

# NSW Public School Leadership and Management Credential Guidelines

Implementation document for NSW Public School Leadership and Management Credential Guidelines

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## Document history

Date	Description of update	Approved by
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# 1. Credential modules

The NSW Public School Leadership and Management Credential is an important element of the School Leadership Strategy. It is recognised that newly-appointed, first-time principals will benefit from developing a set of consistent skills, knowledge and understandings in order to effectively lead and manage their school. The credential will assist leaders to be well supported to meet their accountabilities with regard to departmental policies, documents, processes and procedures.

The credential is comprised of 18 online modules. The modules have a minimum of three components, with some having four:

- pre-reading
- e-learning
- assessment
- recommended further reading (optional)

Individual modules will take up to two hours to complete, after the pre-reading has been undertaken. Candidates will be required to read the pre-reading and e-learning content prior to attempting the assessment.

The credential remains valid for five years from the date of completion of the first module. Candidates may be required to complete updates resulting from policy changes.

## Credential assessment

Module assessment will only be available to candidates once they have read all pre-reading and e-learning content. Candidates are required to achieve 100% in the assessment for every module in order to be awarded the credential. The assessment is open-book and the candidates may refer to the pre-reading and module content

<b>NSW Public School Leadership and Management Credential – <i>Ready to lead, supported to succeed.</i></b>	
<b>Module Title</b>	<b>Description</b>
<b>Asset Management</b>	Candidates will be familiar with the resources available and the required procedures to effectively manage school assets.
<b>Core Legal Issues</b>	Candidates will learn about common legal issues that are encountered by schools and principals.
<b>Developing Self and Others</b>	Candidates will learn about building a collaborative professional learning community that is focused on the continuous improvement of teaching and learning underpinned by the Australian Professional Standards for Teachers. The content of this module is drawn from 'Developing Self and Others' which is a professional practice

	of the Australian Professional Standard for Principals and the Leadership Profiles (2015).
<b>Engaging and Working with the Community</b>	Candidates will develop deeper understanding of the clear communication strategies which lead to improved parental and community engagement, enhanced staff morale and positive consultative decision-making.
<b>Ethical Decision Making</b>	Candidates will develop an understanding of ethical leadership and management practice.
<b>Industrial Relations</b>	Candidates will develop an understanding of managing and responding to workplace issues, within an industrial context.
<b>Leading and Managing the School</b>	Candidates will understand the accountabilities of principals, aligned to the nationally agreed professional practices of principals as described in the Australian Professional Standard for Principals and the leadership profiles (2015).
<b>Leading Teaching and Learning</b>	Candidates will develop an understanding of how to lead evidence-based teaching and learning. They will see how leading teaching is located within the School Excellence Framework and research literature. They will also be able to learn from a high value-add (HVA, CESE 2015) school case study.
<b>Managing Complaints</b>	Candidates will develop their knowledge and understanding of what constitutes a complaint, how to manage a complaint and what their responsibilities are so that complaints can be managed effectively.
<b>Performance and Development</b>	Candidates will understand how to promote and lead a collaborative and supportive culture in their workplace, meet the requirements of the NSW Department of Education Performance and Development Framework and ensure access to quality professional learning for all teachers.
<b>Performance Improvement</b>	Candidates will understand performance management, procedures for implementing improvement programs and the leadership skills required to do so effectively.
<b>Policy Implementation and Monitoring</b>	Candidates will develop a clearer understanding of what the principal must know and do to align management procedures, processes and policy implementation.
<b>Procurement</b>	Candidates will learn how to procure goods and services on behalf of the school, in compliance with the NSW Government and NSW Department of Education Procurement Policy.
<b>School Excellence</b>	Candidates will develop their understanding of leading school planning and annual reporting. They will understand school self-assessment, external validation, the School Excellence Policy and school development reviews.

