we had an advisory service. A beefed up version of something similar would give principals people and resources they could call on to assist them in their work.				
Isn't that what LCCs are supposed to be?				
it depends how it is set up				
It depends on its form but yes- Many of us have done extensive university work at the expense of spending time with our families - sabbatical type PD preferred where the principal can spend time on a project of interest to them/ of benefitto teh school				
It is extremely important to make this an advisory service. Take great practitioners out of their schools for 18 months - 2 years then allow them to get back into their successful schools				

and carry on with their great work.				
It is not always possible to transfer one working model to another school Boards may not want their Principal released to work in other schools.				
It would be too vulnerable to political interference and persuasion particularly from sector groups within Education as was evident in the demise of hte PDPC. the leadership training and support needs to be in context to the school and area.				
It would depend on the structure and the resourcing, especially of the advisory side. .				
It would need to be clearly interacting with all schools as those that need help sometimes don't know how to seek it.				
Its all about the selection process of the executive and change principals but as well as that we need to ensure schools a re selected in an appropriate way. national Standards data used for this can not be relied on because schools are assessing OTJ's in many different ways.				
Just more people from "outside" telling a school what to do. Implication is that educational failure is due to failing school leadership - a very dangerous and unevidenced supposition.				
Leaders in school should be able to select suitable leadership for it school				
Leadership centres sound seductive however the leadership centres at Auckland University and Nottingham in England promote a managerial concept of leadership that promotes business models. The centre at Harvard is an exception because it has retained a high degree of autonomy. Beside leadership is more than management. .				
Leadership is not developed in this manner and nzpf leadership are selling membership short, you are disgraceful even proposing it.				
Leadership or management? This is confusing in the above statement. First Time Principals is great so maybe something after that would be useful.				
Let's see a model and have the chance to share thoughts with people who have 'run' the model. This must be available to everyone .. equity issues and all.				
Long overdue				
lots depends on the detail				
Massey and NZPF tried this for a few years...I think it would need to be independent of one particular university.				
More detail whould be helpful and then a chance to discuss, debate and form so that anything that is in place "grows" from genuine professional consultation.				
More development towards strengthening collegiality. There is too much competition between schools within clusters. The role of the Executive Principal is promising, as long as independence remains for each school and collegiality is reinforced.				
Need more information about how this would work				
Needs to be independant and not subject to the idiotic whims of the minister of the day.				
needs to come from local Principals as they are already on the ground free from union interference				

No - I would say let us put the money where it will do some good - proven researched grass roots level initiatives e.g. more reading recovery - and lowering of student / tchr ratios -				
Not if it again was based on National Standards and NCEA as the measures of "success" but prefer this as a concept over the PM's idea as long as the 'school of leadership' wasn't also a 'one-size-fits-all' type setup				
Not sure about the management advisory service, but if the consideration is around something similar to the old NCSL, then I am in favour of further investigation				
not sure about the term school of leadership but management support for those that need it from well qualified principals would be good				
Not sure how it would look but make it a promotion type position that Principals would apply for (fixed term 3-4 years in another cluster - to avoid professional jealousies) before possibly moving back into a school to share their learning with their home cluster				
Nuetral advisers who can visit and provide direct influence to schools.				
Often the leaders who need the support the most - do not think they necessarily need support				
On my sabbatical in 2012 I visited the National College of Leadership in Nottingham in England and thought it was a fantastic leadership resource. Very much at the mercy of changing political parties however.				
Once again - it depends on the personnel. It needs to be people who are in schools and know the reality - advisors tend to become experts from afar rather than supported and mentors from within.				
One of the incentives for me is the salary increase for being an executive principal. I want to be able to further my career and this is the first time that there has been some real monetary incentives in this job. I don't believe our salary package rewards us for the work we do. If there is to be some form of retention in this sector then the extra 40k a year is something that will keep me in the game. The problem I see is that the criteria will be so unrealistic that no one will be able to do it in the first place. Or... it will be based on quantity not quality. Years of service does not make an executive principal!!!				
Only if such a school was free from political influence. We need strong ,free thinking initiators of change - not principals selected for leadership roles because of bullshit national Standards data.				
Only if the executive principal idea went ahead as well. Too many of our schools are led by principals who do not share leadership or wish to cooperate with other school leaders at anything more than a surface level.				
Only if this group is run by expert professionals who are currently practising as Principals in schools.				
Possibly. Hard to imagine any one fix all solution. Many of our supposed failing schools have heavy polynesian or maori populations which have different issues - not solved, for example,				

by the successful decile 10 principal??				
Potential for practitioners to become removed from school experiences.				
Potentially yes				
Practising principals are less likely to impose ideals that are in reality very stressful and not taking in to accounts the problems that arise.				
prefer to call it a leadership advisory service rather than a management advisory service				
Principals need mentors, but not how the Govt has planned				
Principals need ongoing PD beyond the first time principals support. Learning on the job is not always conducive to student achievement and school success				
Principal's need to be in their school.				
Probably more accurately - yes and no!				
Provided is apolitical. And good luck trying to achieve that.				
Provided that the principals/ lecturers involved in running the centres were seconded for a period of time so that there is a continual roll over and refreshment of practising leaders. You need people who are able to speak with experience and have a knowledge of the leadership role. Not academics who have never experienced principalship.				
Providing the sector had the leading role in the initiative, it could be more tenable and robust.				
Rural isolation means services are not always provided as in an after school session in a city.				
S of L from baloney places like Uni of Aucks? No thanx...I reckon put the monies into local Principal associations to seek PLD for their own needs in their own patch				
Schools don't have the support they used to, especially those of us rural. Having an advisor/mentor type role would help nurture Principals who need support.				
See above under number 2				
See Duke University of Virginia and his work on Turnaround. They train experience principals to become trained turnaround principals and then support them in the process with an individual wrap around service that enables them to bend the rules.				
See previous comments about Maori notions of leadership... Will be difficult to prioritise Maori ways of operating when it's a more generic model?				
Shape this up... advisers, what are they? Need to have street cred. Seconded out of their school for specific period ie 2 yrs max. Pay them equal to what they get in current job.				
sharing of best practise				
Similar concept to previous mentor principal I mentioned. It was collegial and worked well with sceduled visits to each school.				
Similar to the old school support model				
so long as sector is engaged in the way this is set up i.e. not captured by universities				
Some time ago I attended a Principals Development programme in Wellington for 5 days. it was a fantastic learning opportunity and strengthened my confidence, gave me some great				

feedback on my leadership and really was a springboard to really get in and lead. Also gave really good connections to principals in other parts of NZ Why can't some thing like that be reinstated.				
Something along the lines of the FTP course maybe, but something a little less constantly being about data and driving change. More that keeps principals abreast with new trends, develops people at a personal level - resilience, some future thinking, some development of political awareness so we see more of what's coming before it arrives.				
Sounds like the old advisory service-say no more! The circle turns.				
Sounds better than choosing the so-called best teachers to assist others.				
Still working my full thoughts out on this one.....				
Support like the FTP programme would be better - shared collegiality and information this way is more supportive				
Support this and perhaps Boards can only appoint Principals in the future who have been through this or are deemed experienced now.				
the advisory service used to fulfil this function effectively and with trained people				
The Aspiring Principals and First Time Principals initiatives are well established. Since PDPC there was the Experienced Principal Programme briefly but there hasn't been anything much else available for experienced principals (that is supported financially - I know there are things like the Ariki Project)				
The aspiring principals and new principals models were proof that this type of professional support is highly effective				
The current 'senior advisor' concept works well for some and not others. I group concept may be more successful.				
The earlier Principals Development and Planning Centre was an excellent opportunity to identify strengths and deficits in leaders in a supportive and challenging atmosphere - maybe a model that requires and supports principals to get back on their feet would work better than the 'bringing someone in' model.				
The First time principal's course is so valuable. Something ongoing like that would be valuable.				
The Leadership (PDC) centre which was operating in Wellington and then closed was absolutely brilliant.				
The need alone wouldn't guarantee success. The standard of the providers/experts need to be based on practice!!!!!!!!				
The old advisory service was an effective way of assisting principals come to grips with the nuts n bolts of the job - that's the practical sort of assistance generally needed in the first instance. That sort of assistance is a s vital as any purely pedagogically-driven model.				
The old 'rural advisor' was such a wonderful resource years ago - an extension of this could be effective.				

the past advisory service was excellent				
The PM's announcement is a basically an pseudo Advisory Service. Leadership advisors did a stunning job in the past to support the profession - principals.				
The problem with a 'School of Leadership' is that it would be based in one part of the country probably a major city. This would create equitable access to it. There is already the First Time Principal's programme operating that provides a comprehensive wrap around for new principals. Putting forward an alternative, I believe, would undermine what is already there. With this package Principals are already doing some of the things that are part of this package and this recognises the support that experienced Principals provide others that takes time and commitment to provide. There are some schools who for all number of reasons find themselves in a 'perfect storm'. Having a principal come in and work through this to lift that school is a big job...a huge job. I think recognising that is crucial.				
The resource is great but I have spoken to many principals who are not interested in helping shape/support up to ten other schools as well as run their own. It's 'heart attack' territory. Either have an advisory service who do it full time(second them for 1/2 years) or appoint principals who are close to retiring who would like to work 2/3 days a week for a couple of years before they lose their currency.				
The strengthening of leadership is vital but perhaps second principals out of their schools to lead others. They can't do it while running a school.				
The system that seconded principals for one year to be an 'expert' principal advisor worked really well. I don't see how Principals of most schools could take 2 days a week away from their schools, and keep all the balls in the air.				
The whole scheme is "overseas" led, money for it coming from American "Republican" Party.No doubt this is politically motivated as NZ Govt. has been instructed to by having to use credits given to them by America for loans approved.				
There already is an Aspiring Leadership initiative and plenty of courses/ workshops for principals. I think what is lacking often is actual basic emotional intelligence and principals' inability to read their communities.				
There are a lot of leadership opportunities available already				
There are already plenty of opportunities to develop leadership already.				
There are limited opportunities for experienced Principal growth				
There are reasonable arguments for both PMs and the SoL- the issue is which one is sustainable & creating change.				
There are schools of leadership in Universities but they don't have enough traction. There is no lifelong inclusive pathway for principals to belong to and be mentored through. I really expected the new teachers council would have a college of principals which would steer the profession				
There are too many variables in who would define the 'school of leadership'. Just because a				

school promotes itself or is judged by inconsistent National Standards data or a random ERO report it does not define quality leadership.				
There could be a better career step for older principals to mentor younger ones but the problem again is only those who push the government line will be considered.				
There is certainly room for utilising the skills of experienced principals and teachers.				
Think this is a great idea.				
This is a good model if it doesn't get hijacked by the sector.				
This is a great idea. As professionals this is collaborative and responsible				
This is a very complex issue and we can't ignore the fact that we have school leaders all along the continuum from incompetence to excellence. How to solve this is the BIG question.				
This is far more collaborative and would keep our profession open. The other way could make us tighter and more closed.				
This looks like an extension of the cluster model in ChCh which has merit but seems to create more questions than answers. We still have a competitive model - to move forward there needs to be High Trust, respect and quality networks.				
This policy and the use of its funding should be totally re-thought.				
This seems like another ploy by central govt. to 'Reign in' the teaching profession and exert control from treasury. Small and isolated (geographically and economically) school will suffer.				
This sort of service use to be provided by University of Waikato where a Principal was seconded for a year.				
This would cover FTP, NAPP, Middle Leaders, Experienced principals, have a research role and train the advisory which needs to be reinstated				
This would need to be managed by the profession for the profession, as then it would have credibility and be able to design the programmes to suit needs. It would be important that the Ministry of Education could not influence the processes.				
This would seem a more useful and more equitable approach				
This would then be a service that could be personalised and contextualised.				
To get quality people this would need to be well paid and be for a fixed term renewable.				
Too little detail here to make a judgement				
UK model touted as great and yet the academies are actively recruiting outside of the uk as they are not diverse /entrepreneurial/driven				
Use of groups similar to our PLG's				
Waikato Uni already has a school of Leadership				
Waikato Uni seconded a Gisborne / East Coast Principal each year, endorsed by the associations and available to support, advise, help, etc across all schools. Very successful model!				
walking the talk is always better				
waste of money				

