Leading from the Middle

Educational Leadership for Middle and Senior Leaders

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Foreword

Tēnā tātou katoa

I am pleased to introduce *Leading from the Middle: Educational Leadership for Middle and Senior Leaders*. This is the third in a series of documents aimed at providing guidance for leaders in New Zealand schools. It is the result of the work of a range of professionals who are committed to affirming the importance of middle and senior leaders in schools.

Leading from the Middle is to be used in conjunction with *Kiwi Leadership for Principals* and *Tū Rangatira: Māori Medium Educational Leadership*. These present models for educational leadership unique to Aotearoa New Zealand.

Responsibility for the leadership of a school does not sit solely with the principal. Research shows that leadership must be distributed if we are to realise our vision for students.

Middle and senior leaders are a diverse group, reflecting the communities in which they work. They have widely varying professional and management roles: leading teaching and learning, acting as mentors and coaches to colleagues, and working with students, parents, whānau, boards of trustees and the wider school community. They help shape innovation and lead change in schools, particularly change directed at raising student achievement. We must maximise use of this leadership potential to ensure that all our schools provide quality learning environments.

Leading from the Middle describes the knowledge, skills, and qualities that are at the heart of every level of effective school leadership: manaakitanga (leading with moral purpose), pono (having self-belief), ako (being a learner) and āwhinatanga (guiding and supporting). It sets out the expectations we have of leadership, and it aims to strengthen and support that leadership. It also aims to encourage teachers to consider taking on middle and senior leadership roles.

Leading from the Middle is underpinned by *Ka Hikitia*, the *Pasifika Education Plan*, and *Success for All – Every School, Every Child*, which collectively outline the Ministry of Education's vision and direction for school leaders. This vision is for improved outcomes for all students, in particular for Māori and Pasifika students and those with special education needs.

I would like to thank everyone who has contributed to this project and acknowledge the vital role middle and senior leaders play in delivering a world-leading education system that will equip all New Zealanders with the knowledge, skills, and values to be successful citizens. I hope that this document will prove to be a valuable resource for leaders.

Nāku noa, nā

Lesley Longstone
Secretary for Education

Introduction

New Zealand's system of self-managing schools enables schools to create the pedagogical, administrative, and cultural conditions in which their students will thrive, while also responding to national educational priorities. The resulting opportunities and challenges have led to the development of new middle and senior leadership roles with a focus on pedagogy and on the systems needed to support teachers and students.

Leading from the Middle: Educational Leadership for Middle and Senior Leaders describes these roles and the special contribution that middle and senior leaders make towards improving educational and social outcomes for all students. It describes the contexts in which these leaders operate and highlights the relevance of the educational leadership model (ELM), on page 12, to their roles. This resource is enriched by a series of case studies which can be accessed online at www.educationalleaders.govt.nz.

Background

The ELM was introduced in *Kiwi Leadership for Principals* (KLP) (Ministry of Education, 2008). It is the basis for the Ministry's professional leadership support for middle and senior managers as well as for principals.

Leading from the Middle uses the same leadership model as KLP and incorporates up-to-date research evidence on effective leadership (Robinson, Hohepa, and Lloyd, 2009). It is one of a series of three documents in which the Ministry of Education explores leadership in schools. The others are:

- *Kiwi Leadership for Principals* (2008)
- *Tū Rangatira: Māori Medium Educational Leadership* (2010)

These documents are connected by the ELM, in which the focus of leadership is on improving student outcomes. The particular focus of *Tū Rangatira* is on Māori-medium leadership and lifting the achievement of Māori students. All three documents can be accessed through the Ministry's educational leadership website www.educationalleaders.govt.nz.

Educational leaders should also be familiar with these Ministry documents:

- *The New Zealand Curriculum*
- *Te Marautanga o Aotearoa*
- *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012*
- *Pasifika Education Plan 2009–2012*
- *Success for All – Every School, Every Child*
- *School Leadership and Student Outcomes: Identifying What Works and Why: Best Evidence Synthesis Iteration (BES)*

Together, *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* provide the framework and the mandate for curriculum development in all state and integrated schools.

Ka Hikitia – Managing for Success and the *Pasifika Education Plan* spell out the urgent imperatives of raising outcomes for Māori and Pasifika students, and outline a strategy designed to achieve this.

