

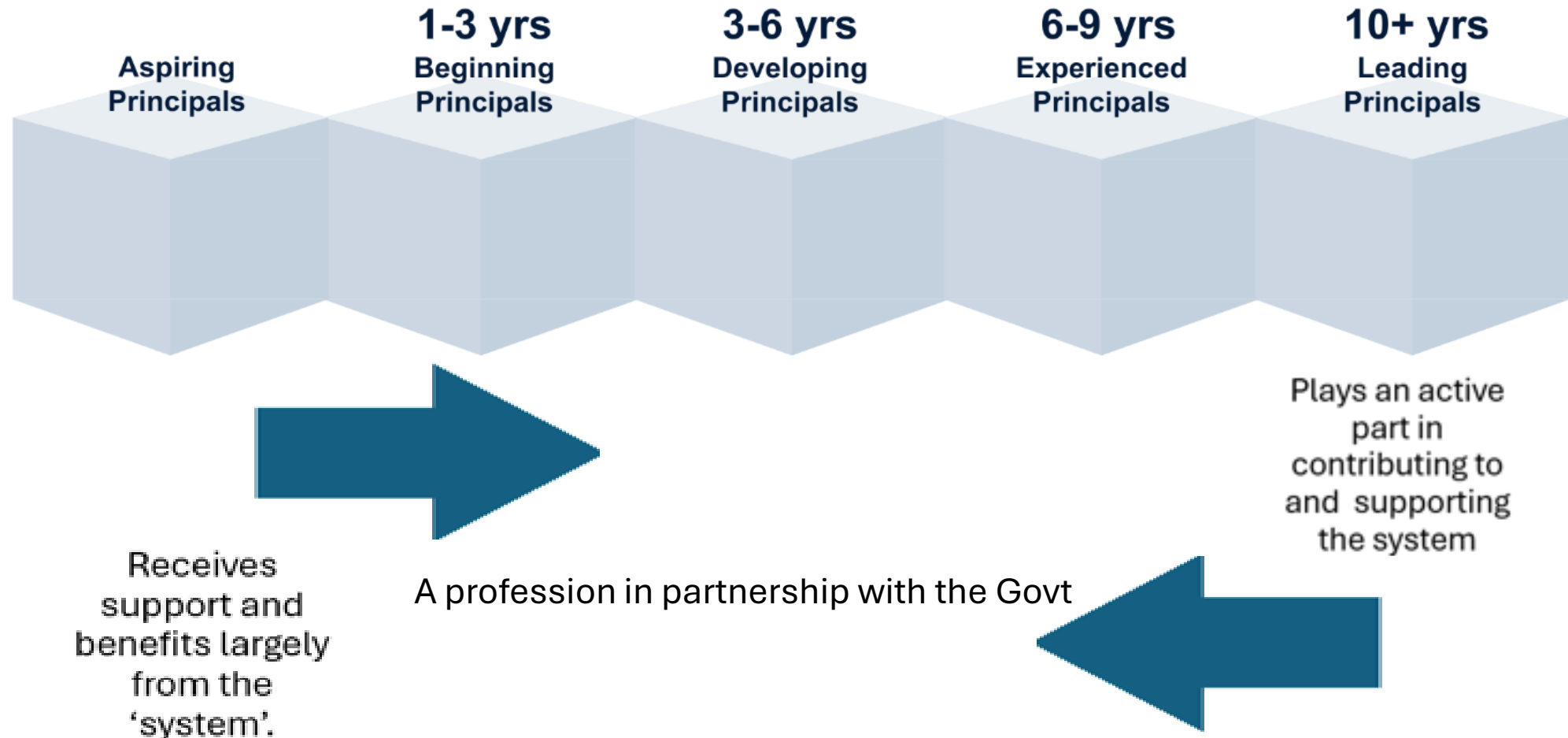
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In this session

1. What is the Principal pathway and what are the supports for it?
2. What is informing the thinking
 - Data and patterns
 - Overseas research
 - Work of the leadership advisory service
3. Mentoring and Coaching
 - Shadowing
 - Why a change?
 - Benefits for all
4. Becoming a mentor
5. Other examples of 'for Principals by Principals'

The Principal Pathway



What supports are in the Principal Pathway?

- ✓ Beginning principal programme
- ✓ Principal induction support (on appointment as a beginning and newly appointed principals) | Te Mahau
- ✓ Principal Development Map
- ✓ Principal study awards and sabbaticals
- ✓ Leadership Advisory service

What's coming?

- ✓ Aspiring Principal programme

We're taking an informed view of:

Who?

