

Senior School Leader leading a team



Large,
Equity Index Group - Fewer



Their story

Emma is a Deputy Principal in a city school with 2500 students. She leads the Curriculum and Assessment portfolio, focusing on academic excellence, student equity, and teacher professional development.

As the Principal's Nominee, Emma must adeptly balance strategic leadership of assessment with co-ordinating her support team to ensure smooth administrative practices.

In her team is



George is a classroom teacher who coordinates external moderation and internal moderation.



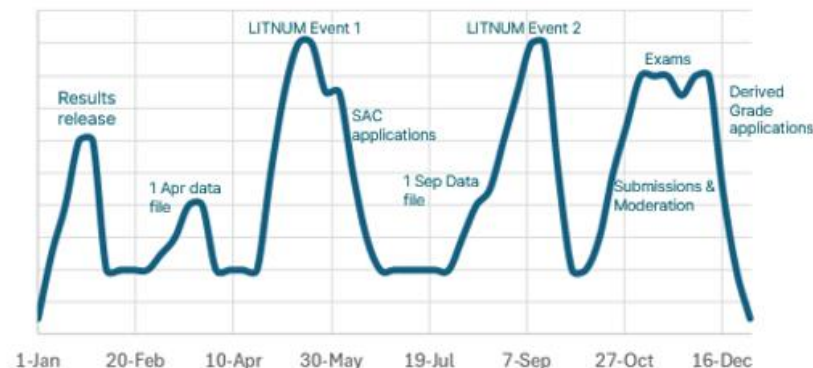
Ali, the Data Manager who coordinates mark books and result entry alongside other data processes including accuracy checks by teachers and students. He completes data file submissions to NZQA.



Awhina, the SENCO, who looks after SAC applications and support for assessments.

“The systems I’ve set up support student achievement and develop teacher understanding of assessment practice”

available time spent (for one person) on PN activities



How the school resources the PN role

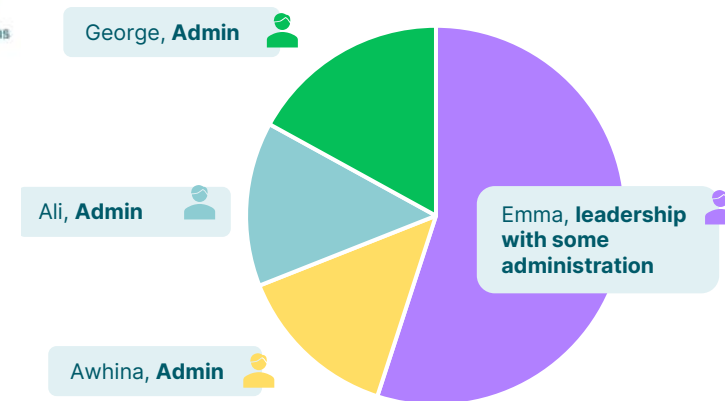
- **The PN role is only one aspect of Emma's senior leadership portfolio**, so there is no explicit time allowance.
Emma can reallocate her time for assessment to give more to the role at busy times during the year.
- George has a one-hour time allowance for moderation. If he needs more time he can ask for release from his classes.
- Ali and Awhina's roles have been set up to include the required administration tasks.



Strengths

- **Emma's experience can inform strategic and operational planning** so she can coordinate teachers ownership of NCEA internal and external assessment.
- **Retention is higher for PN's** who are Senior Managers.
- **Emma can focus on monitoring and review of professional practices**, operational functions, and student qualifications pathways.
- **Emma has authority as a senior leader**, and staff and students recognise this. She can bring about changes to school processes more easily than other staff.

Sharing of PN role and responsibilities



Emma's team – George, Ali and Awhina share the business as usual aspects of the admin role, while Emma leads assessor development, ensures the quality of assessments and coordinates point in time assessment activities.



Constraints

- **Emma's time available for the role may be compromised** by other urgent and/or important senior leadership functions. Things don't stop for assessment!
- **Emma needs efficient reporting structures and monitoring practices** to ensure all team members have visibility of all key aspects of the role.
- **Emma's seniority and availability means staff and students may not readily seek the PN's help or support.**

Faculty Leader leading with support

 Medium/large, Equity Index Group - Moderate



Their story

Carter is Principal's Nominee in a school of 900 students in a provincial town. He also leads the Science and is the Senior School Academic Dean.

As the PN he must balance his curriculum leadership and teaching responsibilities with assessment administration and academic leadership in the wider school.

In his team is



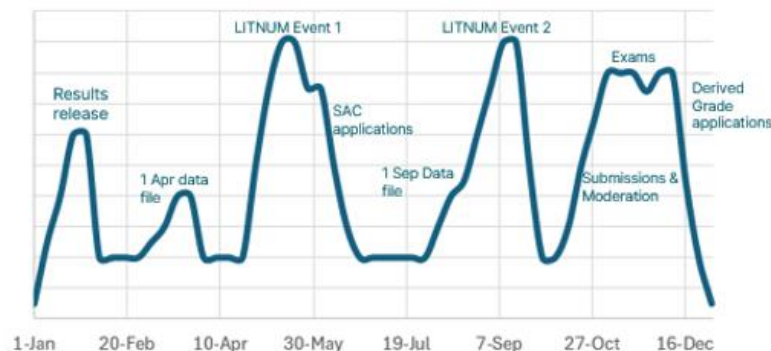
Ellen (Assistant Principal - Curriculum) who backs Carter's leadership and makes sure he has a conduit to school leadership and decision-making



Ash, the data manager who ensures day-to-day administrative tasks run seamlessly.

