



# National Consultation Progress Report Round Two

May 2014

**Principals  
Australia  
Institute**  
*Learning. Leading.*

## Contents

<b>1. Introduction .....</b>	<b>2</b>
<b>2. Background .....</b>	<b>2</b>
<b>3. Purpose of National Consultation Tour Round Two.....</b>	<b>4</b>
<b>4. Focus of National Consultation Tour Round Two.....</b>	<b>5</b>
<b>5. Outcomes from National Consultation Tour Round Two .....</b>	<b>6</b>
<b>6. Summary of Strategic Implications emerging from the Round Two Consultation .....</b>	<b>16</b>

## 1. Introduction

The Progress Report presents key points that have emerged from the National Consultation Tour Round Two that PAI undertook during February - March 2014.

The purpose of the National Consultation Tour Round Two has been to shape the design and to further develop the Australian Principal Certification Program.

The National Consultation Tour Round Two was scheduled as follows:

- Monday 17 February            South Australia
- Friday 21 February            Western Australia
- Monday 24 February           Victoria
- Wednesday 26 February       Queensland
- Thursday 27 February        Australian Capital Territory
- Monday 3 March                Tasmania
- Thursday 6 March              New South Wales
- Friday 7 March                 NSW Secondary Principals Council
- Wednesday 12 March         Northern Territory<sup>1</sup>
- Friday 14 March                Victoria IPSHA
- Wednesday 19 March         Victoria Professional Learning event
- Thursday 20 March            Principal Certification Reference Panel
- Friday 21 March                Principal Certification Change Team

## 2. Background

The 2014 National Consultation Tour (Round Two) builds on the Round One Consultation that PAI undertook in October – December 2013.

The Round One consultations in the latter part of 2013 consisted of a series of forums with principals, principals associations and key stakeholders to clarify and develop the Australian Principal Certification Program.

Round One Consultation led to the National Consultation Report Round One that presented the following outcomes from the forums:

- Points of affirmation about the
  - ownership of principal certification
  - purpose of principal certification
  - Australian Principal Standard
  - assessment against the Australian Principal Standard.
- Points requiring further clarification
  - explanation of difference between principal certification and accreditation/review procedures
  - details of the principal certification assessment and evaluation process
  - roles and responsibilities of key groups

---

<sup>1</sup> note – this event was cancelled due to unforeseen widespread power outage in NT causing travel restrictions

- how employing authorities will regard principal certification.

Based on the feedback from consultation forums, the National Consultation Report Round One proposed a model for the Australian Principal Certification Program based on the three phases of pre-certification, certification and post-certification.

### Pre-Certification

- The purpose of the precertification phase is to provide time and a structure in which to reflect upon the principal's formation to date, to understand the certification process and to provide a registration platform.
- Registered principals consider the assessment tasks and collect evidence of their practice.
- The content is aligned to the Australian Principal Standard.

### Certification

- The purpose of the certification phase is to successfully collate and distil evidence of practice and reflections for assessment submission for the award.
- The content is based on certification rules and regulations and the submission of evidence of professional practice in action against a national Assessment and Evaluation Framework aligned with the Australian Principal Standard
- Principals are assigned a professional learning guide to support them in preparing their portfolio of evidence.
- The certification phase culminates in the award of the Australian Principals Certificate.

### Post-Certification

- The purpose of the post-certification phase is to continue a principal's own leadership formation and to contribute to the development of future leaders.
- The principal mentors will have received the Australian Principals Certificate.
- The principal mentors will receive training as part of the Australian Principal Certification Program.

### 3. Purpose of National Consultation Tour Round Two

The 2014 National Consultation Tour Round Two provided Australian principals with the opportunity to:

- provide feedback on and further contribute towards the draft Australian Principal Certification Program Model
- contribute to the national discussion about the impact of principal leadership on student learning
- nominate Year 6-12 student representative leader(s) to participate in a simultaneous forum to recognise principal leadership.