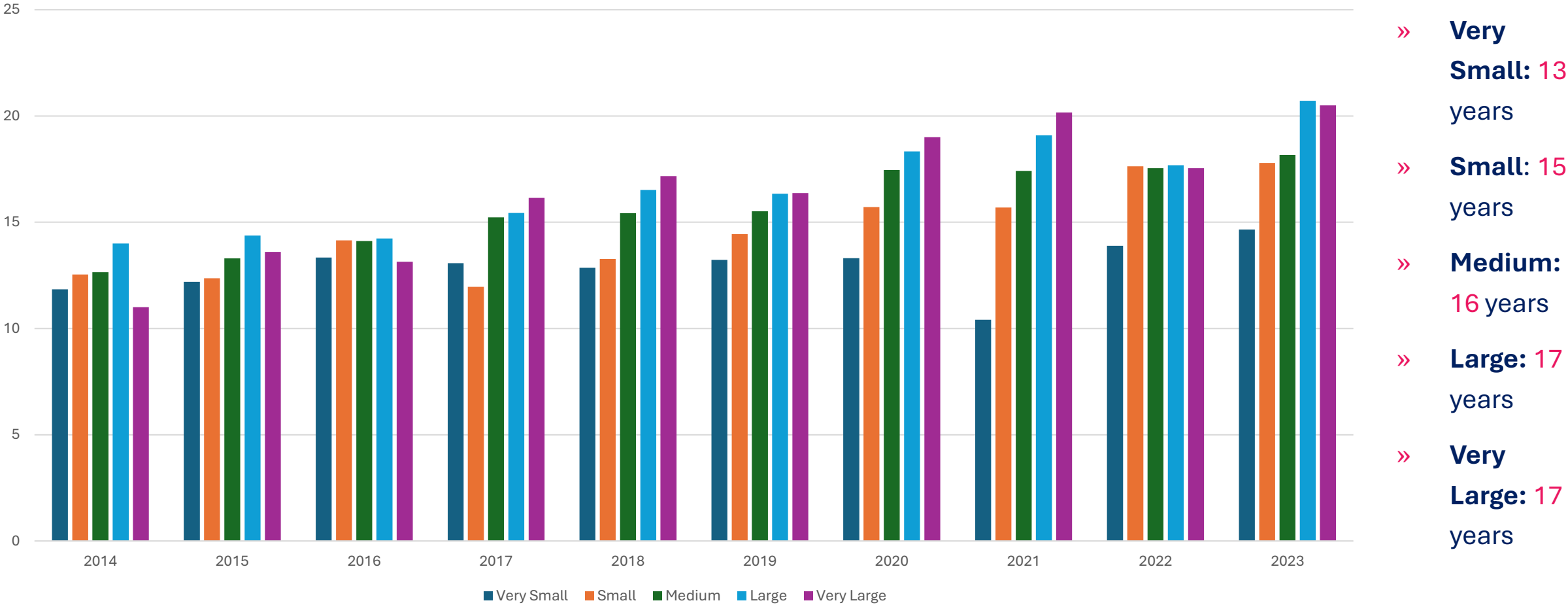
What?

How?