Success for All – Every School, Every Child is a four-year plan launched in 2010 to achieve an inclusive education system in which all students with special education needs are well supported to learn and succeed alongside their peers.

Middle and Senior Leaders

Who are our middle and senior leaders?

Middle and senior leaders are a large and diverse group – diverse because of the differing needs for pedagogical and administrative leadership across schools. The majority are classroom teachers and interact with students as part of their roles.

Senior leaders include associate, deputy, and assistant principals. This group, along with the school principal, usually makes up the senior leadership team. Senior leaders can be called on to stand in for the principal in an acting capacity.

Middle leaders work with and support classroom teachers and students, providing pedagogical and pastoral leadership and fulfilling various administrative functions.

Middle leaders include:

- pedagogical leaders at the subject, curriculum, and faculty levels;

- team and syndicate leaders;

- pastoral leaders involved in student services, career or guidance, and counselling work;

- teachers with specific or designated whole-school responsibility, such as for sport, information and communications technology (ICT), assessment, literacy, special education needs, or mentoring;

- coaches and mentors who help lead professional learning.

These roles can be used as preparation for more senior positions; they can also be career destinations in themselves.

Purpose and responsibilities of middle and senior leadership roles

Twenty-first century schooling requires leadership that is widely shared. This means that many teachers will also have leadership responsibilities in their schools. Research shows a positive relationship between organisational change in a school, improved learning outcomes for students, and the involvement in the school of teachers as leaders (Harris, 2008; Leithwood and Mascall, 2008).

Principals delegate and share responsibilities or take a step back at times, which creates opportunities and space for staff to take on middle and senior leadership roles. Principals can use these opportunities strategically to make appointments that will enable the school to respond to changing needs and priorities. New leadership positions usually have a specific area of accountability. They may be permanent or created to fulfil a temporary need.

The purpose of middle and senior leaders is to improve outcomes for all students – outcomes that embrace their education, welfare, and development. Depending on the context, the responsibilities of middle and senior leaders may include:

- leading pedagogical change, which involves acting as a model for effective pedagogical practice;

- ensuring that teaching staff understand their role in implementing the school's vision and policies and that they can influence these;

- providing leadership that is responsive to student identity, language, and culture;

- working to establish in their school the reciprocal relationships implicit in the Treaty of Waitangi;

- working with students' families, whānau, hapū, iwi, and caregivers to share information and solve problems;

- providing a stable, safe, and orderly school environment through managing systems and administrative practices;

- managing and appraising teachers and encouraging them to take on leadership roles;

- mentoring and coaching other leaders;

- leading and participating in professional development so that it becomes accepted practice in the school;

- building professional, trusting relationships;

- resolving conflicts, for example, where there is competition for limited teaching and learning resources;

- promoting innovation and ensuring that ICT assists, supports, and enhances student learning.

Factors affecting the success of middle and senior leaders

There are a number of factors that influence the success of those in middle and senior leadership roles. These include:

- leadership and trust that emerges out of expertise first, not position;

- leaders' support for and active engagement in planning how vision, policies, and practices are put into effect;

- a team culture, where the whole leadership team seeks opportunities to collaborate and actively cultivates and develops leadership capability;

- sound planning and resourcing of middle and senior leadership roles and activities;

- negotiated job descriptions that balance the management and educational leadership aspects of the role (Cranston, Tromans, and Reugebrink, 2004; Farnham, 2009);

- opportunities for leaders to engage in professional development and learning;

- school use of research evidence to inform change and develop practices that will directly or indirectly improve student outcomes.

Contexts

The ELM recognises that leaders must respond to their particular contexts. For middle and senior leaders, the context is influenced by variables such as:

- the vision and priorities set by the Ministry and school communities;

- the type of school (for example, years 1–6, intermediate, area, or secondary), number of students, location, and community demographics;

- their own leadership role, positioned between principal and teachers.

Ministry of Education context

All educational leaders are responsible for pursuing the vision and priorities of the Ministry. Strong middle and senior leadership is key to achieving the following priorities:

- a world-leading education system that equips all New Zealanders with the knowledge, skills, and values to be successful citizens in the twenty-first century;

- every young person achieving literacy and numeracy levels that will enable their success;

- every young person gaining skills and qualifications that will give them options and enable them to contribute to New Zealand's future;

- Māori achieving educational success as Māori.