The following table presents the profile and numbers of participants in Round Two Forums:

<b>National Consultation Tour Round Two 2014</b>	<b>State</b>	<b>School leaders</b>	<b>Student leaders</b>	<b>Total</b>
Monday 17 February	SA	29	0	29
Friday 21 February	WA	38	12	50
Monday 24 February	VIC	16	10	26
Wednesday 26 February	QLD	17	10	27
Thursday 27 February	ACT	24	12	36
Monday 3 March	TAS	12	11	23
Thursday 6 March	NSW	39	17	56
Friday 7 March	NSW SPC	151	n/a	151
Wednesday 12 March	NT ( <i>event cancelled due to power outage/travel restrictions</i> )	-	-	-
Friday 14 March	VIC IPSHA	35	n/a	35
Wednesday 17 March	VIC PL event	12	n/a	12
Thursday 18 March	Certification Reference Panel	9	n/a	9
Friday 19 March	Certification Change Team	15	n/a	15
<b>Total</b>		<b>396</b>	<b>72</b>	<b>468</b>

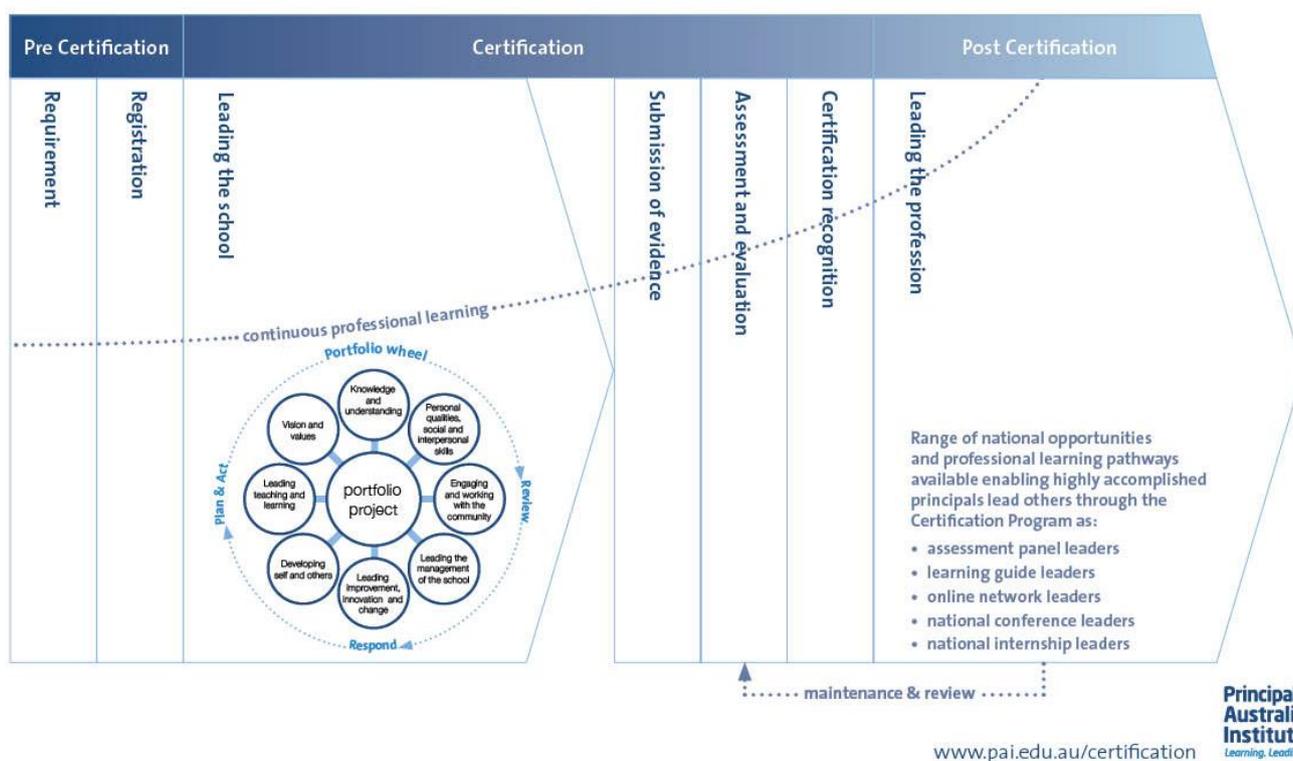
## 4. Focus of National Consultation Tour Round Two

The National Consultation Tour Round Two presented the draft Australian Principal Certification Program Model version 2 for comment and further development.

Version 2 builds on material previously presented and affirmed in the Melbourne Roundtable Consultation Paper and the National Consultation Report Round One from 2013.