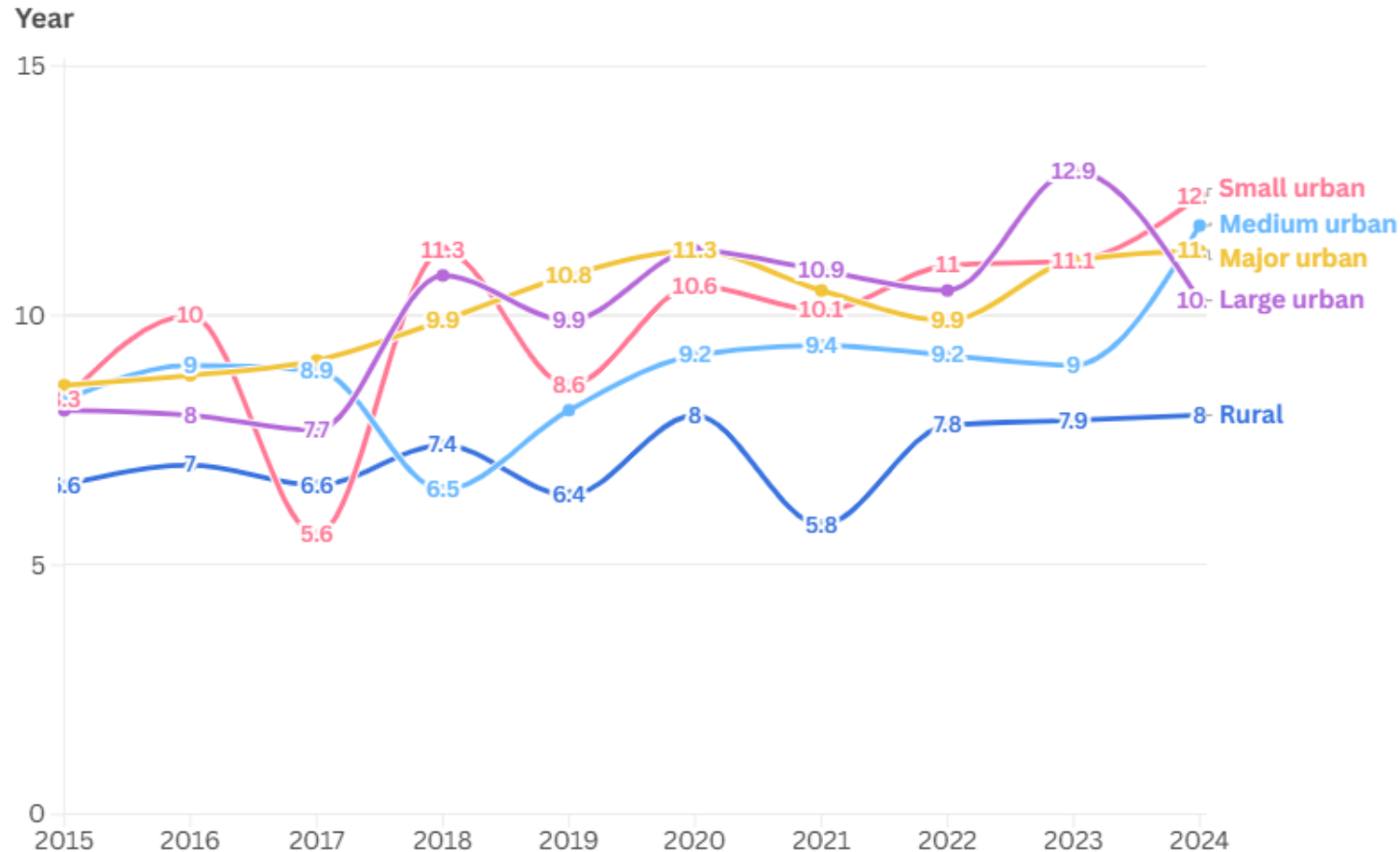
& using evidence to evaluate impact

How many **total teaching years** does it take a beginning teacher to become a primary principal, Insights by school size (2014-2023)

How many years take a beginning teacher to become a principal



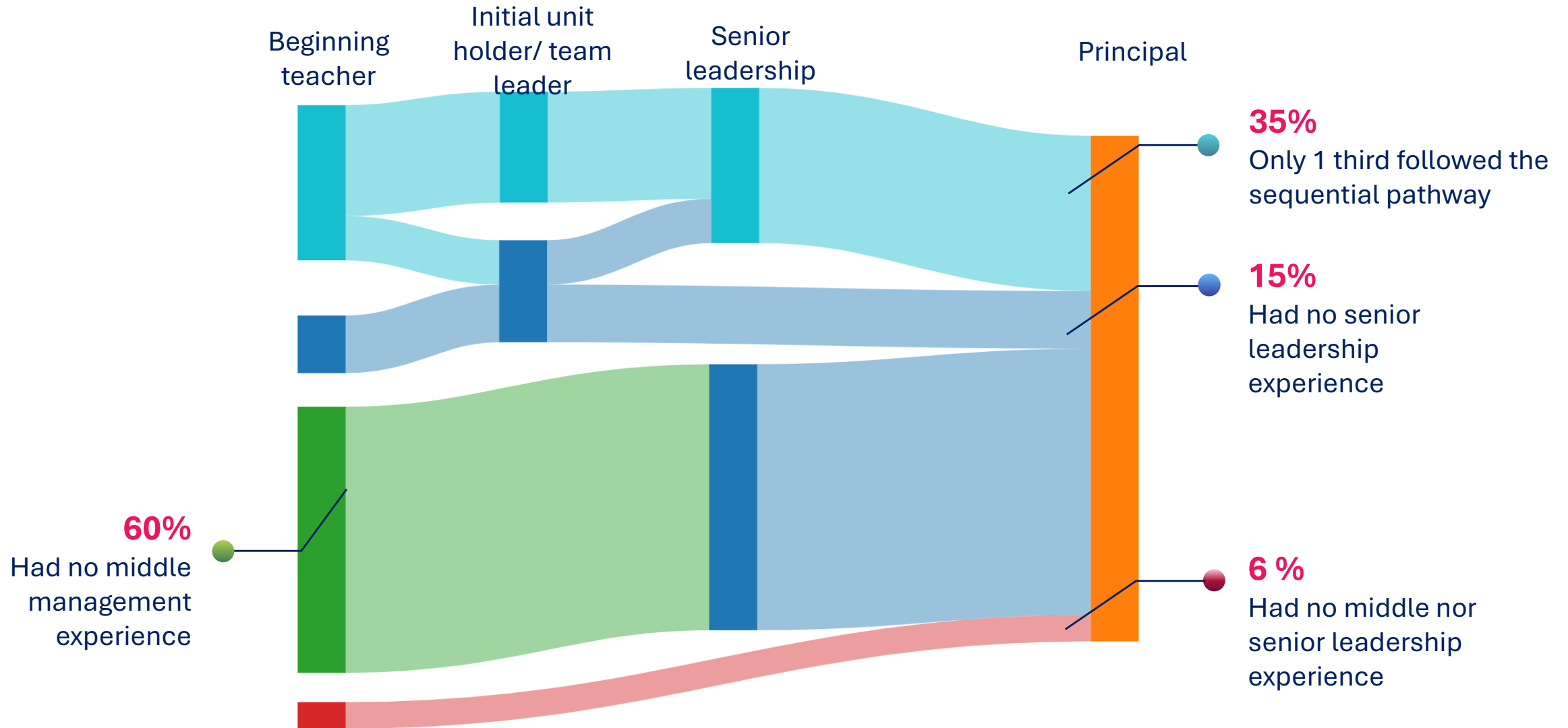
Senior leadership experience differs in urban/rural area over time



