

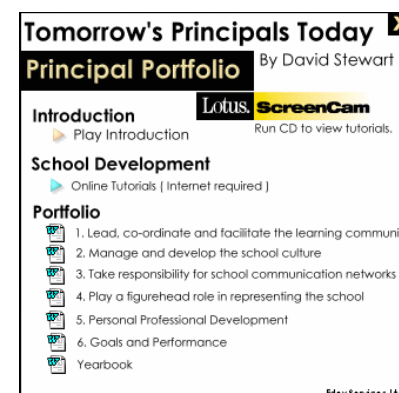
Dimension	Interim Professional Standards for Principals (Reference: Adapted from: <a href="http://www.minedu.govt.nz/Schools/PerformanceManagement">http://www.minedu.govt.nz/Schools/PerformanceManagement</a> )	
<b>Professional Leadership</b>	PL1 PL2 PL3 PL4 PL5 PL6	<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of current approaches to effective teaching and learning across the curriculum.</li> <li>• Provides professional direction to the work of others by encouraging vision and innovation in classroom practice and school organisation.</li> <li>• Analyses and makes effective, timely responses to school self-review, external audits, and outcomes of student learning.</li> <li>• Understands, and applies where appropriate, current practices for effective management from both within and beyond education</li> <li>• Fulfils the role of chief executive to the board as outlined in the performance agreement.</li> <li>• Reflects on own performance appraisal and demonstrates a commitment to own on-going learning in order to improve performance.</li> </ul>
<b>Strategic Management</b>	SM1 SM2 SM3	<ul style="list-style-type: none"> <li>• Understands the implications of New Zealand's changing cultural, social and economic context and ensures that these changes are reflected in the school's strategic planning.</li> <li>• Actively works towards the development of a shared vision for the future of the school, which identifies priorities and targets for: <ul style="list-style-type: none"> <li>- addressing barriers to learning;</li> <li>- fostering high achievement of students;</li> <li>- employing teachers of the highest quality available; and</li> <li>- focusing the school on continued improvement.</li> </ul> </li> <li>• Makes progress towards achieving the vision through the effective management of available resources.</li> </ul>
<b>Staff Management</b>	StM1 StM2 StM3	<ul style="list-style-type: none"> <li>• Staffs the school to support effective delivery of the curriculum, the implementation of the charter and improved learning. outcomes for students.</li> <li>• Establishes procedures and practices to maintain and improve staff effectiveness through appropriate recruitment, supervision, performance management, provision of professional development and encouragement of self-development.</li> <li>• Motivates and supports staff to improve the quality of teaching and learning.</li> </ul>
<b>Relationship Management</b>	RM1 RM2 RM3 RM4 RM5	<ul style="list-style-type: none"> <li>• Fosters relationships between the school and its community.</li> <li>• Demonstrates and understanding of, and is responsive to, the diverse concerns and needs of students, parents, staff, board, community, government and non-government agencies.</li> <li>• Communicates effectively both orally and in writing to a range of audiences.</li> <li>• Manages conflict effectively and actively works to achieve solutions.</li> <li>• Represents the school and acts to achieve its objectives.</li> </ul>
<b>Financial and Asset Management</b>	FM1 FM2 FM3	<ul style="list-style-type: none"> <li>• Effectively and efficiently uses available financial resources and assets to support improved student learning outcomes.</li> <li>• Operates an effective budget planning system and works within available resources.</li> <li>• Works effectively and efficiently with the board of trustees in controlling, monitoring and reporting on the use of finances and assets.</li> </ul>
<b>Statutory and Reporting Requirements</b>	SR1	<ul style="list-style-type: none"> <li>• Complies with all relevant statutes and regulations, and with monitoring and reporting requirements.</li> </ul>

## A CONCEPTUAL JOB DESCRIPTION *PRINCIPAL*

This version of the Teacher Job Description was published in:

**David Stewart. *Tomorrow's Principals Today*, Kanuka Grove Press Massey University, Palmerston North 2000. Pp 168-176.**

It is the index and organiser for the Digital Principal Portfolio programme illustrated below.



**Active screen for Digital Principal Portfolio**

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**1. Lead, co-ordinate and facilitate the learning community**

*Concept*

*Establish and maintain a school where learning is a highly valued activity by all members of the school community.*

**Objective Setting: Goals for 200\_\_**

**1. Lead, or-ordinate and facilitate the learning community.**

*e.g., Institute Quality Learning Circles beginning with senior group..*

**Filestamp:**

**2. Manage and develop the school culture.**

*e.g., Complete new policy for playground disputes (document and trial).*

**Filestamp:**

**3. Take responsibility for school communication networks.**

*e.g., Conduct and analyse progressive survey of community perceptions of school.*