We already had that and it was disestablished so we do it ourselves now by supporting our fellow principals				
We already have a number of Principal clusters where School leadership and Ethos are regularly discussed. Our area also has Principal's buddied up to provide a sounding board.				
We always had some service e.g.: the Rural Principal Adviser and was taken away a few years ago. At present there is no support for rural principals				
We don't want to water down the initiative too much. We need to ensure we make a difference with this funding and not settle for mediocrity				
We have had that in the past. Its about seeing the need to choose to access it. That is perhaps where it fell over.				
We have STA				
We lost an incredibly valuable resource with the demise of the inspectorate when Tomorrows Schools was implemented. These expert principals were highly valued by principals, they always knew where those needing help, guidance and support were and were able to seamlessly work along side them to enable positive change. Wouldnt advocate a return to the power base school inspectors worked from, but would welcome a tier of empowered senior principals to help effect leadership changes/improvements in struggling schools.				
We need some time to accommodate to new initiatives before further ones are introduced each year.				
We used to have rural advisors dong that job when I started as a principal. There also used to be advisors for principal's from the ed colleges/university as well. Both have gone.				
What do you mean by School of Leadership. How would it differ to UNITEC or Leadership centre at AK UNiversity				
Whatever happens, the process must be 'ground up'. Imposed from the top will be disastrous.				
Whats wrong with seconding Principals for a year to work as "Advisers".				
where do LSMs and Commissioners fit into this model				
Who controls the purse defines the process. If the "learning" is based on current research and pleadership practices then this will fill a real need. If driven by achievement data and a punitive appraoch to leadership then will achieve possibly unintended and negative outcomes.				
Who would they be answerable to? - What are Senior Advisors and SAF supposed to be doing already				
Why not bring back the Principal Advisory?????				
Would like to know more.				
Would love to know more about this - I find it difficult to agree/disagree based on the above statement. However, my initial response is that I do believe this approach would be a better, more practical and more acceptable solution than the one proposed by the government. It				

would be great if they were community/locally based.				
Would need to be very focused on practical matters; the nuts and bolts of the job.				
Would need to know more about it.				
Would need to see details on how it is constructed.				
Would need to see greater detail				
Would worry that it would also become a one size fits all "school of leadership" when community context based solutions are needed. Depends a lot on how it was delivered and who were in it.				
Yes but it must have credibility. Not linked to a specific university, but pulls the best of the best to 'teach' those in school leadership. It should use the countries and worlds best leadership experts.				
Yes I would. Our 10 schools have worked as a cluster successfully for twelve years raising student achievement in decile 1-4 schools and maintaining this increase. However we have just resigned from the Learning and Change initiative, which is the for runner of this proposed initiative, as the structure did not fit our success criteria, way of operating or school/community culture. We need an outside neutral facilitator of our choice. None of the present principals or teachers would take on the role as expressed by the government as it would alter the collegial balance in the cluster. We don't need an outside principal telling our already successful cluster how to work. We need the skill and energy of an outside facilitator. This person needs to facilitate our ideas and provide or locate the extra learning that we need to implement our plan. This could be one person or more likely two or three people to provide the range of skill we need. We also pulled away from learning and change because of the reporting to MoE using the National Standards as a tool. We have no problem reporting but National Standards data is not valid or accurate enough to show success in our area of intervention across the cluster. We don't think this model, based in a country very different from ours provides the NZ way forward. We do agree that clustering is very powerful and produces change. However it needs someone, but not a working principal, to help provide the energy, admin and skills to keep it going. We also need to use useful data that is specific and linked to our outcomes to prove success and target students and learning areas of most need. National Standards data is not the tool. We have agreed tools we use across the cluster that allow us to mine the data successfully. We do need to be able to pull together the data from the tool of choice to get cluster data easily. A management advisory service that we could contract to would give us the opportunity to hire the people that best meet our area of need and working style. Our best principals will not want these positions as they are working too hard in their schools and leaving them for extended times will effect students achievement. Some principals will see this as an opportunity for money and status and they are just the ones we don't need. Just an opportunity for the old boys network and the ones with big voices to pat themselves on the back.				

Yes the sooner it starts the better					
Yes this would be good. We had leadership and management in Team solutions and it was taken away. This was attached to Auckland Uni					
Yes, as a reasonably inexperienced Principal I would welcome the return of rural advisors who were able to support principals with everyday issues and who had practical experience in schools.					
Yes, at present we use PLGs - funded from the school. The idea of a management advisory service is sensible and would be very helpful.					
Yes, but would this be a mechanism for SHARING of good ideas amongst leaders.... or just LECTURING them on 'one pathway' processes?					
Yes, there is no support from govt for Principals, as there was previously					
Yes. Based upon the impact upon me by the Principal Planning 7 Development week I had this is a preferred pathway.					
209 Categorised responses	Totals	74	56	22	58
	Percentages	35.4%	26.8%	10.5%	27.8%

Summary

Supportive of School of Leadership

35.4% of commenters were supportive of a School of Leadership

Conditional Support

26.8% suggested they would support the School provided certain conditions were met. The most prevalent included:

- advisors be seconded practitioners or otherwise closely involved in the sector (15 commenters)
- advisory be free from political influence (10 commenters)
- initiative be developed in consultation with sector
- selection processes be fair

Undecided / more information needed

10.5% of commenters were undecided due to lack of information.

Critical of SoL / Alternate suggestions/comments

27.8% were critical of a School of Leadership or provided alternate suggestions. 29 respondents rejected the initiative, while the remainder made other suggestions / comments

Question Six	Identified Themes			
Other Ideas for Strengthening Leadership				
<p style="text-align: center;">Themes Described...</p>	Increased access to PD / formal training / mentorship	Advisory	Collaboration with other principals	Other suggestions
<p>- Short term secondments to MOE - PLD monies to local Principal associations - Drop the whole education direction this government is heading in. - Support the MACs initiative properly funded and resourced. - Provision for upgrades to Degree, Masters, Phd - Provision for overseas scholarships - More rigorous checking of red necks in our schools</p>				
<p>\$360M buys a lot of classroom teachers.</p>				
<p>356million could go a long way to subsidising professional development across this sector, More opportunities to access courses, post-grade studies, huis etc all of which are really expensive. U3 schools don't have big money to spend on P.D so mine is given to staff. Making me the last cab off the rank!</p>				
<p>360million divided by 4 years by 2400 principals is \$37500 per principal. Use that per principal to have them attend holiday based PD sessions every year. Make it compulsory and look for improvements in schools in all areas of school operation</p>				
<p>A better mentoring between cluster schools and principals.</p>				
<p>A compulsory research degree as a component in Principalship</p>				
<p>A decent funded national advisory service using seconded established practitioners covering all curriculum not just leadership</p>				
<p>A decent ladder of promotion. At least working up through sizes of schools (including rural) helped set me up with dealing with people and communities.</p>				
<p>A failing school or school/community in conflict needs a range of resources over a long period of time. Staff may have to be moved on quickly and teachers will need support and additional resources to cope with the stressful situations they may be in. We already have ERO and the MOE able to intervene in schools. Their roles need reviewing and perhaps a more co-ordinated response needs to be developed. There is no point propping leaders and teachers</p>				

who are not the right fit for a school. It may be expensive in the short term to install the best staff make up but in the long term it is the only approach that will work. Top down solutions like the ones proposed will make little difference in the classrooms except to increase staff turn-over. Is ERO & MOE doing their job properly?? ie are they identifying schools with ongoing difficulties and providing the means by which these schools can recover?				
A leadership PD allowance that allows Principals to do PD without using their schools funds.				
A leadership training centre would be great, similar to the UK				
A mentor programme				
A Ministry Senior Advisor that knows what s/he is talking about and who actually listens and gives advice that is useful!!!!				
A model similar to the LCN where clusters of Principals can share practise and work collaboratively.				
A personal mentor/ supervisor - the sort of model used by people in counselling work. Someone who would be a critical friend/aid to self-reflection.				
A principal might be released for a period of time from their job allowing a DP or such to experience school leadership. That principal might then mentor 3-4 others spending time in their schools working with them for a period of time. They might be rewarded with an extra \$ amount for sharing their expertise??				
A programme like First time Principals for principals who have been in the job for about 6 - 8 years and again for Principals every 7 years. Just to refresh and rejuvenate and help them keep up to speed with current practices.				
A programme similar to first time principals, but targetting a range of experience within the profession so it is tailored to suit needs. Dedicated management advisory - they seem to have disappeared.				
A programme similar to the First Time Principals programme for experienced school leaders.				
A real Advisory service. One that is properly resourced. One that is also free to promote ideas that are not contained in Hekias Bible and that are not National Party propaganda.				
A reintroduction of something similar to the old liaison inspector type of role that was free of most bureaucratic compliance and focused instead on practical support from independent experts. Often this would involve directing principals to either courses or to other principals whose practice would support them.				
A school leadership team to help those that need it. They can't work on their own but in teams of three perhaps. Responsible for principal's PD and assisting principal's grow their profiles.				
A strong professional union that recognises political crap when it sees it. This initiative will lead to over managing schools and government control because patsy right wing principals will be selected for roles that no-one wants them to be in.				
A strong, accessible, free curriculum advisory service.				

A very carefully constructed, collaborative investigative team to look at the possibilities for strengthening leadership, ensuring that those selected represent principals as well as the MOE.				
a "walk in my shoes" type experience for all those in the succession plan				
Ability to use a tool to collate various NZCER tools so that cluster data can be collated that will identify specific learning target areas. Ability to have someone help administer the cluster. Providing skills in a variety of areas, such as meeting arrangements and facilitation, typing documents such as cluster curriculums, chasing resources such as professional development for principals and teachers. A range of experts available to provide leadership leaning opportunities. Not just for principals, teachers lead too. Exemplars/frameworks for planning and cluster management. Board training but not from STA. Training or conferences that look at cluster opportunities and possibilities. We are often non competitive but our Boards are not. They have to see where the win is for their school and we need good information to convince them, especially those new to Boards. Maybe				
Access to quality PLD. Mentor/coaches - much like the earlier advisory services.				
Additional leadership staffing component in staffing entitlements				
All principals have mentors				
Allocating this funding to schools to staff in such a way as to ensure the principal can focus on student achievement, curriculum and professional development, i.e. self managing schools being able to determine what that might look like for their context, eg. we employ a School Operations Manager, and staff for pastoral care needs of students and their families- in an attempt to ensure this is prioritised.				
An acknowledgement all the time that school leaders are doing their job for hundreds of kids all over the country. A political lens that all decisions are looked at. This lens looks at the impact on vulnerable children and their whanau. A policy that empowers communities and addresses the inequalities for many. This is not an education problem it is a whole of society problem. People need to feel connected to their whanau, community and each other, then we will see change in our world.				
An area or cluster should appoint their own Change / Exec Principals for a contracted period, if none were suitable then the best candidates would be schooled for the role then take on the roll for the contracted period.				
An increase in Leadership staffing so that a school's leadership team can be strengthened through inquiry and reflective practices that are focused on matters specific to that school's context				
Any 'programme' must take a very holistic view of leadership. A narrow focus on reading and writing information is so narrow and actually really only the by product of successful leadership.				
Appointing people who have the skills and abilities to challenge the current regime.				