Version 2 consists of the:

- four key components of the **Australian Principal Standard, Professional Learning, Assessment and Evaluation and Recognition**
- three phases of **pre-certification, certification and post-certification**
- use of a **Portfolio** as the central mechanism for the collection of evidence against the **Principal Certification Assessment & Evaluation Framework** aligned with the Australian Principal Standard.



The intended outcomes of the National Consultation Tour Round Two were to:

- develop the draft Australian Principal Certification Program Model version 3
- develop key descriptors that inform the design of the Australian Principal Certification Program
- affirm the development of a draft Principal Certification Assessment & Evaluation Framework
- contribute to the national discussion about the impact of principal leadership on student learning
- prepare the National Consultation Report Round Two.

## 5. Outcomes from National Consultation Tour Round Two

### 5.1 Principal engagement process in certification

The Melbourne Roundtable Consultation and the National Consultation Round One in 2013 possessed the following general features:

- participants at the start of each event conveyed a level of uncertainty and, at times, scepticism about the purpose and value of principal certification
- following the opportunity to engage in issues and explore strategies with colleagues through the Forum process, participants reported higher levels of support and endorsement for principal certification at the end of the forms.

Participants in the 2014 National Consultation Tour Round Two Forums displayed the same characteristic at the start and end of the forums. The following table presents the percentage of participants who responded to statements about the value of the Forums on a scale of 1 to 6 at the end of the forums. The shaded boxes represent the highest and second-highest proportion of responses.

FORUM	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
1. The agenda and the day's activities were well paced.	2%	4%	7%	43%	31%	13%
2. The materials provided on the day were useful / helpful.	2%	3%	6%	40%	37%	12%
3. The facilitators were engaging and provided opportunity for interaction.	3%	5%	4%	29%	36%	24%
4. The table discussions provided opportunity to reflect and offer feedback and advice.	1%	2%	3%	28%	46%	20%
5. The inclusion of student voice added value to the forum.	0%	0%	1%	11%	28%	59%
6. The consultation has clarified my understanding of Principal Certification in the Australian context.	2%	5%	11%	34%	28%	20%

The data demonstrates the strategic importance of providing principals with the opportunity to actively engage with the issues and strategies relating to principal certification.

#### Strategic implications:

1. The active engagement of principals in the development and implementation of the Australian Principal Certification Program is central to the change process.
2. The engagement of principals in the Australian Principal Certification Program requires a complementary and sophisticated Communication Strategy.

## 5.2 Principal attitude towards principal certification

The following data table is based on participants' feedback sheets collected at the end of the forums. Participants were asked to rate their views on a set of statement about the Australian Principal Certification Program on a scale of 1 to 6.

The table presents the percentage of participants who responded to the statements. The shaded boxes represent the highest and second-highest proportion of responses.

<b>AUSTRALIAN PRINCIPAL CERTIFICATION PROGRAM</b>	<b>Very Strongly Disagree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Very Strongly Agree</b>
1. The Australian Principal Certification Program will be of value to me personally.	1%	2%	15%	<b>42%</b>	25%	15%
2. The Australian Principal Certification Program will be of value to colleagues.	1%	0%	9%	<b>38%</b>	33%	20%
3. The Australian Principal Certification Program will be of value to the principal profession.	1%	0%	7%	<b>30%</b>	26%	36%
4. I support the model of the Australian Principal Certification Program as currently developed.	1%	3%	9%	<b>44%</b>	23%	21%
5. The Certification Program requires an assessment and evaluation framework based on evidence of demonstrated, purposeful professional practice.	1%	1%	7%	30%	<b>34%</b>	28%
6. I am keen to participate in the design and development of the Evaluation and Assessment Framework.	8%	4%	18%	<b>27%</b>	25%	19%

The data further reinforces the strategic importance of principals having the opportunity to engage with the issues and strategies relating to principal certification.