**Filestamp:**

**4. Play a figurehead role in representing the school.**

*e.g., Write two guest editorials for local newspaper.*

**Filestamp:**

**5. Personal professional development**

*e.g. Take part in the EDEX Services Ltd Digital Portfolio Process.*

**Filestamp:**

Signed

**Principal**

Date

**Board Chair**

KEY OBJECTIVES	RESULTS EXPECTED	STANDARD
Ensure that learning is the central focus of the school. <b>File Stamp:</b>	Teachers will seek learning success for students. All teachers will continue to learn new skills, new approaches, and widen their curriculum knowledge. Board of trustees and parents will be involved in learning.	PL1 PL2 RM1
Design and plan programme evaluations. <b>File Stamp:</b>	Cumulative records will demonstrate effective programmes through growing student mastery.	PL3
Set achievable goals for teacher development. <b>File Stamp:</b>	Curriculum resources will grow and expand. Teaching techniques will include and incorporate recent research-based developments.	PL2 StM2
Facilitate Quality Learning Circles <b>File Stamp:</b>	Teachers will work collaboratively and develop in expertise through creative use of the 'variety pool'.	StM1 StM2

## 5. Personal Professional Development

### Concept

Maintain an understanding of developing trends in education, keeping up to date in school leadership and curriculum development and participating in principal development activities.

KEY OBJECTIVES	RESULTS EXPECTED	STANDARD
Read a variety of educational articles and journals. <b>File Stamp:</b>	Incorporate new ideas into leadership repertoire.	PL6
Take part in principal and leadership development activities. <b>File Stamp:</b>	Discuss, examine and modify present leadership and management practices.	PL6 FM3
Share ideas and practices with colleagues. <b>File Stamp:</b>	Take advantage of staff meetings and other occasions to promote new ideas and practices.	PL6
Visit other schools and host visits from other educators. <b>File Stamp:</b>	Develop a philosophy of School Development that reflects both the school situation and ideas and examples introduced from outside and the literature.	PL6
Take an active part in QLCs. <b>File Stamp:</b>	Develop an active, reflective-practice approach to improving professional competence.	PL6

## 2. Manage and develop the school culture

### Concept

Develop a school culture where learning is paramount, and all individuals are encouraged, respected and challenged intellectually, physically and socially.

KEY OBJECTIVE	RESULTS EXPECTED	STANDARD
Develop a school where students feel safe, relaxed and committed. <b>File Stamp:</b>	A progression of school development themes from routines to mastery will take place throughout the year.	PL4
Maintain a school where praise and positive reinforcement predominate. <b>File Stamp:</b>	All students and staff will experience success.	PL4 StM3
Ensure that the school is an orderly place where equipment, resources and facilities are well managed <b>File Stamp:</b>	All members of the school community will be involved in decision making and management.	SM2 FM1 FM2
Recognise individual differences and provide a variety of teaching and learning modes and groupings. <b>File Stamp:</b>	Teachers and students will be given opportunities to work in a variety of modes.	SM1
Provide a procedure for resolving misunderstandings and disputes. <b>File Stamp:</b>	Distractions to learning will be kept to a minimum and disputes resolved rapidly.	StM2 RM4

### 3. Take responsibility for school communication networks

*Concept*

*Act as a facilitator, interpreter and network manager to ensure that the communication system allows all members of the school community to 'know what is happening'.*

KEY OBJECTIVES	RESULTS EXPECTED	STANDARD
Ensure that the communications network is effective and efficient. <b>File Stamp:</b>	Appropriate knowledge will be freely available to those who need it. Communication channels will work without impediment.	PL5 RM2
Confirm that information is exchanged smoothly across the school/community boundary. <b>File Stamp:</b>	There will be periodic monitoring of the quality and quantity of information at this intersection.	SM2 RM3 SR1
Ensure that the board of trustees will have access to the appropriate communication networks. <b>File Stamp:</b>	The board of trustees know what is happening within the school and have appropriate access to influence the core culture.	SM2 RM2
Ensure that the core culture of the school is reflected through all communication links. <b>File Stamp:</b>	The agreed beliefs, shared understandings and norms or the school community are reflected in the life of the school.	SM2 RM2
Celebrate difference by affirming creativity and lateral thinking. <b>File Stamp:</b>	Encourage teachers, through the Quality Learning Circle process, to go beyond current practice and try out ideas from the contemporary literature.	SM2

### 5. Play a Figurehead Role in Representing the School

*Concept*

*Represent and act for the school as the school-community educational leader.*

KEY OBJECTIVES	RESULTS EXPECTED	STANDARD
Be the identifiable leader of the school community. <b>File Stamp:</b>	Members of the wider community will identify the principal with the school in a positive manner.	PL5
Speak and act on behalf of the school. <b>File Stamp:</b>	The principal will have the confidence of the teachers, students, parents and board of trustees.	RM4
Ensure that the core culture of the school is at the hub of school activities. <b>File Stamp:</b>	Teachers and students will begin to value activities and options to the extent that they demonstrate core values of the school. Considerable professional discretion will be exercised by teachers.	StM3
Bring to the school knowledge, ideas and examples from other educational settings. <b>File Stamp:</b>	Some of the ideas and practices will be taken up by the school community.	RM4
Vigorously promote the school as an effective institution. <b>File Stamp:</b>	The distinctive values and achievements of the school will be widely acknowledged in the community.	RM5