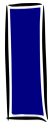
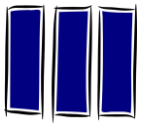
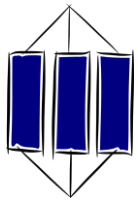
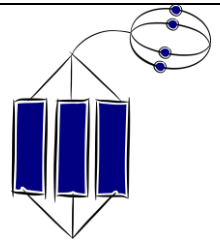
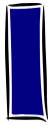
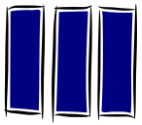
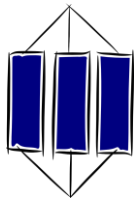
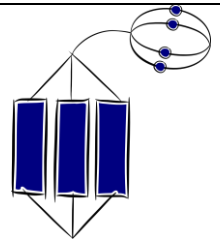
HookED - Professional Standards for Primary Principals - Areas of Practice - Culture

CULTURE: Provide professional leadership that focuses the school culture on enhancing learning and teaching.	Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
Demonstrates professional leadership:	*[Needs help]*	*[if directed]*	*[aware but no reasons – makes mistakes]*	*[purposeful – strategic – knows why and when – can identify mistakes]*	*[new ways -seeks feedback to improve – acts as role model – teaches others]*
In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students. • **Develop** • **Implement**	Needs help to develop and implement a school vision and shared goals that focus the school culture on enhancing learning and teaching.	If prompted or directed can [do this] using "**for** solutions" that are "delivered **to** the school community". *Via instruction, command and coercion*	Can develop and or implement "**for** solutions" are "delivered **to** the school community". *Via instruction, command and coercion*	Can develop and or implement **"with** solutions" that are "devised cooperatively **by** school community". *Via self-motivation and DIY initiatives.*	**… And** subject these "**with** solutions" to regular and open review with and by; the school community and critical friends. *Empower school communities to co-create and implement a school vision and shared goals.*
Effective strategies – suggested next steps	Charles Leadbeater on For, to, with and by				

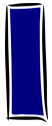
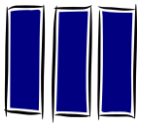
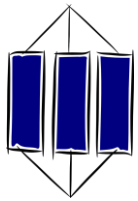
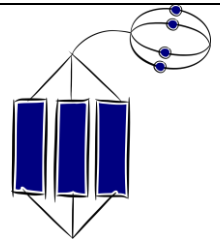
HookED
www.pamhook.com

HookED - Professional Standards for Primary Principals - Areas of Practice - Culture

CULTURE: Provide professional leadership that focuses the school culture on enhancing learning and teaching.	Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
Demonstrates professional leadership by:	*[Needs help]*	*[if directed]*	*[aware but no reasons – makes mistakes]*	*[purposeful – strategic – knows why and when – can identify mistakes]*	*[new ways -seeks feedback to improve – acts as role model – teaches others]*
Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning. • **Promote**	Needs help to [promote a culture whereby staff members: • take on appropriate leadership roles • work collaboratively to improve teaching and learning].	If prompted or directed can [do this] using "**for** solutions" that are "delivered **to** the school community". *Via instruction, command and coercion*	Can [do this] using "**for** solutions" are "delivered **to** the school community". *Via instruction, command and coercion*	Can [do this] using **"with** solutions" that are "devised cooperatively **by** school community". *Via self-motivation and DIY initiatives.*	**… And** subject these "**with** solutions" to regular and open review with and by; the school community and critical friends. *Empower school communities to co-create a culture whereby staff members do this.*
Effective strategies – suggested next steps					

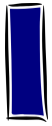
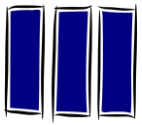
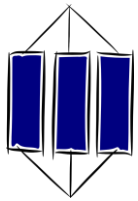
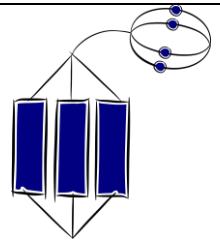
HookED
www.pamhook.com

HookED - Professional Standards for Primary Principals - Areas of Practice - Culture