"It is good to be part of a team that ākonga and teachers trust and that supports quality assessment"

available time spent (for one person) on PN activities



How the school resources the PN role

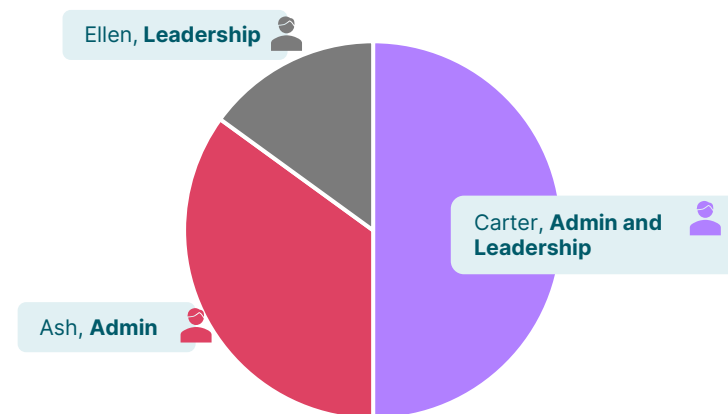
- **The PN role is only one aspect of Carter's portfolio.** He is given a weekly time allowance for the role which he carries out alongside his other day-to-day responsibilities.
- When Carter has to administer point-in-time activities, he needs to be released from his classes.
- Ellen's leadership is built into her AP role – she can support Carter with strategic planning and arrangements for point-in-time activities.
- Ash has data responsibilities built into his data manager role and can manage the tasks as they arise.



Strengths

- **Carter is an expert and experienced assessor with strong professional practices**, knowledge of operational functions, and student qualifications pathways.
- **Carter is respected by the senior leadership and can inform strategic and operational planning** based on his practitioner expertise and his role in the middle leadership group.
- **Carter has authority as a middle leader** and is available to staff and students so there are few barriers to engaging with him.

Sharing of PN role and responsibilities



Carter's team – Carter and Ash share the bulk of the admin role, with Ellen making sure Carter has support with higher level decision making and communicating with school leaders



Constraints

- **Carter's time available for the role may be compromised** by other urgent and/or important functions in his leadership of the Science Faculty.
- **Carter needs to be supported by senior leaders with efficient reporting structures and monitoring practices** to ensure they have visibility of all key aspects of the role. Supporting Carter's authority in the middle leaders group is key.
- **Carter's teaching responsibilities limit his availability to meet with staff and students for assessment related reasons** limiting his ability to mentor staff and review professional practices,

Subject teacher supported by a senior leader


 Small, Equity Index Group - More




Their story

Anvi is a teacher of Health and Physical Education in a school of 600 students serving a rural community. She balances her subject responsibilities with overview of distance learning students. Anvi also runs a sport code in the school.

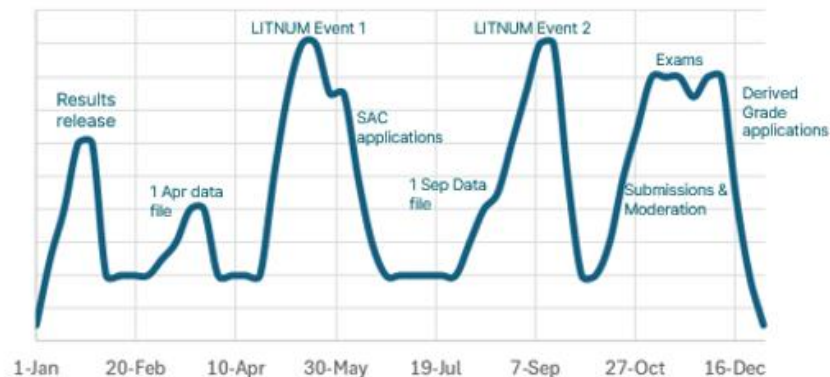
As the Principal's Nominee, Anvi manages all administration of NCEA assessment.

 Anvi is supported by Wiremu (Deputy Principal – Curriculum and assessment) who takes responsibility for school-wide leadership of assessment practices and mentors her.

 Wiremu's support is crucial in ensuring that all teachers and senior leadership are up to date to with assessment expectations and helping Anvi lead school quality assurance processes.

"I am grateful for the support I get from Wiremu, who has helped me grow in this challenging role"

available time spent (for one person) on PN activities



How the school resources the PN role

- **The PN role is additional to Anvi's subject teacher responsibilities**, so she has been allocated a weekly time allowance. Although the school is small all the assessment administration tasks still have to be done. Anvi will need to be released from classes to carry out her responsibilities, especially for point-in-time assessments.
- Wiremu's leadership role includes the responsibility he has for school assessment and supporting Anvi.



Strengths

- **Anvi's position as a classroom teacher means staff and students may readily seek her help and support** as they know where to find her.
- **Lines of responsibility are usually clear to the PN**, staff, and students, so everyone knows who to see about what.
- **Anvi directs the operational activities** whilst the senior leader is focused on professional leadership.

Sharing of PN role and responsibilities

Wiremu, Leadership



Anvi, Admin and some Leadership



Wiremu is responsible for ensuring that Anvi is supported to develop her leadership of assessment, and he is mentoring her to grow into the PN role



Constraints

- **Anvi may need to call on the senior leader for support** if her authority is not recognised.
- **Anvi may not be clear about strategic functions and needs to meet regularly with Wiremu to ensure the effective flow of information and processes** in the school.
- **Anvi is responsible for all data and timelines** and will need to be released to complete tasks for specific deadlines.