Appointments to have a compulsory "adviser" - MOE paid. No tick from that person then a BOT re-advertises.				
Appropriate training to do the role. How to work with Boards. An independent group appointing Principals into the role.				
As above. This way we wouldn't get jealousy amongst Principals and they would be released full time for 1-2 years to do this job.				
As above... A leadership advisory born from the sector.				
as in cluster initiatives, again use of strengths V popularity figures...				
availability of coaching groups including principals and academics				
Availability of leadership support as required, even in a mentor role. I used Team Solutions when I first became a Principal and it was fantastic. One of the issues for me now is that the people that are often used by the MOE under their PLD are not always skilled.				
Better appointment guidance and consistency for Boards of Trustees. Some principals appointed are not up to the job. Strengthen the FTP mentor relationship, and make it more transparent. Principals should be able to offer to be a FTP mentor, perhaps for a 2-year tenure, with some recompense but not \$40000 or \$50000.				
better professional development support for lead teachers and management staff				
Better support for professional development for first time principals especially in isolated rural communities. The FTP budget seems to have been slashed with principals only able to attend one conference. If I want to access professional development I have to travel for an hour and a half (one way) and besides which, by the time I have paid for a reliever to take my class and paid course costs and travel (on the odd times I claim it!) professional development becomes prohibitive.				
Boards of Trustees should have been included in this initiative.				
Bring back "rural advisors" and "visiting teachers". They knew their stuff from my perspective, and their role was to work WITH you...not against with such a narrow focus on improving National Standards data!!				
Bring back a principal advisory service where principals are seconded for a period of time. This is significantly different to the old service that made permanent employees who after many years became "out of touch" with the role of principal.				
Bring back Principals advisors a flexible and highly professional position. It should never have been gotten rid of in the first place				
Bring back the resources of leadership and management school advisers. Successful principals employed independent of a school .				
bring back the support!!!				
Clear data that identifies what current issues and concerns are e.g. poor leadership, BoT etc. We have ERO that are able to identify 'poor performing' schools, why not work with these school specifically rather than a blanket approach? Another option could be to set up				

something like the First Time Principals programme for all Principals - a mentor system.				
Clearly established Professional Learning Groups of Principals of similar schools. Group supported by experienced mentor.				
cluster of schools in the same area to meet together to discuss strengthening leadership				
cluster principal groups sharing best practice				
Clusters of local principals working together promoting engagement and collaboration within and across schools. I also think that all principals should work undertake personal professional development and complete a masters in educational leadership degree - leaders walking the talk!				
Clusters of Principals working together Everyone equal and supportive Release to focus on something as a group External people challenging thinking				
Coaching and mentoring support in clusters				
Collaboration, especially for rural schools				
Collaboration. Remove competition.				
Collaborative professional approach that works together not over the top of a current principal.				
compulsory post grad qualification				
Compulsory Professional Development where every school principal needs to participate on a three yearly cycle.				
Compulsory school leadership networks for all principals led by an experienced leader whose specific job is to do this.				
Consideration of rural schools				
Consistency around the appointment process for principals				
Contestable funding to support collaborative leadership projects within regions - supported by facilitator. But also opportunities to work outside own region to do more cross-pollination!!				
Continue First Principal Training and Aspiring Principal training				
Continued / enhanced support for Learning and Change .				
Continued availability of First Time Princ Prog and Aspiring Principals prog.				
Continued review by Moe so as to empower schools to be self managing - greater transparency from the Ministry and the Minister. A Minister that acknowledged the overall hard work of the profession				
Courses that contribute towards post grad diploma / degree funded				
Creating the opportunities and resources for schools to work together in developing leadership in clusters rather than another command and control position would be the best way. Many clusters are already doing this and could benefit from resourcing to sustain it.				
Current practitioners with current knowledge and best practice on the ground helping colleagues and supporting change that needs to happen.				

Currently, it feels like the blind leading the blind. Those who can afford to spend big bucks can buy quality PD. Otherwise, you have to trawl through an unsustainable load to find anything online. It would be good to have quality options available locally and affordably. Good on CORE getting the cream of the crop BUT can we afford them?				
Cut down the red tape of property and finance issues schools face and let us be self-managing schools that have control of these areas and let us truly focus on leading teaching & learning in our own schools first!!!				
Cut out all the "stuff" we are having to deal with that wastes our time and frustrates us. Things that used to be simple and fast to do are now mountains we take weeks to climb - good examples are the Novopay failure, property issues that take months to resolve, huge demands of reporting (national standards) all for no positive outcome!				
Decent salary for existing Principals working incredibly hard to effect change in small schools.				
Degree focussed learning				
Development programmes after First Time principals for more experienced leaders				
dismantling governance legislation of boards and giving responsibility back to a central body (MOE) whose role is 'no school left behind'				
DP and AP specific development				
Early retirement. Principals sitting in schools seeing out time should be able to take early retirement.				
Easier access to curriculum advisors even if your schools N/S are of a high standard.				
Ensure principalship involved doing time in smaller schools (as principal) before moving into a large school. Serving an apprenticeship as a school principal in a small school is paramount.				
Ensuring some regular paid supervision opportunities for principals. Many people underestimate the complexity and loneliness of the job and its demands.				
Equity across the sector. Principals in U1 / 2 have to do the entire job on their own. No DP or leadership team to assist.				
ERO could have a role here by recommending aspects of schools' systems they found of worth.				
ERO sharing best practise and recommending mentors and role models.				
Every school Principal has a Leadership mentor or support officer works with them regularly to assist in meeting administrative requirements , collection and reporting of data etc so they can be more actively involved on leading the learning.				
Experienced Principal Contracts- I got heaps out of this opportunity to work as an equal alongside other Principals				
Extend the mentoring component of First Time Principals. Bring back management advisors - 1 per region. Neutrality is the key here.				
extension of FTP programme to other P				
extra release time to mentor and be mentored.				

Facilitation of PLGs to identify common areas for school leaders to address.				
Feel there is ample opportunity at the moment with courses sharing and so on.				
Find out what good clusters are already doing, and apply some of their ideas - eg cross school moderation, sharing data, observing across schools.				
Formalised groups with ministry support such as the PLC which I belonged to in 2005/6				
Freer exchange of teachers between schools so experienced classroom teachers can refresh.				
Fund a user-friendly advisory service that has regular contact with schools and is available for specific PLD, and NOT the current model.				
Fund trained teacher aides with the funding (teacher aides in all schools based on FTTE)				
Funded PD during holidays that Principals could attend. PD that Principals could choose and not be forced to undertake. Opportunities for Principals to choose their own Principal expert rather than having to have one chosen for them. That expert Principal could then be paid from the \$350 Million.				
Funding for Principal's P.A. Funded Principal coaching (non hierarchical)				
Funding to release Principal's of small schools to attend regional hui's on school leadership. This leadership would need to include a mixture of experienced Principals, lecturers, speakers with a shared vision for leadership growth and support based on a high trust model. The development of support clusters, principal road trips to other regions to build expertise across regions.				
Funding within clusters of schools to initiate opportunities.				
funding/teacher release equivalent to greater support release. Cluster funding to assist existing leadership PLGs or the likes of LCN clusters				
Genuine consultation with all stakeholder groups representing the profession so that everyone is aware of the big picture, what is to be achieved, purpose, is professional based and has a good level of support.				
Genuine consultation.				
Get over it and start amalgamating schools in urban/rural areas within a 10-15 km radius				
Give schools a greater staffing component so leaders and experienced teachers have the time to work alongside teachers. Have seen this model working in Australian schools.				
Giving the learning clusters money for principal PD together				
Greater communication with MOE so that there is a greater understanding of the role.				
Greater focus on providing administrative support funding through op's grants. Tagging positions for Principal administrative support (property, finance etc).				
Greater guidance to Boards on the appointment process for a principal				
Greater in service support for Principals in the job				
Greater mentoring and coaching available to all allied with professional supervision Thought needs to be given to the establishment of principal advisors not encumbered with being a current principal of a school.				

Greater release time for U1/2 principals and dedicated budgets to support cross-school collegiality.				
Greater sharing of physical resources and specialisation				
Groups of principals working together in clusters to support each other, share resources, best practice etc				
Have a Minister of Education that actually knows something about education. Have a government that really cares about our children and their health and well-being.				
High trust, greater ERO role for accountability, education not being used as a political sound bite from National				
Higher salary would attract more competition into top leadership roles. Funding to support Professional Learning for Principals in local areas through 'a school of leadership' maybe within existing structures (relationships with universities) could be enhanced and have a greater effect.				
i am in my 6th year as a principal and the most important part of building my capacity as a leader is having a good network of other principals to share stories with and bounce ideas around with xespecially when i have made a mistake.				
I am part of a group that began based on an initiative some years ago. The group has changed over the times, we meet for breakfast once a term and share ideas.				
I believe the real concern is the process product model that is applied to a job that is as much an art as it is a science. After all it is about growing human capacity to be successful.				
I can definitely see a place for experienced Principals proven as effective who are regarded with deep respect by people within the profession or their community being utilised to work alongside Principals who are struggling. Perhaps leading PLG's and mentoring Principals - this seems to stop after they have completed the First Time Principals programme! In someways I feel the old inspectors and Principals Advisors used to provide this support for Principals -and both these roles have disappeared. It seems the SAF's have taken on this role, however it is not common to find these roles filled by highly effective Principals! I do think there is merit in what the government is saying are present issues in education, but I am not sure they have come up with a very good solution!				
I found valuable support in engaging a mentor - past principal and Education Consultant. He was worth every dollar!				
I have a mentor principal. That is all				
I have mentored FTPs for 7 years. Those in schools with difficulties are hugely stressed and invariably leave quickly to other jobs or go out of education. Those in performing schools do very well. Very experienced Principals need to go into schools experiencing difficulties and given all the support they want.				
I like the concept of LCN				
I love the idea of a Principals centre like Harvard or England, Singapores models				

I think it is critical that there is acknowledgement that schools are very different and a successful leader in a high decile school probably can't help a small low decile school struggling to add value to learning community. There are many more mismatches aside from the example above				
I think networks or clusters are proven as a way to build practice and share strengths across schools. The problem was that the cluster leaders were not rewarded with time or money. the Executive principal position seems to address the problem. you cant really have all schools operating as corner dairies- there are positives about joining for things of benefit and to be able to share curriculum strengths. if you've been in a principal position from your early 30s you need to have a career view and not just flat line.Ive gone from small to larger school but all my opportunities for further work are being part of ministry work groups etc and they are on top of my job now and unrewarded. It would be nice to have time and money for all the extras.				
I think the concept of a successful Principal working alongside another is brilliant. Guide on the side.				
I think the principles behind the announcement are great. I believe the government didn't consult about this and will force it through. If we consider the outcomes we want to achieve and backmap these we may end up in a better place.				
I think the SAF model can work very well, given the right people.				
I think we need to see how this initiative might work first				
I was heartened to hear that existing PD cluster initiatives would be considered as an alternative model. The ICT cluster PD contracts therefore could be under this umbrella where the lead school received financial support but it was not necessarily the principal who had to deliver the PD.				
I wonder about utlilising and supporting groups/teams of principals/principal associations to do build support networks.				
I would like to see cluster school principals be given much more opportunity to engage with each other and also across clusters.				
I would like to see Principals who have knowledge and understanding of Employment Law. Share employment letters, what to check etc, I would welcome a person to help me and I know I am not alone on this one.				
I would love to see a strengthened advisory service which is free and available to all across the broad curriculum				
I would welcome an approach that is centred on developed great schools with great leaders at their core. Great schools should not be measured on narrow criteria and neither should leaders. True research and understanding needs to happen in leadership theory and practice in order for there to be real change in the profession.				
I'd challenge any high decile principal to cope in a decile one school, and vice versa. Poverty				

is an important factor that gets left out of all of the so-called solutions. The monocultural, very Pakeha, system we work in is another factor that never counts. Solutions to strengthen school leadership have to be context-based and relevant.				
Identifying the aspects that make a difference for children and dumping those aspects that fall outside the identified parameters. The expectation that Principals spend hours on stuff that doesn't make a difference is what is driving so many from the profession.				
Incentives for young graduates to train. Clear professional pathways. Higher pay rates to attract quality applicants.				
increased staffing into schools to allow effective delegation of task to people who are not already stretched coupled with a mentoring programme to encourage those that can't effectively delegate to grow in distributed leadership.				
Intensive out of school training as a requirement instead of this fascination with Masters and Phds that dont relate to the running of a school. Things like writing Charters , techniques for lift Maori achievement				
Invest money in giving Principal's more time and structures to be together and share, to learn anf inquire collaboratively. Insist upon advanced tertiary qualifications for school leaders but provide the time and money necessary to support their attainment.				
Involving the principal in a non-stigmatised form of support. Perhaps ongoing group reflection/PF in which all principals partake and then another level of individualised principal support which looks after particular principal's support - suited for that particular teacher.				
Is there really an issue with school leadership? Has nat. standards uncovered this? Why are we even acknowledging this as an issue. As a natural occurrence there will be some schools with poorer leaders. Deal with them as required.				
It is my understanding that a significant percentage on New Zealand schools have a roll size which does not provide for a fully released Principal. I would have thought rather than providing more funds for a change principal, but still expecting them to teach part time, perhaps the extra funding could go towards additional staffing to leave the Principal free to concentrate on running the school.				
Keep working towards improved relationships with the MOE. Not all Principal Associations are created equal strengthening these would be good too.				
LCN (learning change networks) are doing this at the moment				
Leadership at a local level for local needs. What has happened to PD at a personal level and PD for leadership at ministry level where we have facilitators visiting schools already doing a great job. If there are identified schools that need extra support fine let this be more deliberate.				
Leadership operates at all levels therefore creating release time for team leaders/critical friends to mentor would be a way forward				
Leadership 'school' such as in England				