The data also demonstrates participants' recognition of:

- both the personal and professional benefit of principal certification
- the value of the four key components, the three certification phases, and the use of the Portfolio wheel in Version 2 (draft) of the model
- the importance of developing a robust and credible Evaluation and Assessment Framework for the Australian Principal Certification Program

### Strategic implications:

- 3. Development of Version 3 of the Australian Principal Certification Program Model should proceed by building on version 2, using the further input of the Round 2 Consultation Tour forums and developing the Evaluation and Assessment Framework.**

### 5.3 Purpose of principal certification

Forum participants affirmed again the central purposes and value of principal certification as being to:

- gain professional recognition for exemplary leadership
- affirm that principals are integral to student success
- make formal contribution to leadership research
- elevate the status of the profession
- build and sustain expertise within the profession
- demonstrate achievement of the Australian Principal Standard
- address the National Declaration on the Educational Goals for Young Australians
- participate in a national network of leading learners

The following comments from participants are indicative of how participants from both primary and secondary schools and across the three school sectors and states regarded the purpose and importance of principal certification:

- *The status of educational leadership and teaching is in dire need of elevation. The role is so critically important to the future of our young people and our country. Education must be seen as a desirable profession to embark upon.*
- *The purpose of certification is to enable me to lead a learning community that makes a difference to students' lives and that builds a sense of belonging and personal worth.*
- *To model being an active citizen to support and develop the community in which I live and work in. To progress the agenda and aims as established in the Melbourne Declaration and the general capabilities as set out in the Australian Curriculum.*
- *I believe the purpose of certification is to raise the standards, in particular the moral standards of society. That is a society of excellent citizens with a strength of character that lead a happy and useful life. The engagement in this process is because the collaborative sharing amongst those practising in the profession is going to give the next practical way forward.*
- *I will engage in certification because I want to be the best I can be, in order to positively influence colleagues, students and parents with the purpose of improving education/outcomes of all students. The purpose of certification for me is the collective recognition of the personal, moral and professional purpose of education. It elevates the status of a terrific profession I have had the privilege of working in for 35+ years.*

- *The purpose of certification for me is to affirm my commitment to the success of young people within the scope of the importance and entitlement of everyone to quality education. This is linked to promoting the importance of the role of principal and the profession.*
- *Engaging in certification in parallel with my leadership development plan will provide evidence of professional excellence. Over time the education profession will increase its work with credentialing school leadership development that is both purposeful and respected across the education community.*

The purpose statements from forum participants demonstrate the:

- recurring consistency and commonality of the purpose statements that are generated for principal certification
- frequent linking of principal certification both to the principal standard and to principals' ongoing professional learning and development
- recurring emphasis on the moral purpose of the work of principals and school leadership
- recurring emphasis on the role of principals and school leadership in the improvement of student learning and outcomes.

The forums highlighted the value of providing principals with the opportunity to explore for themselves the purpose and value of principal certification rather than simply presenting them with a prepared statement as the starting point.

The forum process of first engaging principals in the purpose of certification provides them with the perspective and framework for then exploring the model.

#### **Strategic implications:**

- 4. Development of the Australian Principal Certification Program Model version 3 should proceed on the basis of the version 2 purpose statements.**
- 5. The engagement and communication process for principals in the Australian Principal Certification Program should place the purpose of principal certification as a core focus.**

#### 5.4 Application of Australian Principal Standard:

As part of the Forum process, participants were asked to identify actions and functions of an exemplary principal and then align them with the five professional practices of the Australian Principal Standard:

- leading teaching and learning
- developing self and others
- leading improvement, innovation and change
- leading the management of the school
- engaging and working with the community.

The following are indicative excerpts from the material generated during the forums.

##### Leading teaching and learning

- *Role of leader needs to be focussed on improved learning and student achievement. How a leader's role is integrated to his is through influence and a development of school culture. Measures/evidence of teaching and learning? Convergence of both vision/plans/PD/teacher and leader performance development and improved outcomes for students*
- *Knows and understands educational theory and research.*
- *Design and implement with community the school vision and action plan. Structures implemented to support achieving vision. Staff practice aligned with school vision and shared understanding of expectation pedagogy.*
- *Principals as leaders participate in the learning opportunities and demonstrate knowledge of data which informs and promotes learning growth.*

##### Developing self and others

- *Is a professional learner, charts their own development and models, investing in self and staff to participate in relevant professional development to improve the quality of teaching*
- *Attributes and characteristics to be a global citizen, ability to be metacognitive Actions: exploring cultural diversity and understanding of international learning*
- *Instructional leader, demonstrates understanding of current practices in Teaching and Learning. Supports and provides an environment which fosters creativity and innovation.*