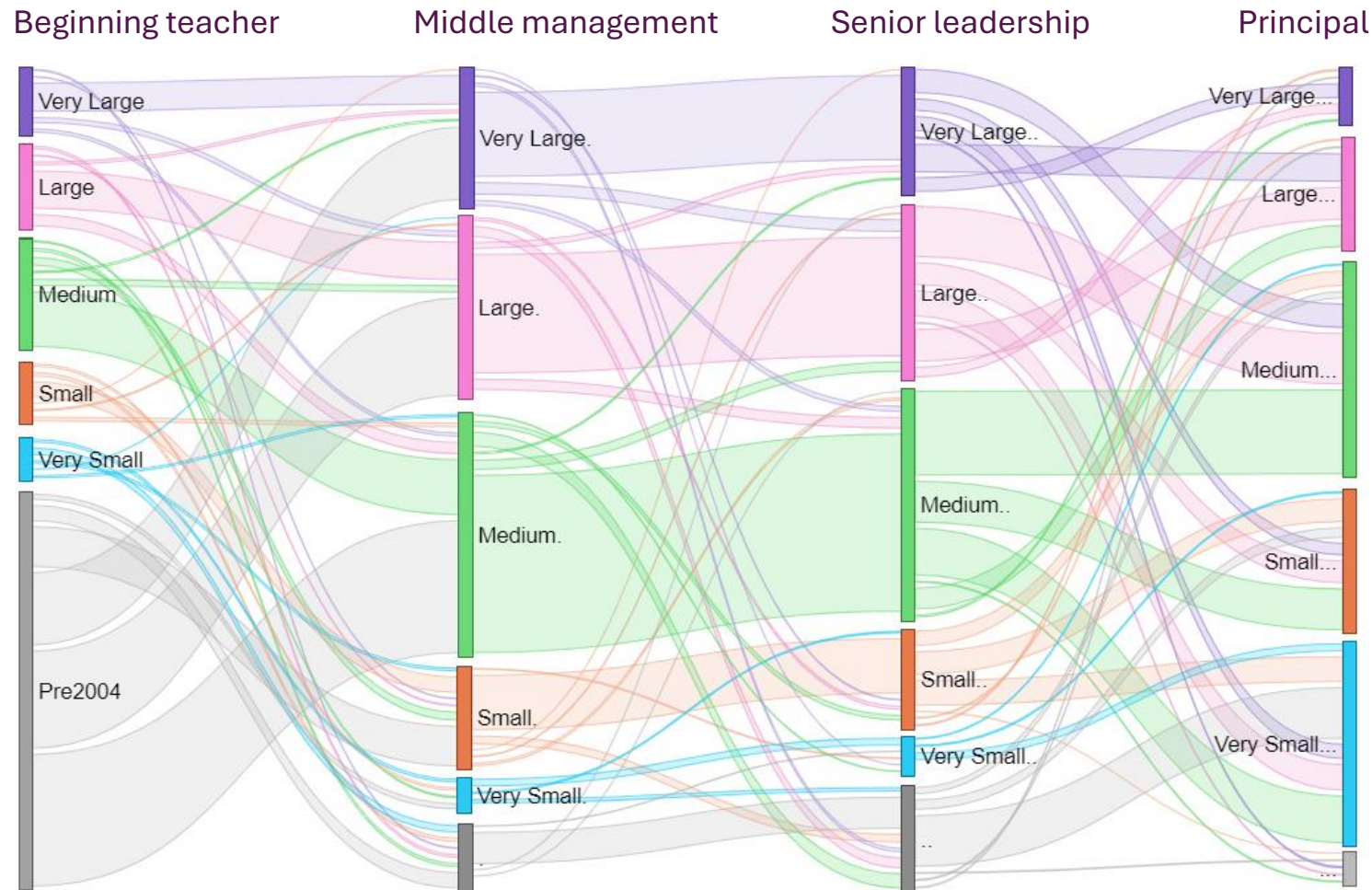
Primary principals from all levels of **Urban areas** were quite alike, steady increased overtime from 8 years in 2015, to 12 years in 2024.

In general, primary principals from **Rural area had 3 years less** leadership experience before their principalship.

Typical Career Pathways for Primary Principals over the past 10 years (2014-2023)



Career progression to larger schools or keen to remain the same?