Leadership suited the school needs				
Leadership time given value and status within a Principal's JD - so that it is considered effective use of a Principal's time in his/her day job				
Leave expert teachers in their classes and provide funding for schools to release staff to visit/observe/korero.				
Less "direction" from outside agencies. We are in grave danger of losing an outstanding curriculum with the current narrow focus on National Standards. It seems we are being "cloned" and forced into compliance.				
Less focus on time wasting - National Standards and othe nonsense compliance issues.				
Lessen the political bureaucracy and let primary schools get on with the real task.				
Like the notion of collegiality of best practice and we have already explored some -let's build on -EHSAS, Learning & Change Networks, Ariki, Experienced Principal Development, PDPC, etc, etc....!				
Link in to EROs 1-2 year review cycle model and strengthen that with a multi-agency approach, including perhaps some principal mentoring/support.				
Look at geographical areas where collegiality amongst schools is positive and working.				
Looking at support initiatives with the Admin aspect of schools ie Charters, Performance Management, Funding opportunities etc so that we are no continuously re-inventing the wheel.				
Making it easier for BOTs to get rid of low performing Principals and changing the process of selection of Principals. Prospective Principals to have more PD				
Making observation type positions available in ERO for Principals to be part their teams - maybe making a term secondment rotating Principals through this. Provides the wider leadership aspect of the new career structure , plus it will allow Principals to see schools in action - good and bad. It will also enable Senior Teachers and Teachers to take a step up into management and leadership roles ie Acting Principal , DP,Senior Teachers. We are coming to a time where we need more people to step up to Principalship with the 'Baby Boom' people about to start retiring - how do we prepare the next level of Leadership?? This move would cater for this. The cost to the MoE would be Acting up salaries, but it would also strengthen ERO giving them recently experienced people offering their perspective to reviews. A real WIN WIN situation for all.				
Making sure that principals get off to the very best start by having access to a very strong and properly funded First Time Principals Programme. In this programme, mentor principals are basically cheap consultants. If this was the private sector, the investment would be more significant.				
Management staffing for certain schools should be increased. Low decile, area schools, dual campus schools, especially large schools etc.... Part of the problem is that many of us are simply juggling too many roles and tasks all of which need to be done but leave us very little				

time for leading inquiry processes, for serious school development, raising student achievement etc.....				
maybe the commissioner type role blending with a superintendent type role so its independent of the mother school too many divided loyalties otherwise				
Mentor (expert) Principal selected by the school in difficulty (including the principal) given incentive payment to help improve the academic and systemic performance of the school. Targets identified and timeframe set (3 years max). Mentor Principal's school also given payment (through Teacher Salaries) to release their Principal.				
Mentor principals. No additional payments required. Someone who may be out of your area, is not threatening or in competition, but there to assist and give advice.				
Mentoring and coaching				
Mentoring and coaching models				
Mentoring opportunities as offered similar to the FTP programme				
Mentors. As part of the FTP I have a mentor but when that is over she will be gone. A longer term mentor programme. would be nice.				
Ministry appointed or at least centrally appointed principals to these positions				
Ministry funded PD similar to Aspiring Principals, First Time Principals and the now defunct PDPC.				
MLE Leadership and innovative practices Appraisal				
MOE supported Professional Learning Groups /support groups where we could access support and knowledge from principals / MOE staff who excelled in that area of need.				
More collegiality as with the Introduction of tomorrow's schools everyone is 'buying' for pupils etc some schools have a higher profile (or so some people perceive) so the field is not a level playing field - parents look at the decile thinking the higher the better - but they forget to see that those schools have issues too.				
More comprehensive mentorship for first time and newer principals.				
More effective teacher and senior management PD shared across and amongst schools.				
More funding to allow principals to delegate more of the management stuff - we could then concentrate more on curriculum leadership and student achievement.				
More local clusters meeting with inbuilt relieving component				
More MOE funded PD. There are some wonderful conferences but for a Principal in a small school they can be unobtainable due to the cost.				
More money for increased support for principals - admin staff, and walking DPs				
More of a focus on collaboration and support with MoE. Develop a culture of working together.				
More pay.				
More PLD, networks, lead inquiry for experienced principals				
More practical help instead of theoretical pedagogy				

More practical support for in school administration would go a long way towards freeing up principals for professional leadership. We are extremely time poor!				
More real sharing between principals - some don't know what they don't know				
More release and PD for Principals				
more release time for DPs and Aps				
More robust mentoring of new principals and those who identify a need for support; improved pre-service principalship training (NAPP); more widespread support for principals undertaking post-graduate degrees in leadership.				
More sabbaticals				
More support for the basics that take up so much of our time battling for - property support never seems to improve and the funding formula is inequitable. We need more support to free up our time for being involved in teaching and learning.				
more teeth around the identification and remediation of non performing Principals immediately				
My job description tipping towards Educational Leadership instead of the current Admin/Leadership model				
National Leadership programmes, that build on the work that programmes such as First Time Principals does. Opportunities for leadership development are limited at this time.				
Networking and sharing ideas with others works fine for me. Appraisals could be much more collegial. PD should be freely available.				
No teaching Principals. Job getting too big to manage if teaching.				
Non contestable sabbaticals to complete or upgrade postgraduate degrees. Maybe build part of it into pay structures as they do in Canada.				
Not so many schools - 10 is huge!				
NZPF Executive up front first of all with Political Allegiance??? Then we will have no back door committees being formed -(Kelvin Smythe)				
Once a term visit from an advisor to school to discuss progress, not reporting to min Ed, just to clarify where changes could occur				
Ongoing leadership PD built into appraisal Leadership and management advisors reinstated ore support for Principal mentors. P.D. support for teaching Principals.				
PD needs to be ongoing and regular and affordable. PLG groups for all within local context and at no cost to schools. Most courses at present are in the big centres and expensive				
PD where you can see best practice. MOE producing best practice.				
people/school cultures/leaders that need help may be very clear about what sort of help, advice and leadership model they want/need. top heavy advice may cause resentment and barricades to success. just ask them!				
Perhaps a requisite of the job or to get the new Career allowance payment that on-going leadership training should be introduced. The PM's new pot of money could contribute to this				

and also perhaps increase the amount paid to principals who show commitment to continuous self improvement				
Perhaps fulltime DP and AP release (depending on school size. Time for consolidation of initiatives already started.				
Perhaps where some Principals when retired can be utilised in some form of support. Australia did something like this allowing some to retire earlier to undertake this role.				
PLG's to support principals. These could be funded by the Ministry instead of using money to pay individuals.				
Post graduate study in leadership and curriculum from across the universities would ensure provider/capture scenarios didn't happen				
principal and lead teacher support with release days, to be off site and in other schools and strengthening practice.				
Principal clusters that have funding for professional development				
Principal Professional Development incentives				
Principal Qualification needed and placement in schools to get to know the reality prior to gaining a position. Study awards could help this happen. First Time Principal programmes while on the job are probably not intensive enough for many new comers to the position.				
Principals and leadership centre of development. This could include the ability to link with universities and also act in similar way as Principal Development Planning Centre context, and as a resource centre.				
Principals being able to take time away from school, with the blessing of their BoT, to look at other school and other styles of leadership that are recognised as exemplary. Often BoTs question too much why a principal wants to be out of school sharing with their colleagues.				
Principal's focus groups.				
Principals in schools being released to share good practice.				
Principals seconded to work with schools for 2 terms. Secondment could be with MOE as utililises existing infrastructure				
Professional development				
Professional development for new principals as this seems to have been removed apart from the Fist time Principal's programme, which is not enough on its own for learning all the nuts and bolts about managing a school.				
Professional development provision for specific aspects of the leadership role that could be accessed as principals needed them				
Professional Learning and meetings for Principals that are regular and required. Minimum expectations of what is required to become a Principal.				
Professional learning and more collaborative practises as we all look like we are inventing wheels				
Professional opportunities such as uni courses..bring back the old principal advisor model.				

professional principal advisors available to school for FREE !				
Professional supervision. Leadership advisors connected to clusters.				
Proper support from the Ministry of Education, real consultation around plans with principals involved at the development. Real support for principals work.				
Provide leaders of small schools sufficient resources to enable them to lead learning at all levels without their attention being diverted to 'making ends meet' thereby compromising their time and energy and leadership capabilities. This will also afford the principal time and energy to participate in more PLD of his/her own as outlined in No 5.				
provide more time to u1 schools...2 days release per week				
Providing leadership development through regional clusters, most of whom already have a collaborative approach to the education of children in their area and share best practice.				
providing PD for principals that was free such as coaching				
Provision of funding so that principals can actively engage in PLD and involve themselves in PLGs or similar. Especial for smaller schools where principals have a teaching component as well.				
Quality funded professional development for all leaders.				
Quality PD for principals				
Quality PD for school leaders paid for by The Ministry. At present I get wonderful PD through an excellent Experienced Principals group facilitated by an excellent person. My school pays for this at present. Our group focuses on higher level thinking about leadership and national issues etc				
Quality PLGs work if principals are able to work together with leadership inquiries and sharing practise.				
quality professional learning groups established across clusters to address real concerns and to discuss research etc without so much political interference in these meetings				
realistic staffing in smaller schools - work load and administrative requirements are the same for all principals				
Recognition of the role the Principal plays from Government and the complexity of the role.				
Redevelopment of the professional cluster programme. There were some very strong and productive learning groups about for years that fell away when advisers and the like were disestablished.				
Reduce the amount of rubbish they want us to write - all our charters could be the same at its what they want at the end of the day same same .				
Reducing the administration load - Novopay is taking a lot of my time, we're a small school and can't afford a specific payroll person or a principal's PA. That would free up my time to focus on learning and leadership.				
regular reflection time with other Principals				