The principles of inclusion and cultural responsiveness mean that priority is also given to:

- Pasifika students receiving high-quality education and achieving good outcomes;

- students with special education needs being included in all aspects of school life and supported to achieve socially as well as academically.

The New Zealand Curriculum and *Te Marautanga o Aotearoa* set the direction for student learning. Together, the two documents help schools give effect to the partnership that is at the core of our nation's founding document, Te Tiriti o Waitangi / the Treaty of Waitangi.

Both put the student at the centre of learning and teaching, and affirm the identity, language and culture of the learner. They each have a vision of young people who will develop the competencies they need for study, work, and lifelong learning; students who will become confident, connected and have the skills, knowledge and values to participate in their communities and the wider world.

Given their potential to enhance and transform education, schools are expected to be actively exploring the use of ICT and e-learning to advance this vision and these priorities.

While all schools are accountable for responding to these requirements, the way they do this will be influenced by the needs and values of their particular community.

School context

Each school has its own culture, history, and model of leadership. New leaders may want to negotiate a rather different, more participatory approach. If so, teachers in a school that has traditionally operated with a top-down leadership model may find this change discomforting and a challenge.

Schools differ in their needs for leadership, both pedagogical and administrative. These differences arise from differences in geographical location, decile, socio-cultural context, age and condition of buildings, vision, priorities, and educational goals. A school's type and size influences how leadership is distributed.

When taking on a leadership role, the new leader should negotiate with the principal the purpose and key responsibilities of the role. Over time this negotiated role may evolve to better utilise the leader's strengths and in response to changes in the school context.

A study involving middle and senior school leaders in New Zealand secondary schools (Cranston, 2007) found that, while generally satisfied with their roles and responsibilities, leaders were experiencing the impact of:

- increased public accountability;
- new school structures and contexts;
- increased school committee work;
- pressure for quick responses to community and student requests;
- changing technologies.

A leader's ability to successfully manage the cumulative impact of these pressures depends in part on how leadership responsibility is distributed in the school and on their negotiated job description.

Middle and senior leaders can seek support from their principals to determine how best to approach their role in relation to other leaders and in relation to their own teams (Cardno, 2008; Feist, 2008).

CASE STUDY 1: ENHANCING LEARNING AND TEACHING

Anne Coster, Deputy Principal, Wellington Girls' College

Anne Coster describes how ongoing professional learning led to the development of her project for the National Aspiring Principals Programme.

The student leadership project was what Anne describes as the "logical conclusion" of several years of intensive curriculum implementation and review.
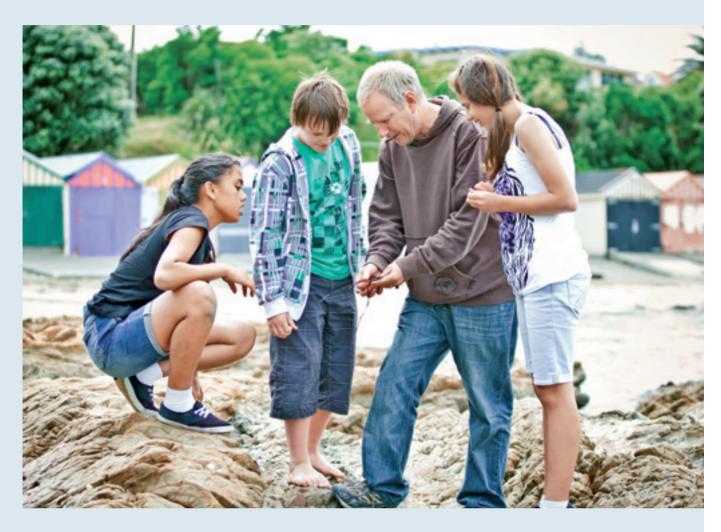
Exploration of the curriculum values, principles, and key competencies was followed up by a cross-curricular focus on pedagogy. Teachers worked across learning areas to observe different contexts and teaching styles. This willingness to collaborate led to a culture of trust among the staff and a paradigm shift in the relationship between teachers and students. The staff realised their inquiry into practice would not be complete without the student voice.