CULTURE: Provide professional leadership that focuses the school culture on enhancing learning and teaching.	Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
Demonstrates professional leadership by:	*[Needs help]*	*[if directed]*	*[aware but no reasons – makes mistakes]*	*[purposeful – strategic – knows why and when – can identify mistakes]*	*[new ways -seeks feedback to improve – acts as role model – teaches others]*
Model respect for others in interactions with adults and students • **Model**	Needs help to model respect for others in interactions with adults and students. Unaware of the effect of their actions on others.	Has to be reminded or directed to model respect for others in interactions with adults and students.	Usually, models respect for others in interactions with adults and students.	Models respect for others in interactions with adults and students. Can justify actions in terms of respect shown.	Is open to, solicits and acts on feedback on improving the respectful nature of their interactions with adults and students.
Effective strategies – suggested next steps					

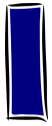
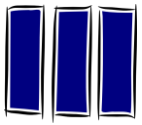
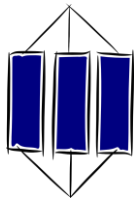
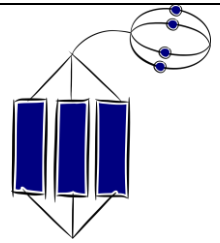
HookED
www.pamhook.com

HookED - Professional Standards for Primary Principals - Areas of Practice - Culture

CULTURE: Provide professional leadership that focuses the school culture on enhancing learning and teaching.	Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
Demonstrates professional leadership by:	*[Needs help]*	*[if directed]*	*[aware but no reasons – makes mistakes]*	*[purposeful – strategic – knows why and when – can identify mistakes]*	*[new ways -seeks feedback to improve – acts as role model – teaches others]*
Promoting the bicultural nature of New Zealand by ensuring that it is evident in the school culture. • **Promote**	Needs help to [make the bicultural nature of New Zealand evident in the school culture].	– if prompted or directed can [do this] using "**for** solutions" that are "delivered **to** the school community". *Via instruction, command and coercion*	Can [do this] using "**for** solutions" are "delivered **to** the school community". *Via instruction, command and coercion*	Can [do this] using **"with** solutions" that are "devised cooperatively **by** school community". *Via self-motivation and DIY initiatives.*	**… And** subject these "**with** solutions" to regular and open review with and by; the school community and critical friends. *Empower school communities to create and sustain their own solutions to promote bicultural nature of New Zealand within the school culture.*
Effective strategies – suggested next steps	Charles Leadbeater on For, to, with and by				

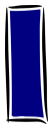
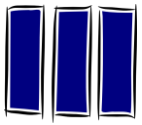
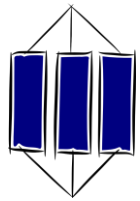
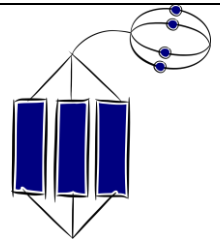
HookED
www.pamhook.com

HookED - Professional Standards for Primary Principals - Areas of Practice - Culture

CULTURE: Provide professional leadership that focuses the school culture on enhancing learning and teaching.	Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
Demonstrates professional leadership by:	*[Needs help]*	*[if directed]*	*[aware but no reasons – makes mistakes]*	*[purposeful – strategic – knows why and when – can identify mistakes]*	*[new ways -seeks feedback to improve – acts as role model – teaches others]*
Maintaining a safe, learning-focused environment. • **Maintain**	Needs help to [maintain a safe, learning-focused environment].	– if prompted or directed can [do this] using "**for** solutions" that are "delivered **to** the school community". *Via instruction, command and coercion*	Can [do this] using "**for** solutions" are "delivered **to** the school community". *Via instruction, command and coercion*	Can [do this] using **"with** solutions" that are "devised cooperatively **by** school community". *Via self-motivation and DIY initiatives.*	**… And** subject these "**with** solutions" to regular and open review with and by; the school community and critical friends. *Empower school communities to create and sustain their own solutions to enhance learning and teaching.*
Effective strategies – suggested next steps	Charles Leadbeater on For, to, with and by				