##### Leading improvement, innovation and change

- *Agent of change that instigates a culture of continuous improvement*
- *Articulation of personal theory and process of change including use of data, input from school community and evidence. Exemplary leadership is sometimes about rocking the boat – how do we gather triangulated and long term feedback? Journaling initial context, process and outcomes.*
- *Data used to inform planning and school actions. Plan and action plan revisited often and shared with school community.*

## Leading the management of the school

- *Efficient and resourceful, wisdom to prioritize, effective delegation and distributive leadership practices Actions: ensuring that there is clarity of roles and responsibilities in order to delegate and hold people accountable*
- *Ensures learning services and resources required. Builds capacity in others. Meeting requirements of compliance*
- *Use of currently existing external and internal validation processes – the change journey and the leadership role within these or as exemplified by these validation or audit processes. Financial situation, governing council comments.*

## Engaging and working with the community

- *Setting the standard (sometimes saying no), being fair, being consistent, representing various stakeholders. Accepting the responsibility, accountability and ownership of the school – avoiding blame, excuses and denial.*
- *Connection to students, staff, parents. e.g. through leader interviewing a range of people to find out current thoughts and to find levers for improvement and working on these feedback tools. WHS surveys and psychological health survey and satisfaction survey. What tools will give us multiple measures of our effectiveness as a leader? What does this integration look like?*
- *Interpersonal ability to a high level and a love of people (children and adults), encouraging the parents' voice and enabling broader participation to make the school a better place Actions: involvement in community events*

The input of forum participants points to the following:

- Principals are readily able to provide action and function descriptors against the five Professional Practices of the Australian Principal Standard
- In the further development Australian Principal Certification Program these action and function descriptors could be refined into performance indicators of the five Professional Practices
- Subject to further refinement, such performance indicators would provide the basis for the collection of evidence towards principal certification
- Principals are able to operationally define the Australian Principal Standard in ways that can be applied to principal certification.

## Strategic implications:

- 6. Development of Version 3 of the Australian Principal Certification Program Model should include performance indicators of the five Professional Practices of the Australian Principal Standard to guide the collection of evidence for principal certification.**

## 5.5 *Student perspective on principal leadership*

As part of the Forum process, participants were asked to nominate a Year 6-12 student representative leader(s) to participate in a simultaneous forum that focussed on principal leadership. Students participated through personal attendance at the forums or through Skype or video conferencing. The participating students were asked to identify the characteristics of an exemplary principal and the

- principal impact on students
- principal impact on school
- principal impact on community

The following are indicative excerpts from the material generated by students during the forums about the impact of an exemplary principal.

### Principal impact on students

- *Having an exemplary principal creates confidence in the system and therefore confidence in your own ability*
- *The student would feel safe and secure coming to school*
- *The student would feel proud of the school*
- *It would influence their learning*
- *You might be inspired by your principal*
- *The principal would employ good teachers for the students*
- *The principal would listen to the students' ideas helping the students feel important*
- *Leading teachers strongly to boost academic through creating a better environment/schooling community with high expectations/goals*

### Principal impact on school

- *Forms a legacy for school for future students and leaders*
- *Communication between students and staff*
- *Principal includes everyone and doesn't judge anyone, accepts everyone for who they are*
- *Everyone feels important and special in their own way*
- *Encourage the students to learn*
- *It affects students' behaviours and the teachers' behaviour*
- *It impacts the school's appearance*
- *High-achieving students/teachers*
- *The relationship between students*
- *Sets expectations for students and teachers*
- *Controls the school's reputation as a representative*
- *Has an impact on the school's community involvement*
- *He has a positive impact on the school's environment*

## Principal impact on community

- *If there was an exemplary principal, exemplary teachers will come, so local students will come and get a good education.*
- *It will make more smart kids*
- *Draws people in*
- *Happy students/teachers = happy community*
- *Out of school activities to keep student out of trouble*
- *Able to impact the community's future*
- *Exemplary commitment inspires and creates student leaders*
- *Make others want to come to the school*
- *Raise funds for school*
- *Encourage school spirit*
- *Inspires other schools*
- *Parent volunteers*
- *Affects reputation*

The input of the student participants points to the:

- high level of consistency between what students value in an exemplary principal and the five Professional Practices of the Australian Principal Standard
- high level of consistency between what students identify as the impact of an exemplary principal and what principals themselves identify as the contribution they make to students, the school and the community
- power of including students' perspective in the Australian Principal Certification Program and its inherent affirmation of the moral purpose of the work of principals and school leadership to improve student learning and outcomes.