"We're not going to make big changes without seeing how the students feel about things"

For full case study search "Anne Coster" on www.educationalleaders.govt.nz

Role context

Middle and senior leadership roles differ across schools because they are created and defined in response to each school's unique context and needs. Nevertheless, all middle and senior leaders have a pivotal part to play in helping their schools pursue their goals and achieve their objectives.

They do this by ensuring that:

• teaching staff understand their role in implementing the school's vision and policies;

• teachers' needs are understood and taken back to the leadership team;

• teachers feel they can have influence.

Similarly, such leaders provide a link between the school and its parents, whānau, and community, ensuring that the school's educational goals are co-constructed, understood, and supported. A shared understanding of goals, and a willingness to take the needs of all parties into account, are necessary for creating and nurturing relationships of trust.

The Educational Leadership Model

About the model

The educational leadership model (ELM) sets out the qualities, knowledge, and skills that middle and senior educational leaders need to lead their schools in the twenty-first century.

This model shows that relationships are at the core of school leadership and that leadership always operates within a specific context. It also identifies areas of practice, leadership activities, and the qualities of effective leadership.

Educational leadership

All educational leaders, including middle and senior leaders, are responsible for leading in ways that:

- improve outcomes for all students, with a particular focus on Māori and Pasifika students and students with special education needs;

- create the conditions for effective teaching, learning, and curriculum delivery;

- explore and promote the use of ICT and e-learning to open up new ways of connecting, sharing, and learning;

- develop schools as learning communities;

CASE STUDY 2: DEVELOPING LEADERSHIP POTENTIAL WITHIN A SCHOOL

Maggie Reid, Deputy Principal, Flanshaw Road School

Senior leader Maggie Reid explains how her principal provides opportunities for professional development and discussion, supporting her to build on her knowledge base.

Maggie was encouraged to set up support networks in her role as a school leader. When appointed acting principal, these relationships were core to sharing ideas, concerns, and practices.

Maggie attends a range of conferences and principal meetings with other colleagues in the belief that it is more powerful to talk about what they have seen and heard together than to attend alone. This is one way in which senior leaders can develop their leadership potential.

> *"[Principals] have a responsibility to grow leadership within their school, and if that does mean that those leaders then go on and spread their wings, then so be it."*

For full case study search "Maggie Reid" on www.educationalleaders.govt.nz

- build networks within and beyond their schools to enhance learning and achievement;

- develop others as leaders.

Relationships

Middle and senior leaders have multiple relationships, some horizontal and some vertical, within the school and within the wider community. These include relationships with other leaders, teachers, support staff, whānau, parents, community groups, and students. All these relationships require trust.

Middle and senior leaders build trust by:

- showing interest in the careers and aspirations of those they lead, encouraging them to take on new roles, and providing professional development opportunities;

- providing a supportive teaching and learning environment with appropriate resources;

- being open and transparent in appraising staff;

- carrying out classroom observations and having others observe their own practice;

- participating in professional development;

- encouraging innovations that improve students' learning.

As well as building relationships with the wider school and community, middle and senior leaders must build trust within their teams. They foster this by encouraging all members to join in discussions aimed at improving teaching and learning (Bennett et al., 2007).

When the whole group shares the vision and participates in decision-making, a sense of collective ownership is developed. This enables the group to reflect critically, as a team, on their progress (Clarke, 2009).

Becoming a leader always involves taking on new challenges. Inevitably, these challenges include dealing with changes in relationships as leaders find themselves accountable for the professional development of their colleagues (Cardno, 2007a).

Areas of practice

The particular responsibilities of school leaders fall into four categories or areas of practice: culture, pedagogy, systems, and partnerships and networks. All four areas have exactly the same goal, to support the learning of all students.

Culture: "What we value around here"

Middle and senior leaders have a key role both in contributing to the building of a positive and inclusive whole school culture, and in ensuring this culture is reflected within their own particular areas of responsibility. In achieving this they will show that they value diversity within the school, and recognise that culture counts in improving teaching and learning for all (Bishop and Glynn, 1999). School leadership will consider the principles of Te Tiriti o Waitangi / the Treaty of Waitangi by building a sense of identity, actively protecting and preserving the Māori language and connecting the culture of the community and whānau to what is valued in each school.