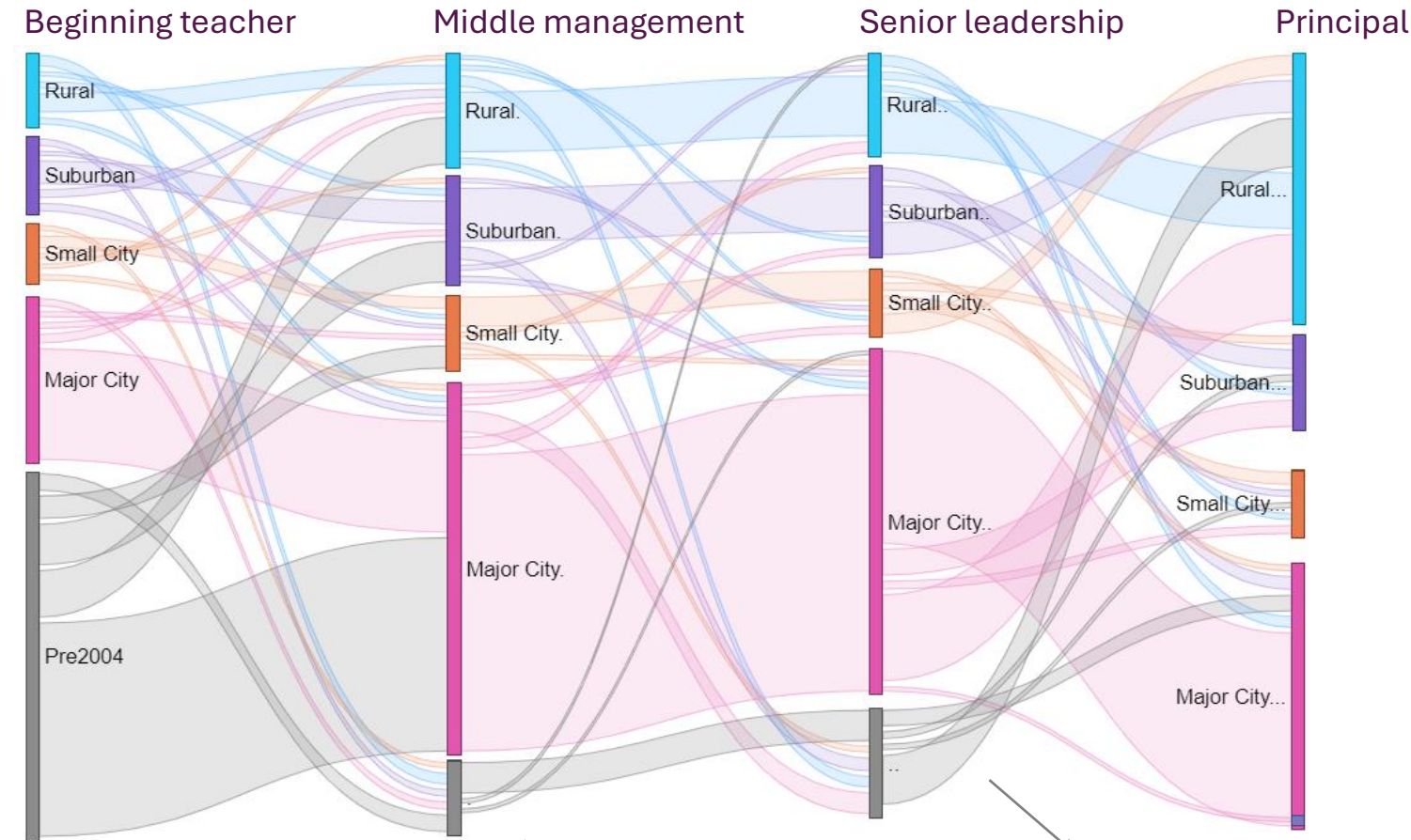
Very similar dynamic in this stage, suggesting that AP prioritise the opportunity to become a principal over school size.

Medium-Sized Schools act as hubs
Teachers in Medium-sized schools show significant movement, advancing into both larger and smaller schools, suggesting medium-sized schools may act as a flexible middle ground, providing teachers with opportunities to varies schools where principal positions are available.

Less change in this stage

Many remain in their similar settings to seek and progress to senior leadership roles

Career history: How principals moved through various urban/rural settings as they advanced in their careers?



How could this trend could help us in intervention strategies?

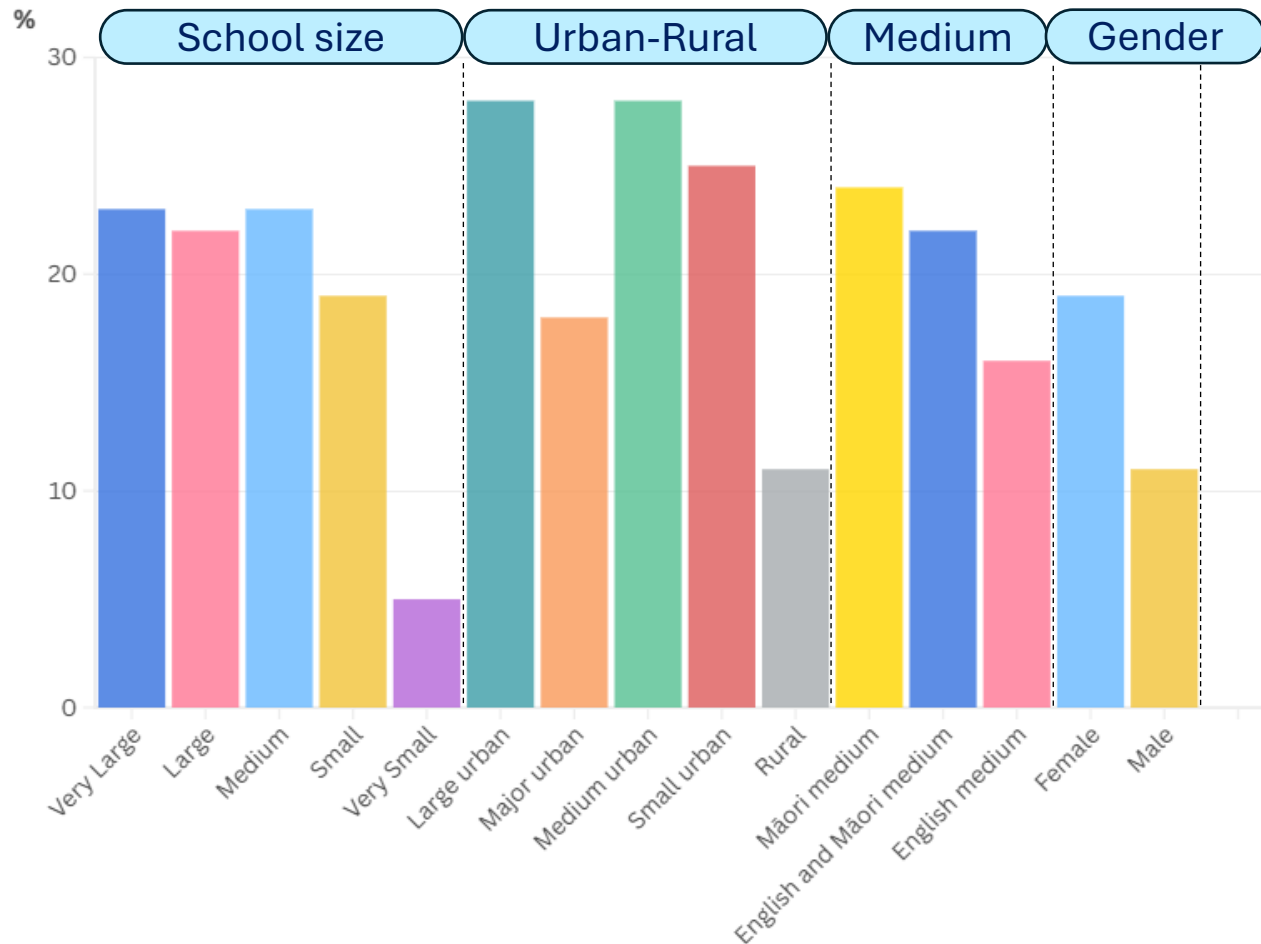
Many remains in their similar settings to seek and progress to senior leadership roles