<b>Staffing in NSW Public Schools</b>	Candidates will be supported to better understand the fundamentals of workforce planning including their legal and ethical responsibilities in managing staffing entitlement including enrolment practices for staffing and the recruitment of permanent, temporary and casual staff.
<b>Strategic Financial Management</b>	Candidates will be familiar with the responsibilities of the principal and some of the resources available to support school financial management practices.
<b>Wellbeing for Learning</b>	Candidates will build their knowledge of the NSW Department of Education Wellbeing Framework for Schools and be provided with information and advice about key related policies and good practice to support the wellbeing needs of all students in their school.
<b>(Work) Health and Safety</b>	Candidates will develop their knowledge and understanding of the WHS Management Program to support the management of health and safety in schools and key practical information to support employees return to work following a work related or non-work related injury or illness.

## 2. Implementation

From Semester 2, 2017, all NSW Department of Education applicants who apply for a principal position will be required to have completed the NSW Public School Leadership and Management Credential prior to lodging an application. NOTE: Those applicants, who have held the position of substantive principal in a NSW public school within the previous 5 years, do not need to have completed the NSW Public School Leadership and Management Credential.

Currently candidates attain a provisional credential certificate by completing all available modules. Module 7: Leading and Managing the School has been suspended from the credential. Candidates who complete all 18 modules receive a final credential certificate. Candidates who complete the credential with less than 18 modules receive a provisional credential certificate.

As evidence of their completion, all candidates will be required to upload a provisional credential certificate or final credential certificate on TALEO as part of their application. As noted above, applicants who have been a substantive principal in a NSW public school within the previous 5 years do not need to upload a credential certificate.

## Transition process

Cohort	Timeframe for EOD	Comment	Requirement to complete the Module after release of a new or updated Policy
1	2016	All newly-appointed, first-time principals who enter on duty (EOD) in 2016 must complete the credential within 12 months of the credential being released or within 12 months of their entry on duty.	Not required to complete the module
2	Semester 1, 2017	All newly-appointed, first-time principals who enter on duty during Semester 1, 2017 must complete the credential within three terms of their appointment unless exceptional circumstances arise (see section 6.c).	Not required to complete the module
3	Semester 2, 2017	From Semester 2, 2017 applicants for their first principal position will complete the credential prior to application for merit selection. They will be required to upload their provisional credential certificate or final credential certificate on TALEO as part of the merit selection process.	Required to complete the module

### 3. Security

- i. Access to the credential is only available through the NSW Department of Education portal. Access to the portal is controlled by a unique user-name and password. This level of security is the same as for access to all NSW Department of Education email accounts and the intranet.
- ii. Additionally, on completion of the credential, each candidate will receive a numbered certificate of completion. When a candidate is applying for a principal position, they will be required to upload into TALEO a scanned copy of the certificate. In reviewing principal applicants, the Director, Public Schools NSW will be able to access, from [leadership@det.nsw.edu.au](mailto:leadership@det.nsw.edu.au), a list of the candidates who have completed the credential.
- iii. Each time an assessment is undertaken, 10 randomly allocated questions from a bank of approximately 30 questions are asked of each candidate in each module.
- iv. The learning management system, Moodle, will manage the credential. It has been used by NSW Department of Education for some time to facilitate online learning and is fully supported by ITD. Information about the credential candidates sits in the secure state data centre at Silverwater.

### 4. Access to suite of modules by credential candidates

The credential can be accessed through the Professional learning website. Candidates will login to the intranet through their portal or via their secure login.

Candidates can complete the course in one session or complete over a period of time. The attempts will be stored by the learning management software (Moodle) and can be retrieved as required.

### 5. Access to the credential by personnel outside the NSW Department of Education

Candidates external to the NSW Department of Education who are seeking to access the credential in order to apply for a NSW public school principal position should contact [leadership@det.nsw.edu.au](mailto:leadership@det.nsw.edu.au). These candidates will be provided with access to the course upon provision of documents to confirm their identity and their qualifications as a teacher, signed by a Justice of the Peace.

Each individual will have a DOIS account opened and be issued with DET guest access to the intranet. These guest accounts are reviewed annually, with the candidate able to seek extension through [leadership@det.nsw.edu.au](mailto:leadership@det.nsw.edu.au) if required.