Middle and senior leaders contribute by:

- ensuring that educational practices are inclusive;

- ensuring that the language, identity, and culture of students and their families are acknowledged and valued;

- actively engaging in the development and implementation of shared goals and vision;

- ensuring a safe and well-organised environment that allows teachers to focus on their teaching, and students on their learning;

- supporting the development of practices that set an expectation that all students will experience success in learning;

- modelling practices in which teamwork is expected and valued;

- leading and creating opportunities to celebrate the progress and success of students and staff.

CASE STUDY 3: LEADING CHANGE

Brian Filipo, Deputy Principal, Brockville School

Brian Filipo had a clear vision when he began as deputy principal at Brockville School. His background in ICT teaching and sales had given him the opportunity to see ICT in practice in a range of schools.

He promptly began to implement a suite of new technology, including computers, interactive whiteboards, a new school website, a student management system, and a wireless connection.

On reflection, Brian thinks that he brought in the changes too quickly. The technical nature of ICT means that staff require in-depth support, and he now recognises the importance of ensuring that teachers understand the purpose of any change implementation.

"Supporting staff through that change could have been done better. Because ICT is so technical, if you make too many changes too quickly, it just sort of gets lost in what we're trying to do."

For full case study search "Brian Filipo" on www.educationalleaders.govt.nz

CASE STUDY 4: NETWORK LEARNING COMMUNITIES

Iain McGilchrist, Assistant Principal, John McGlashan College

Iain McGilchrist is a member of a network learning community for secondary English middle leaders. The Dunedin-based community meets several times a year to discuss experiences and issues related to teaching English.

Iain finds that sharing his experiences with colleagues from other schools has meant he doesn't feel like he is reinventing the wheel. Participating in learning communities or presenting a paper at a conference provides personalised learning that directly improves his practice.

"The network learning community – and the keyword there really is community – has been a very good way of arguing and sharing ideas and critiquing other people's ideas."

For full case study search "Iain McGilchrist" on www.educationalleaders.govt.nz

Pedagogy: Teacher knowledge and actions that promote learning

Middle and senior leaders are key to improving the quality of student learning (Chetty, 2007; Fitzgerald and Gunter, 2006; Moore, 2007; Stoll and Temperley, 2009). They contribute by:

- modelling pedagogical practices that are effective for all students (Alton-Lee, 2003);

- engaging in and leading professional development and keeping up to date with teaching and learning theory;

- leading curriculum planning, development, and review.

They also lead professional development and base changes in pedagogical practice on collegial discussion in the context of cycles of inquiry and investigation (Alton-Lee, 2003; Bishop et al., 2007; Timperley et al., 2007). This involves setting evidence-based goals, establishing a cycle of inquiry-based teaching, implementing trials, and following up with reflection and evaluation.

Systems: "How things work around here"

Middle and senior leaders are largely responsible for creating the systems and conditions in which staff and students can function effectively and in which learning can occur (Lee, Kwan, and Walker, 2009). For senior leaders in particular, this involves being accountable for day-to-day school management and administration.

Both middle and senior leaders are involved in decision-making processes and in designing practices for:

- general and strategic school administration, such as planning, resourcing, staff appointments, budgeting, timetabling, and running school events;

- academic tracking of students through assessment, evidence collecting, and data analysis;

- pastoral care of students and support for staff.

Middle and senior leaders lead the way in using technologies and "smart" tools – tools that are intentionally designed for a specific purpose and incorporate a sound theory (Robinson, Hohepa, and Lloyd, 2009).

Partnerships and networks: Links that support learning

Middle and senior leaders are participants in a range of networks, both internal and external.

Internally, they are part of the school leadership network and groups such as syndicates and faculties. Participation in internal networks enables leaders to address school-wide issues with consistency across subjects and levels. It also provides opportunities for establishing relationships and practices that support teacher and student learning.

Externally, middle and senior leaders benefit from:

- ongoing learning, such as attending conferences and belonging to committees and subject associations, particularly if they are from small departments or schools or from schools in isolated areas;

- networking across schools to share ideas and challenge practices;

- working with parents, whānau, hāpu, iwi, and caregivers to establish shared expectations for students (and encouraging teachers to do the same);

- developing networks in the wider community, including the local media, to ensure that the school's achievements are well presented.