However, a significant changes, changing career lanes, shifting from larger cities to smaller rural areas, suggesting that AP prioritised the opportunity to lead a school over a more urban setting (also cost of living) and their previous settings

Overall trend: strong direct internal promotion when appointing first-time principals

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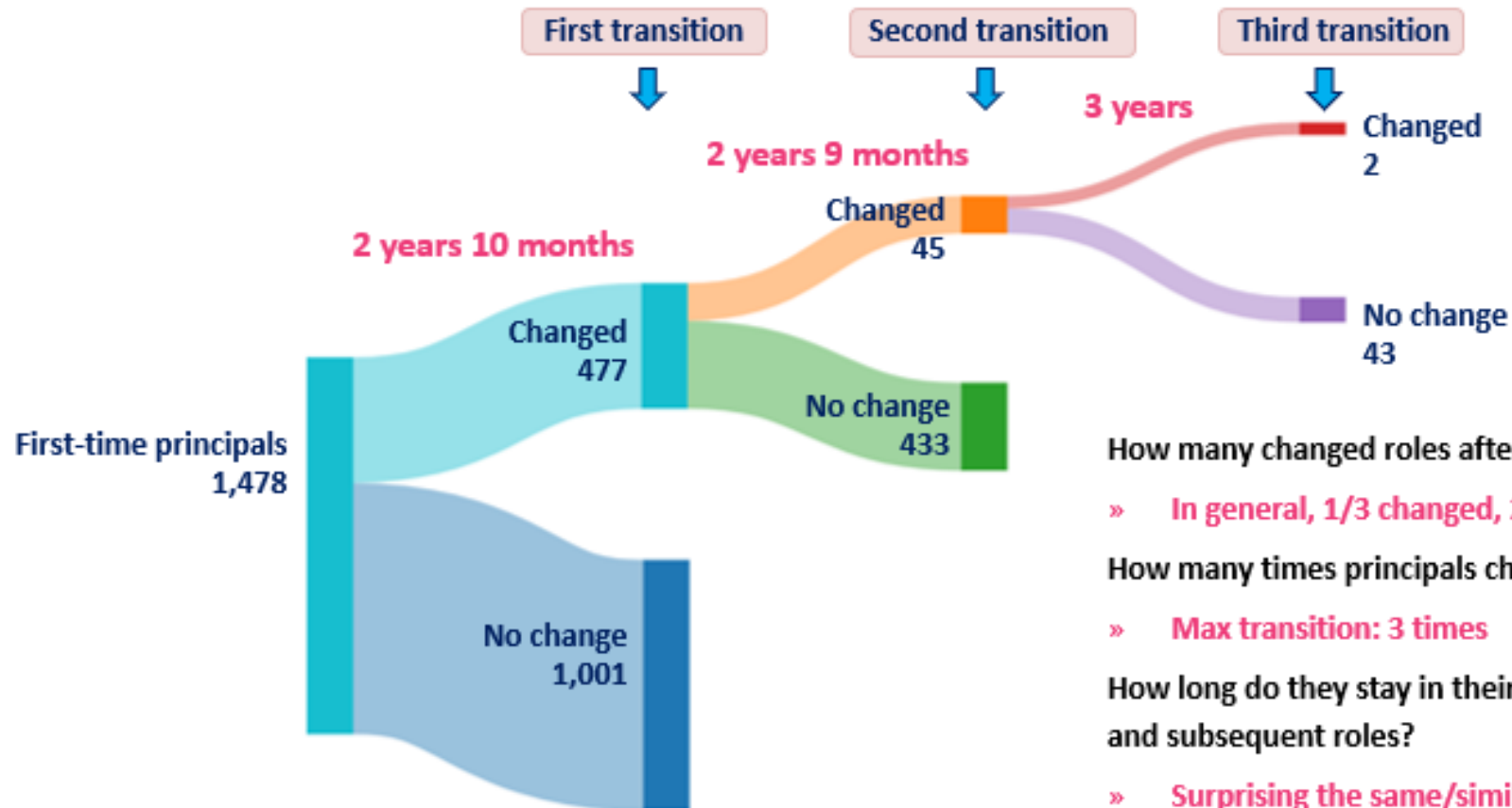
Internal direct promotion when appointing first-time principals
by school size, urban rural location, medium, gender