Release Principals full time e.g. secondment to support schools if that is preferred way to go				
Release time to visit with other Principals in their schools. Curriculum updates on best practice for Principals. It is easy to get removed from the classroom practice, since the teaching staff are the ones attending PD. If we are truly leading curric, we need something tailored for us.				
Remove some of the "other issues" eg property, compliance so more time can be spent on teaching and learning				
Reshape the Principal Adviser positions as 1-2 year secondments. These could well fulfill the roles outlined above more effectively.				
Resource kiwi leadership initiatives Have full time principal mentors Use BES leadership as the basis for deciding what is good leadership Invest extra money into infrastructure to support school leaders				
resource to be used for adding HR resource to school, this would free Principals to address needs in their school to a greater degree than at present				
Resourcing clusters directly such as LCN should have money to support the initiative and release leadership				
Resourcing Professional Learning Groups. Resources so that middle management, lead teachers within a school are able to be released to work within their own schools.				
Return to an advisory service that includes a regular pop-in visit to support current urgent issues. Principals were able to tap into specific support AS WELL AS get general support up to 4 times a year				
rural adviser 'approach. seconded for two years full time. less numbers than currently proposed but more streamlined. not every school requires advice all the time. In fact many of them do a great job already.				
Rural advisory – reinstate				
Rural areas receiving help with leadership etc from experienced rural teachers/ principals				
Sabbath projects as indicated above				
Sabbaticals for principals for a term to plan with advisers the best support for schools.				
Saturate the sector with advisory resources skilled in developing programmes in reading, writing, number and science				
School clusters where leadership is shaped though collaboration and sharing. This should be resourced with the 365 million				
School Districts but nice ones not a nasty model like the US & UK Use the same dough the PM is proposing to establish clear professional leadership at the sub-regional level.				
Schools set goals in charter. Schools get bonus funding / staffing to sustain interventions long term - would need to make a good case for the extra funding based on sound research, etc. Could have a principal bonus in there as well for incentive to stay at the school longer.				
Second expert principals for a year from their own school rather than ask them to do it two				

days a week.				
Second principals to carry out the role of supporting schools rather than do at the same time as running your own school. Doing this would give DP's experience and develop skills in Principalship				
Secondment to an advisory role.				
see email john.wright@mbas.ac.nz				
Self selected collaboration - where clusters of Principals could apply for some contestable funding, and meet agreed milestones etc. Self starting/self selecting - not imposed solutions.				
Set up opportunities for schools to work together such as the ICTPD clusters				
setting up professional leadership groups. more leadership time in smaller schools				
Significant funding to be made available to develop and maintain 'voluntary' clusters of schools / school leaders who wish to share their practice and expertise with each other in a structured non-threatening / non-'superior' arrangement! I've seen it work superbly through the likes of good ICT Clusters.				
Since the loss of the Rural Principal Advisers, too many rural principals are operating in isolation and have little professional support. If this model can help in a manner similar to the old Rural advisers, then we ought to consider it.				
Site based support for at risk schools where the principal/leadership team are mentored to lift performance - and im not talking about the current system. Secondment by principals to moe/ero that is attractive and relevant and something to aspire to - leadership advisors would be a welcome return for schools.				
Small groups of 3 or 4 principals with different levels of experience and expertise. Willing to develop close links and to support each other Ppaid time to meet and share ideas, programmes, etc to demonstrate. This is what we don't get time to do. Outside of clusters probably best.				
Special PLD budget for leadership networking for principals, especially in smaller schools with teaching principals; continuing the 'Experienced Principals Development' contract that was a pilot a few years ago; funding for initiatives such as ESHAS and PLC's				
Specific leadership development and opportunities to share, reflect and inquire - as we encourage our teachers to do to shift practice.				
Staffing funding for PD				
Strengthen Arika				
Strengthen via working within own school and collaboration with others				
strengthening and resourcing current professional development opportunities. the government putting more faith and support behind schools. the government acknowledging that it is factors outside of school that have a huge influence our 'tail' of underachievers, rather than ineffective schools.				
STRENGTHENING THE RELATIONSHIP BETWEEN MAORI AND NON-MAORI PRINCIPALS; A				

CHANGE OF HEARTS AND MINDS - A MOVE AWAY FROM MONO-CULTURAL SYSTEMIC BARRIERS				
Stronger appraisal for Principals				
Stronger emphasis on cluster leadership getting together would be good, for problem solving, skill sharing and working through important issues.				
Stronger one on one mentorship based on an Inquiry model .				
Structured leadership groupings focussed on personal PLD, using QLC / PPLC model. Enhanced salary recognising leadership role within cluster.				
Studytime as a part of principalship as in x hours per week, paid, plus subsidised fees to attend conferences targeting school targets				
Sufficient resourcing to allow me to have my DP released to assist me with the leadership of the school.				
Support for clusters - either locally / regionally or needs based groups of schools working together - financially supporting initiatives, release for teaching principals, expertise - PD etc.				
Support for Educational Learning Circles - clustered Principals and not schools as such. Learning Leaders who are able to resource a school with funding that they can help define the purpose of.				
Support for PLG groups, release cover for U1 to 3 principals so they can attend meetings.				
Support of existing leadership clusters without having to opt into MOE PD initiatives which are very one size fits all - more responsive, flexible				
Support of PLG's - opportunity of, release, development of				
Support the school leadership with more M Units				
Support to manage the ever-increasing workload. Beef up Board of Trustees expectations to understand their role. This has been an ongoing issue, with unnecessary tensions and problems, leading to increasing workload on Principals where BoT's fail to pull their weight / overstep their role and create a myriad of issues. MOE needs to develop clear & succinct guidelines. Trustees take a lot of time to understand their role.				
Supporting all schools with additional resourcing. Even those schools seen as successful (particularly those with high numbers of priority learners) would benefit from additional support to sustain gains.				
Supporting the clusters that we have got in a practical way would be great.				
supportive PD not completely overpriced, under delivering examples.				
tailored PLD to suit the need				
Talk to the sector and work this through with greater sector involvement. The notion of a small hand picked group to do this is fraught and will be rejected by the sector in my view!				
targeted sabbaticals for current leadership				
Teachers looking at Principalship need to have as a prerequisite some kind of very good training in leadership and management.				

Tertiary study / Short periods of secondment / Formal Mentoring programme				
That Principals who have been in a school for some time spend time at another school/exchange so that they dont become narrow in their educational outlook				
The challenge of leading a school is complex and requires the Leader to develop networks both in the educational sector and business sector. These Networks are crucial when dealing with challenges. We seem to look for the magic pill approach. Most of our schools are very effective, yet we are allowing the Political Parties to actually defame our places of work, our profession and our leadership.				
The challenge will always be reaching those who need the help but never ask for it. Some sort of regional panel of suitably appropriate and officially recognised (overseen by / failitated through NZPF for instance) colleagues whom principals could select / contact for totally confidential advice and guidance.				
The core purpose of schools should be learning. Principals as leaders of these schools need to also be learners. Leadership can be learnt and is not management, both are needed to be a successful principal. Perhaps the \$ should be used to allow principals to continue their learning at a higher level (Masters of Educational Leadership etc) and take their new found knowledge/understandings back to the school they are charged with leading? Lifelong learning of leading is desirable and essential for all leaders to grow, which in turn enables schools and its members to grow as learners...the core purpose of schools?				
The current cluster organization is fluffy and ineffectual. It needs some formal restructuring and to better serve school networking.				
the current Learning Change Network model good be strengthened and the collegiality in one community would be a strength - primary/intermediate/secondary.				
The current LLC model is not the best way to foster collegiality and collaboration. My personal preferred network includes colleagues in, Auckland, Tokoroa, Gisborne and Christchurch. ITC allows collaboration not geographical closeness. Once was a member of a group of 12 Principals, MoE contestable funding, who operated in two cities - all opted in. One Principal in each city had 0.2 to travel and work in schools in the other city. Funded centrally. PD sharing days planned and facilitated by 2 released Principals. Was excellent and of advantage to everyone. As it worked the Government dropped it!!				
The executive leadership to be a fulltime position for a school cluster				
The Extending Higher Standards Across Schools scheme, abandoned 3 years ago was an excellent way to achieve a shift in school performance. The cluster I was in found that being able to employ a facilitator enabled each school and principal to work for the school's goals and the facilitator melded the cluster's development around these goals (in our case Fullan's work on strengthening clusters of schools). It was an organic and local process that enabled our cluster to achieve some ground braking development. Without the facilitator the effort collapsed as the cluster schools could not afford to finance one, nor could any of the				

principals take on the facilitator role without harming their work in their own school. There may have been issues with the EHSAS model but it certainly worked well for our cluster.				
The FTP was a good start, but it only lasted 18mths (1 year in many cases) after a few years in the job the time is now to develop those Leaders more in professional learning communities. harder for principals in more isolated or rural areas.				
The idea of seconding principals into ERO teams for 3-6 months as great professional learning for leaders has merit. This enables professionals to see what is out there as effective practice. We are currently working through the SAF process. This has been so great for our school. Hope this isn't lost in the mix.				
The inability to attract good staff to low socio areas is a major hindrance to creating a successful school. Are schools really a bad as the PM suggests? Perhaps the non successful "20% (1 in 5 failing) should attend a charter school because they are supposed to be able to make a difference?				
The Ministry of Education working in genuine partnership with principals of successful schools who can work collegially with fellow principals.				
The opportunity for support and funding for the joint NZPF / NZEi TE ARIKI programme to be widened to all school leaders				
The PDPC development centre was stunning. High stakes independent development with no corresponding hierarchy of performance pay				
The PDPC model was a model that had merit because it was for principal and facilitated in the main by principals There was just a need to make some minor modifications.				
The principal development opportunities such as that facilitated by massey Uni was successful, more \$\$ in PD for school leadership. Robust appraisal courses for principals, not competitive just focussed on continuous improvement.				
The school of leadership should also prepare future syndicate leaders, DPs and APs for their role if teachers are considering this step as well as principals. A strong team that understands their roles and responsibilities well will make a difference to the way the school approaches any new learning for both adults and students.				
The so called experts keeping their noses out & the govt listening to those on the ground floor. Also a teacher council with some actual teachers would be nice.				
The Springboard Trust programme is excellent and the model is very good - apolitical , respectful and matched for context. If the government/MoE fund leadership training they inevitably plug a certain particular line. This has happened overseas.				
There are some good developments happening already through service providers e.g. Te Toi Tupu Waikato				
There is far too little done for new U1 principals, especially in remote areas where BoTs may not have had a great selection of candidates to choose from. Perhaps teachers need some kind of strict screening (grading!!!) before they can qualify for FTP positions. Eg a thorough				

Prospective Principals' training course - theory and practice. With a rigorous focus on the culture of remote rural schools. Some FTPs or even some with experience have NO IDEA about what makes rural communities tick				
there needs to be more opportunities for experienced principals to interact and learn from others and other settings. There also needs to be practical opportunities to see how to bridge theory and practice.				
Through the individuals BOT				
Time release for Principal and DP to visit other schools and to reflect on best practice with others				
Time to grow leaders within a school				
To acknowledge and provide greater support to those school leaders with a teaching component across multiple levels and the requirement for everything else other fully released principals do.				
to build the knowledge and understanding of learning within leaders.				
units available to smaller schools				
Unsure				
unsure- maybe something in line with FTTP but around Principalship				
Use of retired successful Principals as mentors				
Voluntary clusters that elect a leader and that can change depended on need				
We need a combination of what we have had in the past years combined and strengthen with it being research based and all Unis being involved.				
What about funding like the ICT Clusters brought to schools to bring school leaders together regularly to learn from each other in a collegial way.				
whatever happens there needs to be enough flexibility to match need to experience. You can't offer realistic support or advice if you have not experienced working in a similar situation eg someone who has only taught in high decile won't fully understand the reality of a low decile school no mater how good a teacher/leader they are in their own school they won't have the necessary life experiences				
When I started my Principalship I had the opportunity to enter into FTP - admittedly it was a pressure cooker year. But perhaps two 3 day retreats throughout the year with Principals at the same stage of School development would be a good start.				
Where MoE truly engages the leadership sector, and not second-guess what might be helpful to improve leadership through the use of our colleagues				
Who says leadership requires strengthening? - you are buying right into the gov agenda here - school achievement is all about 'leadership'!! The super principal will do it all?? Just take the Ps and tchrs out of Epsom (cos 'NS achievemnt ' is graet there - and stick them in South Auck - cos NS data is not so OK there - but - hey - it is all about getting an inspirational 'leader'.				
Who says there is a problem. I'm not aware of leadership issues within the region I'm based.				

Where are these 'weak' leaders?!				
Why doesn't the money set aside for this be used to put more teaching staff in every school to use to catr more effectively for its pupils??				
Working together in your cluster groups. Working with lwi.				
Workshops tailored to addressing issues of 'the tail' practical with 'real' examples of success				
Would like to see greater representation in decision making from different school types. As a Catholic school principal I have no representation on NZPF exec nor through reference groups for this initiative. Is it time for NZPF to have a space reserved for special character schools. For example catholic schools are 10% of all primary schools yet do not have a voice at the table. In a cluster arrnagement how would the special character features of a catholci school be considered by an executive principal with no knowledge of the catholci faith?				
Would need to see the proof that failures in leadership are responsible for failures in student achievement. National standards measure is very narrow and blunt.				
329 Categoriised responses Totals	119	39	67	144
Percentages	36.2%	11.9%	20.4%	43.8%

Summary

Increased access to PD, formal training or mentorship

36% of commenters recommended increased access, funding or release time for PD, training or mentorship. 13 respondents mentioned formal leadership qualifications; 28 valued mentorship; extension of FTP was suggested by 14 respondents.