Leadership activities

Leading change

Middle and senior leaders are actively involved in change management, either as initiators or as part of a team implementing change (Moore, 2007). They contribute to the joint ownership of any change by communicating requirements to those involved and negotiating the processes and support needed to implement the change.

Leading change is complex and involves a number of stages (Fullan, Cuttress, and Kilcher, 2005). As agents of change, middle and senior leaders need:

- information about, and involvement in, implementing the school vision and strategic intent;

- current, evidence-based information about effective approaches to teaching, learning, and assessment;

- a sound understanding of how change processes work and how people respond to change;

- insight into teachers' current beliefs and practices (in order to help them engage with new ways of working);

- relationships based on trust, so that staff feel supported and understood;

- an awareness of the school's capacity for change;

- strategies for handling resistance to change.

CASE STUDY 5: LEADING PEDAGOGICAL CHANGE

**Carol Jarrett,
Head of Department English,
Kelston Girls' College**

Carol Jarrett uses the teaching as inquiry approach in her department to investigate what she labels "problems of practice".

Carol shares her experiences in the classroom with colleagues, encouraging an environment where teachers feel safe to talk about their practice. They reframe the conversation using the teaching as inquiry tool – describe the problem, identify possible solutions, make a change, evaluate.

Carol recognises that teachers need to take ownership of the process if the change is to be successful.

She says it is important for participants to understand the change – what it is and why it is being prioritised.

"My approach to leading change has been to model it. So I'm very open about problems of my own practice."

For full case study search "Carol Jarrett" on www.educationalleaders.govt.nz

Problem solving

Problem-solving activity can be routine, or in response to a crisis, or part of strategic efforts to address an endemic issue.

Middle and senior leaders contribute to problem solving by working collaboratively and using an evidence-based approach – identifying, testing assumptions, analysing, and solving. If there are new insights, or situations that have not arisen before, solutions may be innovative and involve a level of risk taking. Whole teams may be involved. Solutions should align with the school's vision and policies.

To develop problem-solving capabilities within the school, effective leaders look for opportunities to solve problems collaboratively and mentor new leaders with problem-solving responsibilities. Collaboration extends to managing risk by anticipating problems and agreeing on strategies.

When problems relate to student progress, middle and senior leaders collaborate with family, whānau, and caregivers to agree on and implement solutions.

If changes in practice are needed to address disparity in student outcomes, middle and senior leaders may need to negotiate with teachers or teams who are reluctant to change.

Crisis management in schools is primarily the responsibility of experienced senior leaders. They develop strategies for handling confrontations, fights, aggressive intruders, and other crises. Effective leaders invite feedback on their strategies and take time to reflect on their handling of incidents.

CASE STUDY 6: DISTRIBUTED LEADERSHIP AND MANAAKITANGA

Hurae White, Deputy Principal, Nawton School

Hurae White describes the leadership structure at Nawton School as "distributed". Teachers from each syndicate are represented in the leadership team, creating a collaborative approach within the school. Hurae identifies manaakitanga as a core value that, in practice, means the leadership team support each other and the rest of the teaching staff.

Teachers are encouraged to take on leadership roles and responsibilities and are provided with appropriate support. One teacher, with expertise in pāngarau, was nominated to lead a focused mathematics programme in the immersion class. She worked with an adviser and two other teachers to improve student outcomes and also increase their own knowledge.

> *"I very much believe in 'Ehara taku toa i te toa takitahi', so the strength is not in the individual, it's in the collective."*

For full case study search "Hurae White" on www.educationalleaders.govt.nz

Key leadership qualities

The educational leadership model (ELM) identifies four qualities that underpin a leader's ability to improve teaching and learning outcomes in their school:

- manaakitanga – leading with moral purpose;
- pono – having self-belief;
- ako – being a learner;
- āwhinatanga – guiding and supporting.

Manaakitanga: Leading with moral purpose

Manaakitanga embodies the leader's moral commitment to improving educational and social outcomes for all students. It is the quality of leading with integrity and ensuring that decision-making is ethical and consistent. It contributes to building a school culture of trust, respect, and openness.

Middle and senior leaders draw on manaakitanga in their dealings with colleagues, students, and the wider community in both professional and social matters. They are sensitive to the differing cultures and worldviews of those they work with, and they look for ways to make a difference by identifying what is right and best for both students and the school.