## 6. Changes to the credential due to policy updates

Updates to policies may result in changes to credential modules. If candidates have completed a module that has been updated, they may be required to complete the module again.

- Candidates who have completed the credential and who hold a substantive principal position will NOT be required to complete the new module.
- Candidates who are not appointed principals, that is, acting, relieving or aspiring, will be required to do the new module, even if they completed the old one.

## 7. Roles and responsibilities

### a. GTIL Principal Working Group

Overall evaluation of the credential and updates regarding content and candidate progress toward completion will be presented to the GTIL Principal Working Group.

### b. NSW Public School Leadership and Management Strategic Coordination Group

The NSW Public School Leadership and Management Credential Strategic Coordination Group will be responsible for overseeing the credential and ensuring the quality, currency and functionality of all module content. Each directorate with responsibility for module content will be represented in the group. The group will meet twice each term to review credential modules, address issues, identify changes required and plan future updates.

### c. Leadership and High Performance

The Director, Leadership and Teacher Quality has responsibility for ensuring that the:

- content of the modules is regularly reviewed, evaluated and updated as required. Communication will be sent to module content owners every 5 weeks to request information about updates that will impact on the credential content.
- revision of credential modules includes consultation with key stakeholders
- Directors, Public Schools NSW are routinely informed about the progress of completion of the credential modules by the first and second cohorts of newly-appointed, first-time principals.
- modules are evaluated by candidates and the evaluation is analysed to facilitate system improvement
- list of candidates who have completed the credential is made available, routinely, to the Directors, Public Schools NSW
- other interested officers and credential candidates receive advice concerning the credential.

### d. Directors, Public Schools NSW (NOTE: change to Directors, Educational Leadership from T2, 2018)

The Director, Public Schools NSW has responsibility for:

- monitoring the completion of the credential by newly-appointed, first-time principals during the transition period and by those newly-appointed principals who are new to the Department of Education following the transition period

- ensuring the wellbeing of the newly-appointed, first-time principals during the transition period. Exceptional circumstances may prevent candidates from completing the credential within the given timeframe. In this case, Directors may adjust the timeline for completion of the credential. Additional advice regarding negotiated completion dates may be sought from the Director, Leadership and Teacher Quality.
- reviewing and validating against a centrally available file, the copy of the Leadership and Management Credential certificate which has been uploaded to TALEO as part of the process of merit selection or once newly-appointed principals have completed the credential
- the creation of local leadership development groups to support aspiring principals who are completing the credential, where appropriate. This may include discussion of pre-reading and review of module content, prior to candidates completing the assessment individually.
- making decisions about a candidate concurrently completing the credential during the first 12 months of appointment where exceptional circumstances exist – such a decision may be necessary for the employment of early career principals, in small, rural primary schools
- ensuring that newly-appointed, first-time principals who provide a provisional credential certificate through TALEO complete any outstanding modules within a reasonable timeframe of their appointment. All candidates are advised of the requirement to complete modules. Once outstanding modules are completed, candidates will then be issued with their final credential certificate.

#### **e. Executive Directors**

State office executive directors are responsible for ensuring that the Director, Leadership and Teacher Quality is informed of any policy changes which impact on credential modules. This process of informing the Director, Leadership and Teacher Quality will be prompted by regular email communication to each directorate with responsibility for module content. To assist the alignment between policy updates and the modules, a date will be placed on each module. Leadership and High Performance will coordinate the conversion of new content into e-learning materials for the modules.

#### **f. Credential candidate supervisor**

The supervisor of the credential candidate is responsible for monitoring and supporting the candidate as they complete the credential process. To support the monitoring process, candidates will be able to print out a list of the modules they have completed which can be used in discussion with their supervisor if required.

## **8. Evidence of completion**

On successful completion of all available modules and their evaluation, participants will be able to print out their numbered credential certificate. This can be accessed at the end of the list of modules following the final evaluation on the credential course page.