Advisory

11.9% of commenters suggested leadership advisory roles. Forms included reinstating the Rural Advisory, seconding principals to the role, and ERO experts. In addition 4 commenters suggested appointing change principles or executive principles in line with the PM's suggestion, 3 of whom added the condition that these be selected by clusters or struggling schools.

Collaboration with other principals

20.4% of commenters mentioned some form of collaboration and support amongst principals through school clusters or other networks. Keywords in this category included: sharing, supportive, equal, non-competitive, collegial, critical friend, cooperation and collaboration

Other suggestions

43.8% of respondents made other suggestions. This included a broad range of comments, prevalent themes included:

- increased staff support/release time/ decreased beauracracy to relieve leaders' workload (28 respondents)
- improved relationship with Ministry (12)

- extending LCN (7)
- pay (6)

Question Seven	Identified Themes			
Any final comments				
Themes Described...	Positive comments about PM's Leadership Announcement	Need for consultation / collaboration between sector and Ministry	Operational concerns and suggestions to improve PM's proposal	Rejection of PM's announcement <i>or</i> Alternate suggestions
<p>\$359 million would go a long way to helping students in schools. Last year we picked up around 30 transient students (mainly Maori) who were struggling. Our results in the cohorts were were focusing on were not what they should have been. I asked the MOE how they could help but nothing was forthcoming. If that money was spread through schools and targeted for groups like this it would be more useful.</p>				
<p>\$359,000,000 could seriously address poor nutrition with some schools, provide a lot of breakfasts and supplemented lunches, or improve teacher aide support, or reduce class sizes in schools of need. I think the money could be spent better elsewhere to improve outcomes. I ask, "is there a correlation now between poor leadership and N/S results, or is their a correlation between low decile schools and N/S results?" Will this funding to high performing educators address the real issues with raising attainment in other schools?</p>				
<p>\$359,000,000 divided by 2500 schools equals \$143,600 per school. Imagine that focused on the most needy schools and on teaching/learning!</p>				
<p>A real I wonder if - should we return to a scale system (e.g yellow report) for Principals and intending Principals. BOT can then choose from the rating system to suit . Is it really leadership the problem or is it a general lack of quality teachers? I feel strongly it is the second case.</p>				
<p>A stronger line taken with dysfunctional families. The rights of every child to a good, safe, warm, caring home environment is paramount, and the country needs to grasp the nettle on this. NZ's track record is appalling.</p>				
<p>All of these options (and the recent concerns about student safety from employees) "push" us towards a centralised employer for principals and/or teaching staff. We need to look ahead and work out what strategic and system outcomes we want - before we latch onto piecemeal solutions. Prediction: regardless of which party wins the election a review of Tomorrows Schools will be announced within the fist 6 months.</p>				

Am concerned that the workload would mean the Principal was out of the school too much. This also concerns me for the expert teachers. Being away possibly 2 days a week, plus CRT, would mean a lot of disruption to student's learning.				
Any "new" money into education for innovations should be carefully considered and accompanied by full and genuine consultation with the profession and all stakeholder groups - not be driven by a poliital agenda or a knee jerk response.				
As a U2 teaching principal I find that my time is stretched more time allowance would be hugely beneficial to my situation				
As usual those of us who trained prior to varsity degrees will never get one of the jobs even if we run exemplary school. There is no progression for principals. Its who you know how many letters you have after your name. It has nothing to do with the type of school you run. Bring back the old inspectrate.				
Assistance to struggling schools or principals might work well based on the effective First Time Principal's system?				
At a recent principals meeting the concern over the way NS are heading towards becoming a high stakes assessment and how it will reflect on schools was on everyone's mind. We have enrolled students from a school who have judged a student to be achieving but our school does not see the same evidence. the other school's online NS data is a lot higher than ours. This creates a sense of uncertainty and suspicion of others, which is not good.				
Beware the wolf in sheep's clothing.				
Boards should not be employing first time principals into 'failing schools.'				
Change principals may not have experience in rural schools and the added difficulties this job brings and I do not feel could fairly represent the needs of rural school children, unless they have had that experience first hand. The money needs to simply be used to get more teachers in schools to get a better student:teacher ratio.				
Concerned at the impact having an expert teacher out of their class for 2 days would have on student learning, parent perception.				
Credibility within the profession is crucial in identifying mentor Principals.				
Decile rating and funding ensure we compete with each other instead of openly collaboration				
disruptive to take a Principal from their school two days a week. Parents like to see the appointed principal in the office. Who does the board report? the strategic plan? the placement of pupils? the appraisals? beeter to have full time secondment.				
Don 't go down this track . It will be the last straw. I would most certainly leave the profession				
Even though it doesn't go down well ERO have a broad overview of what's going on in schools and if they have good quality people in ERO perhaps more notice should be taken of their recommendations.				
Funding for extra staffing, teacher aides, resources				

Give all schools the money directly				
Giving executive and change principals two days a week to work with other schools is not sustainable for the person or the schools they'd work with - let alone their own school. A poor mans version of the old advisory service is what it sounds like - though with a very nice carrot in terms of money for the two days!				
Go fishing where the fish are-sought out preconditions for learning in many lower decile schools, and strengthen employment law to promptly dismiss incompetent staff/leaders.				
Go for it I am tired of politics interfering in Education.				
Good luck...professional 'jealousy' and 'defensiveness' sadly will be a major hurdle. Also maybe parents as well will not take kindly to outside principals telling their school how to run things.				
great idea				
I am amazed to hear that the official announcement was a guise to 'hold' the \$ and that we have CB to develop it the way we want. THis is national standards all over again!! As a sector we should avoid engagement in any discussions.				
I am concerned that NZPF has decided it is against this policy because there is pressure coming at it from a certain other political point of view. The package is good for education. It is using the expertise that exists within the sector, honouring it and giving it credibility. If another different policy had been announced there would have been criticism from Principals that the expertise and experience within the sector was not being recognised. It is being recognised and principal's are criticising it. That is bizarre. I find it hard to believe that the NZPF would try to undermine a policy that says...'We support you to support education. We believe you have the capacity and we will put our money where our mouth is.' To be even more cynical...if Labour announced this policy there would be cheers and hoorays. National has...and the sector has to invent some hidden agenda and criticise it. Makes me quite annoyed. This is good for our teachers, good for our schools and most importantly good for our children. It is about raising capacity for leadership and teaching. I'm shaking my head in disbelief that NZPF would want to undermine this by putting up some alternative model invented by someone else. I believe that the criticism from people, that Phil Harding received, after he expressed a sense of positivity to the announcement, was unjustified and manipulative. NZPF needs to show that it is strong enough to honour a policy that is good for education irrespective of which political party announces it. Otherwise it basically has subjugated it voice to only one perspective and one viewpoint. Surely the NZPF is strong enough to stand up for itself and not become the mouthpiece of the left...or the right. I watch with interest as to whether this is the case. Otherwise membership to the NZPF simply means membership to one view point and one political side.				
I am not impressed by the thought of someone getting that much money to come in and tell me what i should be doing The role will be lonely and i do not see the costs of it making any				

significant impact Another SAF/SAP type role that has had no real gain for leaders/schools/kids				
I am shocked that the NZPF have endorsed this plan and that Phil Harding has yet to publicly express concerns around it. Support of this idea flies completely in the face of almost every other battle we have had in recent times. It is disappointing that NZPF has become complicit in the feeling that this policy idea is set in concrete. I feel incredibly let down. Lets be honest these roles at Principal level will be designed mostly to enforce terrible policy not to enable collaboration - that can happen in simpler and cheaper ways.				
I believe if clusters of schools could put forward Principal's that they would like to be Lead Principal's for that cluster then it is far more likely to succeed.				
I believe there are better ways to spend this money to support and assist our children achieve.				
I believe this money would be better put towards dealing with the huge problem of poverty in our country.				
I believe we should be asking what is really going on here?				
I can see the good and bad sides of the proposal but would like to see the money more evenly distributed. Such a pity that NZC work opened us up and created opportunities whereas NS seems to be closing us down and creating elitism within the profession. Who decides who is the top Principal. Even ERO visits are not created equal. If you tow the line do you get to be one. What happens if that person does not have the respect of the profession. So many questions which is why I am not sure. Bit concerned it has been announced and then we get to work out how it works. A bit like building the plane again as we fly it - like NS. Isn't great we are so committed to making it work for kids - the ultimate reason we make our choices.				
I do not believe that the current proposal, as it stands, is going to improve outcomes for schools or help in supporting and retaining current successful principals.				
I do not wish to be rude - but it is a great pity that dollar signs are blinding NZFP and the collective brain has been parked - because this is nonsense - but obviously the NZFP does not have the required moral fibre to stand back from it all and say that.. Further - no I am not rejecting it out of 'professional jealousy' - just out of commonsense and social/educational research -				
I doubt that this initiative will have a major impact on raising student achievement. The money would be better spent investing in ECE and parental education. Very difficult to overcome deprivation and poverty that occurs outside of school.				
I feel one area that needs to be addressed is the appointment of the principal. There needs to be some sort of advisory board set up to do this as most Boards have no idea how to judge the best person for the job and personal criteria are getting in the way of making a sound judgement.				
I feel that principals should have at least 6 years experience before considered for any of the				

created positions and that principals should support principals in schools of the same size and decile rating. School have different challenges and it will be a waste of time and money to appoint a principal from a U8 Decile 10 school to support a principal from a U4 Decile 3 School. Rather pay them less and appoint more principals or pay experienced principals in areas an amount of \$10,000.00 per year to support schools in their areas with more or less the same Decile and U-grade.				
I get the feeling that nzpf leadership has been coned by Avery astute sec of ed. They have forgotten what their role is. Its Nat STDs again. Stand up n have some balls. Pat Newman				
I have huge issues with this process. I feel that we should be working together to improve outcomes for all students. We have a profession that says we care about all students and we model giving money to expert principals. We are saying one thing and acting in another. I fear that the providing this \$350 million is not really dealing with the REAL issues in education.				
I really am pleased NZPF is being proactive about this initiative.				
I saw in London last year a model of Executive Principal and Head Teachers in a Federation that was working extremely well, but it had grown from within, not been imposed from above. This was a very contextualised solution to their problem of being a failing Borough (I refer to Hackney and this is well documented).				
I still feel that the community climate is the answer - this needs to be addressed at the same time.				
I think all principals need to be very wary of what they may inadvertently be giving away. This is part of a much wider system of structural change. This wider change agenda will ensure the gap between the haves and the have nots in our society will widen. Stop trying to change the system from the top. This change and all changes need to be done in much greater collaboration with the sector and there need to be a cross party agreed direction that doesn't see radical change with changes in government. It also needs to recognise and address social inequality and the impact this is having on not just our classrooms but our health sector, crime stats etc				
I think having expert lead teachers to share their wisdom sounds exciting however I have one reservation... who judges who is the expert lead teacher? Often the teacher you think is expert isn't as expert as another.				
I think it has some merits but a lot of work to flesh out yet.				
I think the new model will be hard for the Expert if they are out of the school . It needs to be run from the outside by another organisation.				
I think there are a lot of fish-hooks. More GERM warfare. From telling us that schools and teachers (& inherently) principals are the problem with failing schools. Suddenly its lets raise their status. Total election ploy and nothing else??				
I think this policy has the potential to be one of the worst and most wasteful policies we have				