Manaakitanga commits leaders collectively as well as individually to being responsible for effective school-wide practices (Bezzina 2007). It involves middle and senior leaders as advocates (he kaiarataki) in working to realise the potential of all students, including all Māori students, Pasifika students, and students with special education needs. This is also emphasised in *Tū Rangatira: Māori Medium Educational Leadership* (2010).

When current practices need to change, manaakitanga means that middle and senior leaders may need to engage in difficult professional conversations with colleagues comfortable with the status quo and reluctant to change (Robinson, Hohepa, and Lloyd, 2009; Cardno, 2007b; Hattie and Timperley, 2007).

Pono: Having self-belief

Pono embodies the conviction, confidence, and self-esteem that come from self-belief. It enables leaders to be clear about their values and goals.

Leaders with pono have high levels of self-awareness – they confront their own assumptions, learn from their mistakes, and seek a healthy work–life balance. They persevere in the face of challenges and have

the emotional and spiritual resilience to bounce back after setbacks. Their self-belief, energy, and commitment provide inspiration for others.

Pono is especially important for new middle and senior leaders – they need it in order to become convincing leaders. It is also very important for

Where ako is practised, a school culture is characterised by teachers, leaders, and students "sharing knowledge and expertise with each other to produce better mutual outcomes" (*Ka Hikitia*, 2008, page 20). By being open to learning, middle and senior leaders increase the collective knowledge available to the school.

> *Leadership is primarily about influence and change, about providing "spaces" and "opportunities" for creative, future leaders to develop.*
>
> *Harris, 2009, page 10*

senior leaders who are responsible for dispute and crisis management, mediating between groups, and responding to unpredictable events.

Ako: Being a learner

Ako encompasses both teaching and learning – it is a reciprocal relationship in which students and teachers learn from each other (Pere, 1983).

Leadership is a complex set of skills, and effective leaders accept that there is always more to learn. While they bring knowledge and expertise to their roles, they are also constantly gathering information and wanting to improve. They seek feedback on their leadership from colleagues, students, and the students' families, and they research how others have handled problems or improved their teaching practices. Middle and senior leaders may seek further educational opportunities, and also invite external experts to work with them as mentors.

Āwhinatanga: Guiding and supporting

Āwhinatanga is guidance and support for colleagues and students that is respectful and caring. It involves developing a high level of awareness of the needs and perspectives of staff and students and then taking action to care for others based on this awareness.

Middle and senior leaders who embrace āwhinatanga recognise and respond to the strengths and needs of those they lead, ensuring they feel appreciated and supported.
This enables teachers to focus on improving the learning outcomes of their students.

For teachers who have been encouraged to take on leadership roles, āwhinatanga in the form of mentoring from middle and senior leaders is important for development and success.

Summary

Distribution of leadership responsibilities is crucial for twenty-first century New Zealand schools: when teachers are also involved in leadership, there are positive outcomes for students.

Enhancing student outcomes – academic outcomes, personal well-being, and personal development – is the key responsibility of all middle and senior leaders. To do this, they lead pedagogical change, manage and appraise teachers, and participate in professional development.

Factors that influence the success of middle and senior leaders include the school's planning and resourcing, the extent to which the leadership culture is collaborative, innovative, and supportive, and opportunities for professional development.

The educational leadership model (ELM) sets out the qualities, knowledge, and skills of effective middle and senior educational leaders and identifies the different contexts in which they work. Middle and senior leaders need to respond to the priorities set by the Ministry of Education, the type of school they work in, and their specific negotiated responsibilities.

The ELM diagram on page 12 shows that:

- professional relationships based on trust are at the core of educational leadership;

- leadership always operates within the constraints of a specific school context;

- middle and senior leaders are actively involved in change management and problem solving.

The ELM identifies four areas of practice: culture (what is valued), pedagogy (teaching and learning knowledge), systems (how things work), and partnerships and networks (creating links to support learning).

The ELM also identifies four qualities that leaders need if they are to be effective in improving teaching and learning outcomes: manaakitanga (leading with moral purpose), pono (having self-belief), ako (being a learner), and āwhinatanga (guiding and supporting).

This leadership model challenges leaders, but it also offers them direction. It is vital that schools develop the middle and senior leaders who will support teachers and students to meet the challenges of the twenty-first century.

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