## Strategic implications:

- 7. The ongoing development of the Australian Principal Certification Program should continue to engage the perspective of students.**
- 8. The Communication Strategy for the Australian Principal Certification Program should include the views of students about the impact of an exemplary principal.**

## **5.6 Development of Assessment and Evaluation Framework for Principal Certification**

As part of the Forum process, participants were asked to identify a whole school improvement initiative and place it in the centre of the Portfolio wheel from the draft Version 2 of the Australian Principal Certification Program Model.

The participants were then asked to identify and record the actions / functions that a principal would undertake to achieve success in the initiative and to relate these to the Leadership Requirements and Professional Practices (from the Australian Principal Standard) in the Portfolio wheel.

The input of forum participants points to the following:

- Principals are readily able to identify actions and functions against the Leadership Requirements and Professional Practices for each of the identified initiatives.
- School programs and initiatives can be used as the basis for providing evidence to demonstrate the Australian Principal Standard in a manner that relates to the authentic and coherent work of a principal.
- Principals are readily able to operationally organise a Portfolio of evidence against the Australian Principal Standard for the purpose of principal certification.

### **Strategic implications:**

- 9. Development of the Principal Certification Assessment and Evaluation Framework should include the use of the Portfolio wheel and the provision of exemplars.**

## **5.6 Matters requiring further clarification**

Forum participants were invited to identify issues or matters relating to the Australian Principal Certification Program that need further clarification or amplification.

In a number of instances, participants restated issues previously raised in the Melbourne Roundtable Consultation Paper and the 2013 National Consultation Round One.

These matters relate to the following:

- explanation of difference between principal certification and performance management
- definition of the roles of the following in relation to principal certification:
  - PAI
  - Principals Associations
  - Employers – Local, State and Federal
  - Training organisations/Universities
  - AITSL.
- clarification of how employing authorities will regard principal certification in the context of principal:
  - recruitment/ appointment
  - promotion
  - contract review
  - performance appraisal.
- development of operational details of the assessment process – assessment framework, definition of evidence, assessment timeframe, application process and requirements.
- development of the evaluation framework for assessment in the Australian Principal Certification Program.
- operational details of the certification process – policies, guidelines and procedures, timeframe for certification process, application process and requirements, cost.
- definition of the quality assurance process for assessment in principal certification.
- availability of support materials for professional learning plans, reflection journals, annotation tools and evidence exemplars.

The 2014 National Consultation Tour Round Two Forums identified the following matters:

- impact on a school that has a principal who does not have certification
- risk of a voluntary certification program becoming mandated
- importance of consultation with teacher unions
- importance of making links with current ‘aspiring leaders’ programs
- identification of funding sources
- clarification of currency of certification i.e. how long before re certification.

### **Strategic implications:**

**10. Ongoing development of the Australian Principal Certification Program should address outstanding issues and matters raised by principals as part of the change process.**

## **6. Summary of Strategic Implications emerging from the Round Two Consultation**

1. The active engagement of principals in the development and implementation of the Principal Certification Program is central to the change process.
2. The engagement of principals in Principal Certification Program requires a complementary and sophisticated Communication Strategy.
3. Development of Version 3 of the Australian Principal Certification Program Model should proceed by building on version 2, using the further input of the Round 2 Consultation Tour forums and developing the Evaluation and Assessment Framework.
4. Development of Version 3 of the Australian Principal Certification Program Model should proceed on the basis of the version 2 purpose statements.
5. The engagement and communication process for principals in the Australian Principal Certification Program should place the purpose of principal certification as a core focus.
6. Development of Version 3 of the Australian Principal Certification Program Model should include performance indicators of the five Professional Practices of the Australian Principal Standard to guide the collection of evidence for principal certification.
7. The ongoing development of the Australian Principal Certification Program should continue to engage the perspective of students.
8. The Communication Strategy for the Australian Principal Certification Program should include the views of students about the impact of an exemplary principal.
9. Development of the Principal Certification Assessment and Evaluation Framework should include the use of the Portfolio wheel and the provision of exemplars.
10. Ongoing development of the Australian Principal Certification Program should address outstanding issues and matters raised by principals as part of the change process.

Louisa Rennie

Director

Australian Principal Certification Program

19 May 2014