seen to date. Sounds good and has superficial appeal but in this case the devil is NOT in the detail it is in the parameters of the policy itself ! We should be very very wary. My personal opinion is that we should not be involved in trying to make it work. We do that far too often and just get "played".				
I wonder about the effect on the Exec principal's own school if up to 40% of time is devoted to supporting other schools.				
I would be very concerned that if these initiatives went through they would be sucked up by the larger areas e.g. Auckland, and the large number of small schools through out the country in rural areas would miss out once again. I acknowledge that some schools have a greater need, but under many current initiatives e.g. allocation of PLD services, some schools continue to miss out, because they have smaller numbers of priority students or of a too high decile rating.				
I would like the government acknowledging that it is factors outside of school that have a huge influence our 'tail' of underachievers, rather than ineffective schools.				
I would like to know who is in the sector group for this initiative.				
Idea has potential.				
If I wasn't so busy filling in MOE returns and politically motivated templates and dealing with Novopay and administrivia I might be able to spend more time on things that matter				
If PM's proposed model is to succeed, it must be collaboratively based, invitational in nature (i.e. school and principal are seeking a collaborative learning relationship), involve fewer schools (10 is far too many), have less impact on the 'exec' principal's school.				
If there's as much money available as seems to be the case with the Government proposals, how about STARTING by inviting us (Professional School Leaders) to suggest effective ways of using that money to get results? (or does Mr Key just know more about good education than we do??!!)				
If this is a tiered system, Commissioner, LSM, BOT, Principal, Teachers, Whanau, Students. I support the initiative because I don't think that the BOT Chair person should have the mana, this should be shared. Not all BOT members understand their roles and responsibilities. Because BOT members are on a 3 year cycle and if re-elected then well done. But, it takes a long time to learn the role of a BOT member. So, knowing that there is another Principal above the BOT then at least the current Principal and the Supporting Principal will be able to understand each other. Too often BOT members and in particular BOT Chairs have very little experience and it is very difficult to tell them every thing that a Principal does. The info goes over their heads. So its like going 10 steps forward, an election, then 10 steps back. What a hoha! Sorry but this is what I am thinking at this point in time.				
If this notion is going the way of cluster "education boards" we don't have a problem. We see an opportunity if it is supported well. Change principals are not the way to go. Change experts come from many different sectors of the educational community and should be				

selected as a group of people from which we could choose as well as having the opportunity for the cluster to locate their own person. In our cluster we would far rather have the change principal role shared so that it is collegial and we have each principal in the cluster able to contribute their area of expertise. That way the shared leadership model which bring shared accountability will be truly expressed and we can facilitate change and growth for all students and leaders in our cluster.				
Imagine what schools could do with this money supporting more children to get ORRS support, or putting the money into digital technologies. Better wages for support staff, and so on				
Improve the Ministry of Education Senior Advisors - much more effective and more of them may be useful??				
In case this survey is finished and there are no other places to record this, I wanted to say again how disappointed I am in NZPF leadership announcements - firstly, the media statement when it was released incensed my colleagues (its been quite the discussion point) - the message was that NZPF endorsed the policy and it would be just wonderful - that we couldnt wait for it to recongnise teachers and principals. No careful statement of 'It appears to have merit - we look forward to hearing more detail, speaking with our membership etc and until then we will with hold judgement'. Secondly, has NZPF asked for the treasuries papers etc under OIA for this? Have you carefully looked at the motivations and political machinations? thirdly, I see from the Presidents latest statement that the working group has had two meetings - or about to have its second. At which point was this 'advisory' group going to feedback? Does NZPF have a working party separate to it and are you actually working with our colleagues in NZEI? You do realise its a bastardisation of the NZEI package - wheres our sector loyalty and where is our ability to lead the profession? On the positive side - at least you have asked about our thoughts on the advisory service and a leadership type of centre. Finally, have you done the numbers about what kind of good this money would do across the sectors if it was used differently? Imagine asking us what we would do with the around 140K in our schools.....Imagine the things for KIDS that we could do and how much better for all if our esol/sn support etc could be strengthened.				
Introduction and Increased Teacher Inquiry release time to facilitate observation and teaching as inquiry, as well as data gathering, analysis and reflective discussion				
Introduction of a business model where HR, Finance and Property personnel were funded by MOE, allow Principal's to focus solely on their core business.				
Is this just a replacement of commissioners? what about the school where the principal is "taken " from for 3 days! they are still running a school and fixing another, priorities. Secondment fully would be better.				
It is not just the principal and teachers who can be blamed for the schools who are not reaching national standard and may need intervention.The Government needs to look at				

inequality, preschool, socio economic situations to name but a few.				
It would be great if school leaders were valued more by the MOE.				
Its a large amount of money so lets use it to the sectors benefit. National standards MUST NOT be used as any type of criteria for selection of the mentors/principals or for schools to be put into the programme.				
Keep up the good work. Expose this to ordinary NZders for what it really is...but offer an appropriate alternative. Continuing problems with NOVOPAY are doing more to destroy leadership than anything else in my 27 years as a principal!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!				
Leadership is the key and not all principals who get a position have the person specifications in the first place however some leadership skills can be taught.				
let the Principal sector decide! Listen to NZPF, ask them what would work stop telling us what they think will work, let the profession shape it. Ask us we will spend an additonal \$300K how best would this work? Would'nt that be amazing!!!				
Look to the research of both our own successful PD initiatives (e.g. WAPA) or our own cluster literacy - supported by an independent facilitator but initiated by cluster schools and Maths lead teacher groups.				
Many of the colleagues I met back in FTP training are still very close and contactable under any circumstances. Most of the difficulty around Principalship is its isolation. To know you have colleagues with a range of contextual experiences up and down the country to call on whenever you need has made my experience far less isolating.				
Many of us are already doing the job and making effective change. In 3 years I have gone from a roll of 24 to hitting 60 this year, all on a salary less than a DP in a large school, no management team or leadership support within the school.				
maybe effective leaders could be 'friends' to ERO teams...				
Money is very needed in areas of Special Needs and Support Staff - not on this. This "bribe" will have very little positive impact on learning in most schools				
More support for clusters of isolated principals.				
My biggest concern is the Executive Principal component. The other parts I think have some merit. Who am I answerable to. My Board or the Executive Principal who is answerable to the Ministry. In an ideal world it would be great to have the ability to opt into a circle of colleagues led by an Executive Principal. These schools would have similar schools in both size, socio economic communities and philosophy. I know that from my experience with FTP the issues that a U1 school has is very different to a U5.				
My biggest concern is who is going to select the leaders and how will they be done? I know lots of principals who are doing a fantastic job but they won't be considered because they are not part of the in crowd.				
My deep burns from National Standards, ChCh, Novopay, ineffective and wasteful packaged PD from MOE, Charter compliance debacles leave me entirely hesitant and wary to				

support, engage with or bring success to this package - I don't trust the bastards!				
My doubts center around what will happen for small school principals who have teaching components and are often overlooked. They need support from mentors doing the same job.				
My initial response to this initiative resulted in tears rolling down my face, as I thought about the many students with increasingly complex / delayed learning, etc, and the lack of support from real EXPERTS to help us understand and support these children. My teachers are wrung out trying to cater for these children, e.g. a boy who did Reading Recovery for 10 weeks and got to Level 3, now off Rdg Recovery, and where to next? RTLit application was rejected. We need good access to experts who can help us to analyse children who struggle to learn. Isn't this an investment in the future, so that these children will be productive citizens? The job of a principal is extremely lonely, and seems to get harder by the day. The govt. is NOT investing money where it should with this initiative. I haven't heard one colleague who supports the concept. I think of how that money could make a difference for struggling learners, disadvantaged in society for various reasons. The govt appears to be ANTI-INCLUSIVE, when we are asked to be inclusive. Professional MORALE is at an all time low.				
My list of priorities - good leadership will make these things bring about positive change and improvement. 1:18, 1:25, 1:28 - make it real and actual. Support Staff resourced and staffed as ftte's Pastoral support in all schools as of right. SENCo staffing outside roll base staffing. SENCo part of a support team that would include Pastoral, RTLB type trained person (therefore no RTLB service as now), Psychologist access, Health professional - all this part of the school as a hub. Equal access to PLD - we struggle to access. SMS/LMS simplification and consistency				
NAAP and FTTP both need Masters level accreditation to strengthen theory informing practice. Need networking recognised as support etc etc.				
no				
Not so sure the strengthening of leadership is the way to go. The big push for this is again saying this is needed because there is a lack of good leadership in schools. The money could be better spent elsewhere. Our group needs to out right say that this is not a sensible way to spend this amount of money. Did some figures to around the Government initiatives to raise achievement by creating executive Principals and Lead teachers etc costing \$359000000.00 359(million) Government Raising Achievement Initiative \$359000000.00 over four years. Education counts website 2539 Schools in New Zealand \$359000000.00 divided by 2539 = \$ 141394.25 per school or \$35348.56 per year for each school. Wouldn't that help raise achievement. If done on a per head basis Pupils in NZ last year 762400 = 470.88 per head or \$117.72 extra dollars per year per pupil.				
NZ Education is going down the drain. Time to stand up and say "NO MORE" of this rubbish.				
NZPF needs to realise it is being used by this administration to introduce a model of "improvement" which is not supported by research, is driven by superficial political agendas,				

is highly likely to fail --- and it's failure will be laid at the feet of our profession once again!!				
NZPF should advocate for all principals to receive a payrise reflecting the real responsibilities that their positions hold. By all means tighten the accountability if some schools are underperforming. But if \$360 mill can be found overnight then so can a fair and reasonable pay in line with what similar roles attract in private sector.				
NZPF should not be party to working party discussions or negotiations. This is an example of politicians using education for political advantage rather than using education to improve student achievement. I believe we (NZPF) are being used to enhance a National Party agenda for education.				
NZPF should walk away from this, it is a corrupt process that will not "fix" anything, it is taking us down the wrong path!!!!				
NZPF to tell hekia and politicians to sod off and go back to drawing board as to what is high priority because this is not				
Once again the Government is looking to 'improve' education in NZ without talking to the people who administer education. I consider it a massive slap in the face to open the morning paper and read, along with the general public, about this massive spending without any consultation. I would like NZPF to lead some education (and very soon) about the nuts and bolts of this. You are asking for comment before we know what we're commenting about. Why not survey us to ask what we'd like to know about, and get the answers for us, before asking if we support it?				
opposed totally to the 'hero principal' concept				
Our 'alternative' position should be to promote the effective practice that is already in place! What is the problem this initiative is addressing??				
Our children & education system are not political pawns.				
overall i think i approve of the concept but i have concerns over the selection of a "successful" principal. the facts are i know i am leader of a 600+ successful full primary in Auckland ready to share and help but am i the right mould????				
Paying a small group of people some extra money to solve problems in other schools is performance pay and contrary to good practice. I want NZPF to speak out against such a cynical move by Govt				
paying principals more will not improve student learning outcomes in any major way. The money should be spent directly on those students not achieving and addressing the home issues that mainly explain the lack of progress				
Please think carefully before taking up this initiative - I don't believe any principal will tolerate another coming into his/hers school, asking them to pull up their socks. These positions are only good for National Standards proganda rubbish, and providing more control over what goes on in our schools. This is a critical decision NZPF so please do your homework - I think you should kick it to the curb and develop your own programme constructed through rigous				

consultation with principals to best develop effective leadership in schools.				
Potentially the proposed structure could be great - but if the whole proposal is solely based on national standards outcomes it will be a lost opportunity. It is not about the money				
Principals need to respect the support that is offered and there needs to be a programme of educating them. I am concerned that colleagues will see the newly appointed Experienced Principals as big heads and they will refuse to work with them. We can all learn from someone else and we should be embracing the change. Secondly, what has happened to the SAF's? will their roles still exist? What issues did they encounter and how can we learn from this?				
Principals who have been instrumental in changing school cultures should be rewarded anyway as done in private sector.				
Reinstate a strong advisory service able to respond to the needs of a school in all curriculum areas Take away the contestability aspect of PD. It should all be fully funded by the Government.				
School leadership is context driven. The best principal could not come into the setting I'm working in and make an effective difference without first knowing the complexities of this school community. It is the reason why this approach is fundamentally flawed. I belong to 3 different principal networks / clusters. I work in an isolated and rural part of NZ. I value those collaborations but I would say that not one of the principals involved would be able to take on the role of executive or lead principal. We simply don't work that way. The area school cluster I belong to is a great example of how collaborations can work if they are resourced properly and are supported with an advisory service.				
Schools are very diverse and it concerns me that we may be 'forced' to conform to some other principal's ideal, when they do not understand the culture/community the school works in. Again we are defending a position forced on us rather than being asked for solutions.				
Secondary education needs to more relationship centered to enable connectedness at the tertiary level. Overhaul the secondary sector!				
Should there be 'training days' made available to all principals to enable them to visit and spend time in other schools. This could include a dollar amount to enable a principal to travel within NZ to visit with principals in schools outside their immediate environment. This would be very useful in my situation where the nearest similar school is over 200km away.				
some areas I NZ lead to this working. I worry about the big cities with Principals of big schools vgoing for the top job. will te others accept?				
Someone has to be there for schools struggling. In removing all the advisors who is there to help schools - existing and experienced principals.				
Spend the money on students! I note no category for U9 /10 schools. We are a U9				
Stop this nonsense of 1 year contracts for things. Make support available by experts. Where is the Ministry expertise in all of this?				