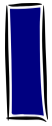
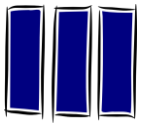
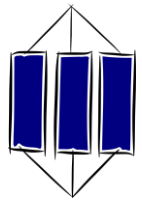
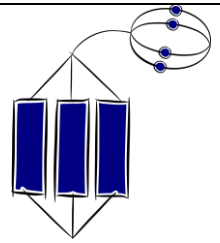
HookED
www.pamhook.com

HookED - Professional Standards for Primary Principals - Areas of Practice - Culture

CULTURE: Provide professional leadership that focuses the school culture on enhancing learning and teaching.	 Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
Demonstrates professional leadership by:	*[Needs help]*	*[if directed]*	*[aware but no reasons – makes mistakes]*	*[purposeful – strategic – knows why and when – can identify mistakes]*	*[new ways -seeks feedback to improve – acts as role model – teaches others]*
Promoting an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. • **Promote**	Needs help to [*promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected].*	– if prompted or directed can [do this] using "**for** solutions" that are "delivered **to** the school community". *Via instruction, command and coercion*	Can [do this] using "**for** solutions" are "delivered **to** the school community". *Via instruction, command and coercion*	Can [do this] using **"with** solutions" that are "devised cooperatively **by** school community". *Via self-motivation and DIY initiatives.*	**… And** subject these "**with** solutions" to regular and open review with and by; the school community and critical friends. *Empower school communities to create and sustain their own solutions to promote an inclusive environment.*
Effective strategies – suggested next steps	Charles Leadbeater on For, to, with and by				

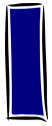
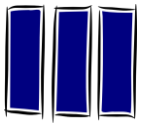
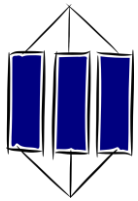
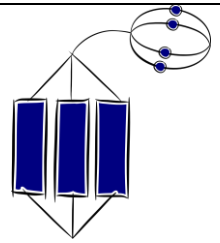
HookED
www.pamhook.com

HookED - Professional Standards for Primary Principals - Areas of Practice - Culture

CULTURE: Provide professional leadership that focuses the school culture on enhancing learning and teaching.	 Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
Demonstrates professional leadership by:	*[Needs help]*	*[if directed]*	*[aware but no reasons – makes mistakes]*	*[purposeful – strategic – knows why and when – can identify mistakes]*	*[new ways -seeks feedback to improve – acts as role model – teaches others]*
Managing conflict and other challenging situations effectively and actively working to achieve solutions. • **Manage**	Needs help to [manage conflict and other challenging situations effectively and actively working to achieve solutions].	– if prompted or directed can [do this] using "**for** solutions" that are "delivered **to** the school community". *Via instruction, command and coercion*	Can [do this] using "**for** solutions" are "delivered **to** the school community". *Via instruction, command and coercion*	Can [do this] using **"with** solutions" that are "devised cooperatively **by** school community". *Via self-motivation and DIY initiatives.*	**… And** subject these "**with** solutions" to regular and open review with and by; the school community and critical friends. *Empower school communities to manage conflict and other challenging situations effectively.*
Effective strategies – suggested next steps	Charles Leadbeater on For, to, with and by				

HookED
www.pamhook.com

HookED - Professional Standards for Primary Principals - Areas of Practice - Culture

CULTURE: Provide professional leadership that focuses the school culture on enhancing learning and teaching.	Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
Demonstrates professional leadership by:	*[Needs help]*	*[if directed]*	*[aware but no reasons – makes mistakes]*	*[purposeful – strategic – knows why and when – can identify mistakes]*	*[new ways -seeks feedback to improve – acts as role model – teaches others]*
Demonstrating leadership through participating in professional learning. • **Demonstrate** • **Participate**	Needs help to [demonstrate leadership through participating in professional learning].	Has to be prompted or directed to demonstrate leadership through participating in professional learning.	Usually, demonstrates leadership through participating in professional learning.	Demonstrate leadership through participating in professional learning. Can justify actions in terms of leadership shown.	Is open to, solicits and acts on feedback on improving the leadership shown when participating in professional learning.
Effective strategies – suggested next steps					

HookED
www.pamhook.com