Strengthen the quality of the facilitators on leadership available to schools to use				
Structured mentoring could also be worthwhile. Currently quality PD for school leadership only seems available for 'failing schools' in our region				
Such a 'school' would preclude the need for experienced principals to leave their schools so frequently.				
Teachers and principals in general get the greatest reward from doing a good job! Extra money is not as important as success in your role.				
Tell MOE to stop asking for individualised charters unique to schools - just have a minimum section to be completed that is the same for everyone, then add the fluff on the side				
Thanks to NZPF for inviting us to provide feedback.				
The amount of time we spend reporting to the MOE is ridiculous. Every year the expectations get worse - charters, strat plans, annual plans, National Standards, Analysis of Variance etc. I now think the MOE are expecting us to send in information that ERO sees during their visits. The MOE have tried to tell me that we do it to keep our community informed. I don't need to jump through the MOE hoops to keep my community informed and if I didn't have to spend so much time on Reporting I would have more time for the important things in our school.				
The change principal has merit - where a school is really failing across the board then superman/superwoman might be able to make a difference and a salary package to attract the change agent could be really good.				
The debate is important if all sides are heard and points considered openly not moulded back into the preordained template.				
The demands on principals and their ever increasing accountability to more and more things is a distraction from much of the core work which makes for good practice. Slowing the pace of change, more transparency and a higher level of trust/engagement with principals would go a long way towards achieving improved outcomes for students.				
The designers of this initiative clearly don't understand the practicalities of principalship. Disappointing.				
The details of the proposal need to be transparent and robust if this is going to work with clear job descriptions and outcomes for each of the roles. Also the selection process for these positions would have to be transparent.				
The ERO idea would be much more useful to all schools in raising their effectiveness and therefore potentially their achievement levels. Collaboration collegiality would also be enhanced - across the entire sector!				
The government is trying too hard to run education. Give the money to schools and they will deliver the goods.				
The issue has the potential to fracture the strength of principal professional and collective leadership. Tread very carefully please.				
The Nat Govt. (or John Key) seems to have just grabbed this out of thin air with no link to any				

actual planned approach. When will they stop playing /tinkering with education for political means?				
The premise is that successful school principals will be leaving their own schools for up to x number of days a week to work across the cluster. That is an issue for me as to who or what resources this 'gap' in my school? Details of the scheme need to be clarified.				
the Principals load is getting quite out of hand. Expectations are increasing but so are the 'people' needs within the school community.....				
The proposal's seem to have elements of a number of initiatives that have been tried over the years (without the \$ incentives for individuals) e.g. EHSAS, high quality advisory service. Is this old wine in new bottles with a fancier label and with an enticing remuneration package wrapped around it?				
The sector should engage with the ideas its a lot of money and recognition for leadership of learning.				
the teacher roles seem clear adn the change principal would need support eg financial / proprerrty staffing				
There are a number of school prinipals and staff who work quietly in the background and achieve lots and at times this is not always recognized.				
They should have put the money into Reading recovery so that all that need it get it. Would have gone a long way to addressing the "tail" after all isn't that what it is all about				
Things are getting harder and harder and things that were once straight forward are now horribly complex and demand so much time and energy - none of which is helping the students. Can't we get back to what we do well and cut out the time wasting rubbish that gets us nowhere- except highly stressed out.				
This could be the chance for a proper pathway for continuing PD and in school support.				
This government has a track record of treating education poorly, why should we expect them to change now?				
This huge amount of money needs to be spent on initiatives closer to the learner, help to create greater equity and not assume "one-size-fits-all".				
This is a great opportunity to undo some of the negative aspects of 'Tomorrows Schools' ie the creation of 2500 schools which operate in isolation if they choose. Let's not react negatively to what is a potentially positive initiative and come up with a wide range of very complex and unwieldy possibilities. An example of this is the ACET allowance; we have created an overly complicated solution which will create a huge amount of extra work for very little gain.				
This is just another avenue to take more control of schools. It's more bureacracy.				
This leadership initiative is politically driven just as National Standards were. We need the government to be prepared to modify their approach so that we can achive the best outcome for children.				

This money could have been used by schools to raise student achievement in so many different ways!				
This move has to be better than the MoE sending LSM's and commissioners into schools - all the evidence out there tells us that the effect size of principalship is significant.				
This proposal is step one in the biggest shake up in the education bureacracy/management since Picot. The key to this is the "cluster" proposal. 250 Exec Principal positions. 2500 (more or less) state schools. Average of 10 per cluster. The maths is there for all to see. The clusters will be mandatory. These exec Principals will run the clusters eventually (more on this below). I suspect this model may be drawn from aspects of the Canadian system. Some points to note: 1. This is the beginning of the dismantling of the powers of BOTs and they know it. (I could be wrong but I think the STA has been strangely silent about this proposal) Now that the STA management gets most of it's \$ from the government they are hopelessly compromised any way. 2. What will quickly become apparent is the Exec principals will not be able to do both jobs, ie run their own school and 10 others. As someone who has done trouble shooting work with other schools I know how hard it is to do more than one position justice. The fixed term nature of the positions will be used to identify suitable candidates to eventually take over full time the running of the cluster schools. 3. These exec Principals and their chosen high quality teachers will eventually be required to do Principal and teacher appraisals and also appointments. 4. Despite what is being said I doubt there is any "new money" here. It's not in Bill English's nature. I reckon the SAFs are history. There were all on fixed term contracts which will be not renewed. I could be totally wrong but I foresee the end of my independence as a professional leader. Beware.				
This surpass announcement is contrary to the Peter Hughs era. Based on members feedback and mandate we need to be prepared to walk away if the devil is in the detail.				
This whole idea demonstrates the Minister's (and PM's) lack of understanding of the teaching profession.				
To cater for all schools, and schools have a rite to choose who they have				
Too hazy in details yet. If I understand the details so far of the change principal pay is that there is no \$50K bonus or extra pay that is constantly promoted. There is up to \$50K to top up loss of income for someone going to a lower salaried school. I don't see this as an incentive to become a change principal. I also don't believe the mantra that principals of bigger schools are the answers to primarily smaller schools who are struggling.				
UNLESS THEIR IS A CHANGE IN THE HEARTS AND MINDS OF PRINCIPALS (THE MAJORITY OF WHOM ARE PAKEHA) NOTHING WILL CHANGE IN OUTCOMES FOR THOSE FROM MINORITY GROUPS				
Very wary that this is more work for already overburdened Principals. I want my best teachers in my school where they can help our low decile children and where we as a school can learn from them. I think that could also be a perception from BOTs and parents they want				

their experienced Principal in their school doing the best for their kids and their community.				
Wasting money on so called executive leaders is a shame. Resources need to be targetted to classes, children and additional staffing so that permanent change can take place. Normal resourcing can return once the school is able to function successfully. Like any bankruptcy - fixing the problems will be messy and expensive but if long term success is desired, it is necessary. Communities suffer badly when their local school is not functioning well. Sometimes it takes years to recover.				
We are able to support 'expertise' or 'strength' via the current Management Unit structure. Maybe more support in this area would allow teachers with strengths to be promoted/supported to enthuse change/growth. Could this type of thing work with Senior Management (a bonus type set-up which BOT, staff, community, etc deciding on dedication, process and outcome??)				
We need to see the MoE modelling collaboration - involving the sector in important decisions such as this one that was just dropped out of the sky (in election year)				
Welcome genuine problem solving strategies and think that we should lead the formation of these so that they can be influential instead of just attacking them because a particular party introduced them				
What do we know about the architect of the proposal? How will the proposal change the the underperformance of Pasifika students and advance our top performing students?				
What was wrong with an independent group like Principal's advisors.				
When will the issues of disparate conditions between primary and secondary be reviewed? When will specialist teachers for PE, The Arts, Science and Technology be looked at so our classroom teachers can do what they do more effectively which then enables leadership to do their job better too. When will we get more adequate and realistic release for principals and deputies....				
Where does the MoE sit in the public service as in serving the public not an ideology. I feel betrayed by Peter Hughes who spoke to Akld Principals and said he would consult with us. He said that principals were the leaders of the system and the MoE was enablers. This is an out right lie. Actions speak louder than words.				
While supporting the concept, I do have reservations around workload, one size doesn't fit all etc, what determines a successful principal etc. I don't think these are insurmountable issues but they are significant nevertheless.				
Why are we continuing to prop up the few principals who do not bother to reflect, seek PD opportunities etc. They are often the ones in a "failing" school. Other principals who are struggling but want to do their best would jump at the opportunity to have high quality PD				
Why do our school leaders and teachers have to be constantly made to feel that the work they do is inferior and could be better. Politics has no place in educating our young for the future.				

<p>Why do schools continue to fund-raise? Why is it that special programmes that make a real difference to kids and are so resource-draining not supported in schools? (Our reading Recovery Staffing was cut this year at a time when our roll is increasing and the need is greater.) I don't like the implication of the PM's policy that teachers are the sole cause of poor achievement. I also don't like the implication that schools don't work together and that teachers across schools don't already share. This is one of the strengths of the NZ education system. Initiatives such as the EHSAS projects and ICT contracts saw schools collaborating in really positive ways. Schools work better together by choice rather than being forced to do so. Health and welfare hubs should not just be the domain of low decile schools. These hubs could be established for groups of schools in many areas where health, welfare and education-related help agencies could be based. Assistance to kids and families would be more easy and timely to access when professionals are able to work together and communicate effectively on one site. We have been asking for a much better interface between education and health for years.</p>				
<p>Why is the Principals Federation supporting performance pay in this guise?</p>				
<p>Would rather have money go to a workable parents as first teachers programme.</p>				
<p>Would rather see these millions help pay for children in poverty. Our biggest barrier to learning in our low decile school. Give schools money for more teachers, learning support with increased teacher aides and lower class sizes.</p>				
<p>would the principal being released generate more staffing for their school. if they are out 2 days a week, does the school get an extra 0.4 to cover the workload the would be exerted onto other staff members.</p>				

<p>You can't simply add to their current roles. Work as a Cluster is often very Utopian and a 'warm fuzzy' response to working together. But the reality is as long as we are self-governed schools, each school will have their own set of needs so we need to respond to each school based on their own set of needs. Sure, have a Lead Principal who oversees this cluster, but work with each school one-on-one - don't necessarily try and get them all to work together on common goals unless it so happens they have shared goals as established well into the process. And this lead or 'change' principal must be released from their current full time position and be released full time or have extra management staffing provided to their base school for however much time they are out of their base school. One cannot simply add this role to a Principal's current job - they'd end up dead otherwise!</p>				
<p>150 Categorized responses</p>	<p>Totals</p>	<p>22</p>	<p>27</p>	<p>41</p>
	<p>Percentages</p>	<p>14.7%</p>	<p>18%</p>	<p>27.3%</p>
				<p>84</p>
				<p>56%</p>

Summary

Positive comments about PM's Leadership Announcement

14.7% of respondents made positive comments about the Announcement

Need for consultation/collaboration with Ministry

18% of respondents highlighted the need for consultation between the Ministry and the education sector

Operational concerns and suggestions to improve the proposal

27.3% of respondents raised concerns or suggestions regarding specific aspects of the proposal. Example concerns (in order of prevalence) include workload, effects on collegiality, and criteria for expert/success.

Rejection of PM's Announcement AND alternate suggestions

56% of respondents were critical of the Leadership announcement or made alternate suggestions to improve education.

- 21 respondents made alternate suggestions relating to school leadership.
- 28 respondents rejected the proposal and suggested other educational or social aspects be addressed (e.g. teacher salaries, teacher-pupil ratios, support staff, teacher aides, poverty/inequality).