- » **Larger schools are more likely to promote internally** when appointing first-time principals, while smaller schools tend to appoint externally.
- » **Rural schools have the lowest internal promotion rates**, possibly due to fewer internal candidates with senior leadership experience or a preference for external hires.
- » **Māori medium schools** are more likely to promote from within than English medium schools, likely valuing leadership continuity, alignment with Kaupapa, and strong community ties.
- » **Female** have higher chance of internal promotion than male.

Note. Due to the small number of Māori medium appointments (typically 6–50 annually), their internal promotion rates are more sensitive to year-to-year changes. [UNCLASSIFIED]

What happened after first-time principalship



How many changed roles after first-time principalship?

» In general, 1/3 changed, 2/3 no change

How many times principals changed roles?

» Max transition: 3 times

How long do they stay in their first role? In their second and subsequent roles?

» Surprising the same/similar around 3 years

What can we learn from the work of the Leadership Advisors?

Mentoring.....

Receiving advice, ideas and examples of how others have responded to similar issues-	80%
Increased clarity of what we are expected to do, the guidelines etc	70%
Being able to progress something significantly	32%

Coaching.....

Reflecting on my situation and practice, thinking out loud and brainstorming alternatives	60%
Having a place to start and knowing where to go next	55%

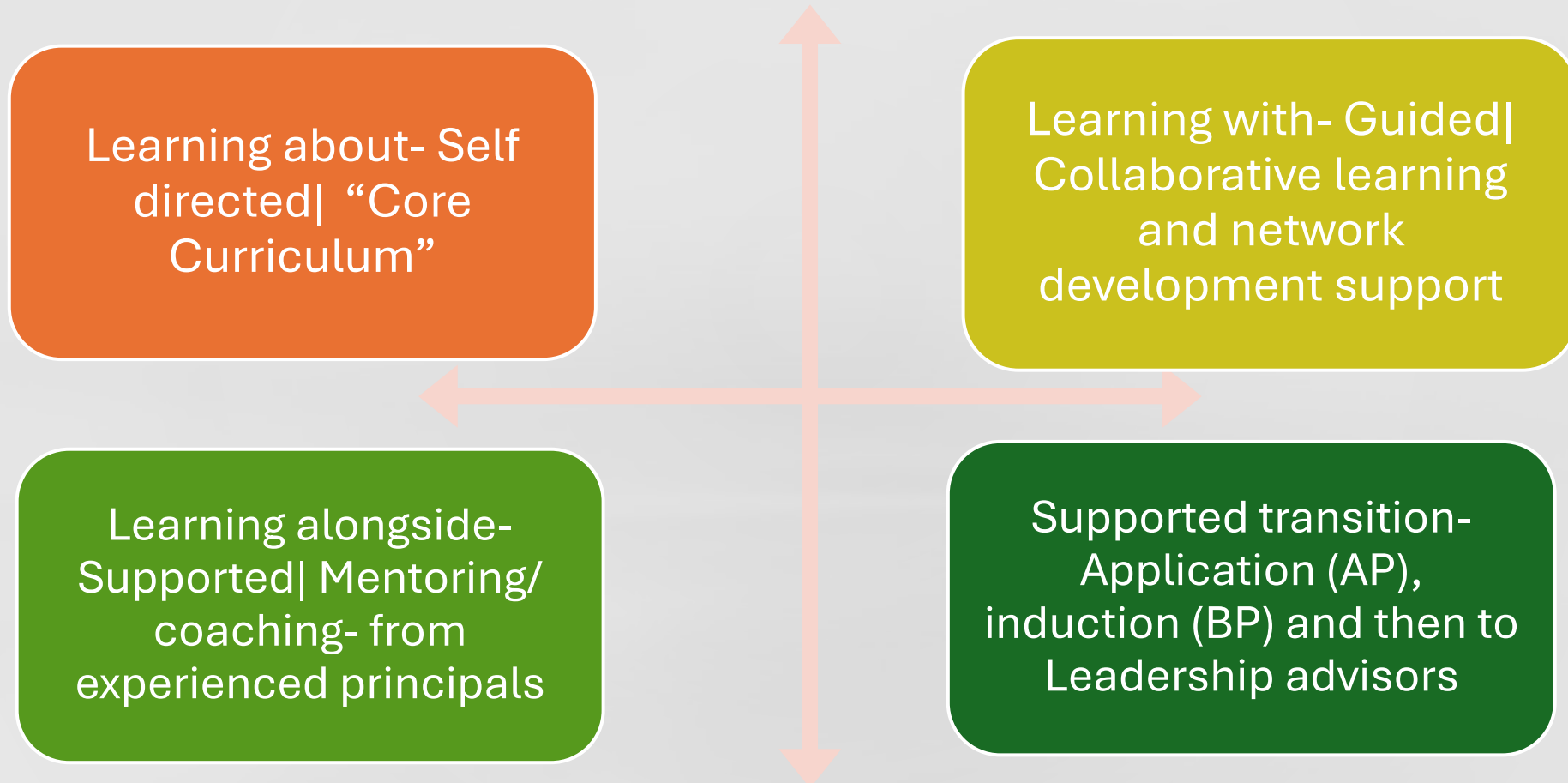
Reflecting on leadership

Positively influencing the way I think about my role or how I will lead in the future	49%
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Hauora and investment in self

Working with others/ reduced feeling of professional isolation	56%
Feeling like my wellbeing is being supported	48%
Investing in own professional growth / learning	42%

Key features of Pathway Stage support from 2026



Learning
alongside-
Supported|
Mentoring/
coaching

Mentoring...

Coaching...

Coaching and mentoring can connect theory and knowledge to practice and support changes in role identity and socialisation as people move from teacher to Principal (Roberts 2023)

What did ERO
discover about
the role of
mentors in
principal
preparation?

Everything was
New (2023)

Improved Preparedness for the Role:

Boosted Confidence Over Time:

Effective Ongoing Support:

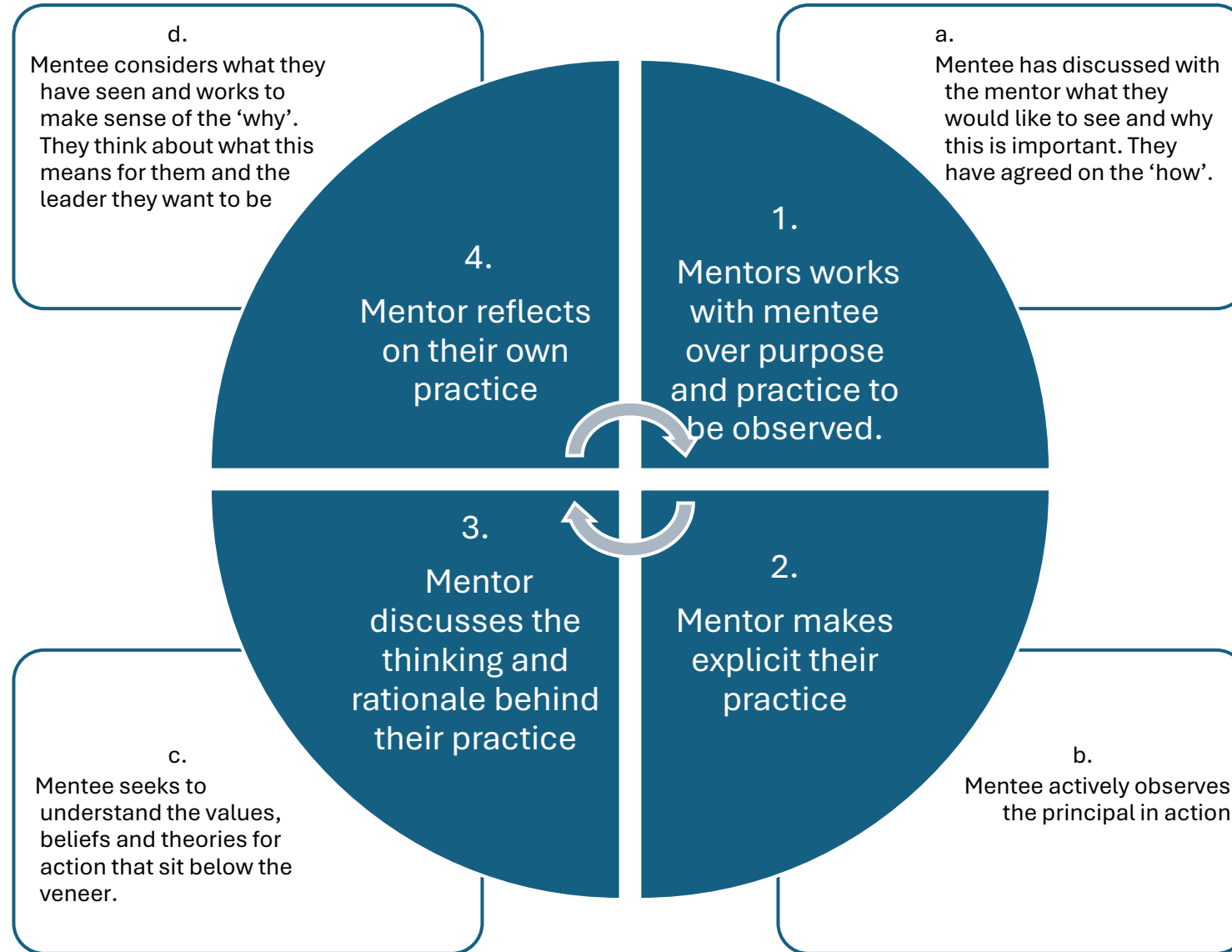
Higher Engagement in Development Activities:

Coaching and mentoring was highly valued by new principals:

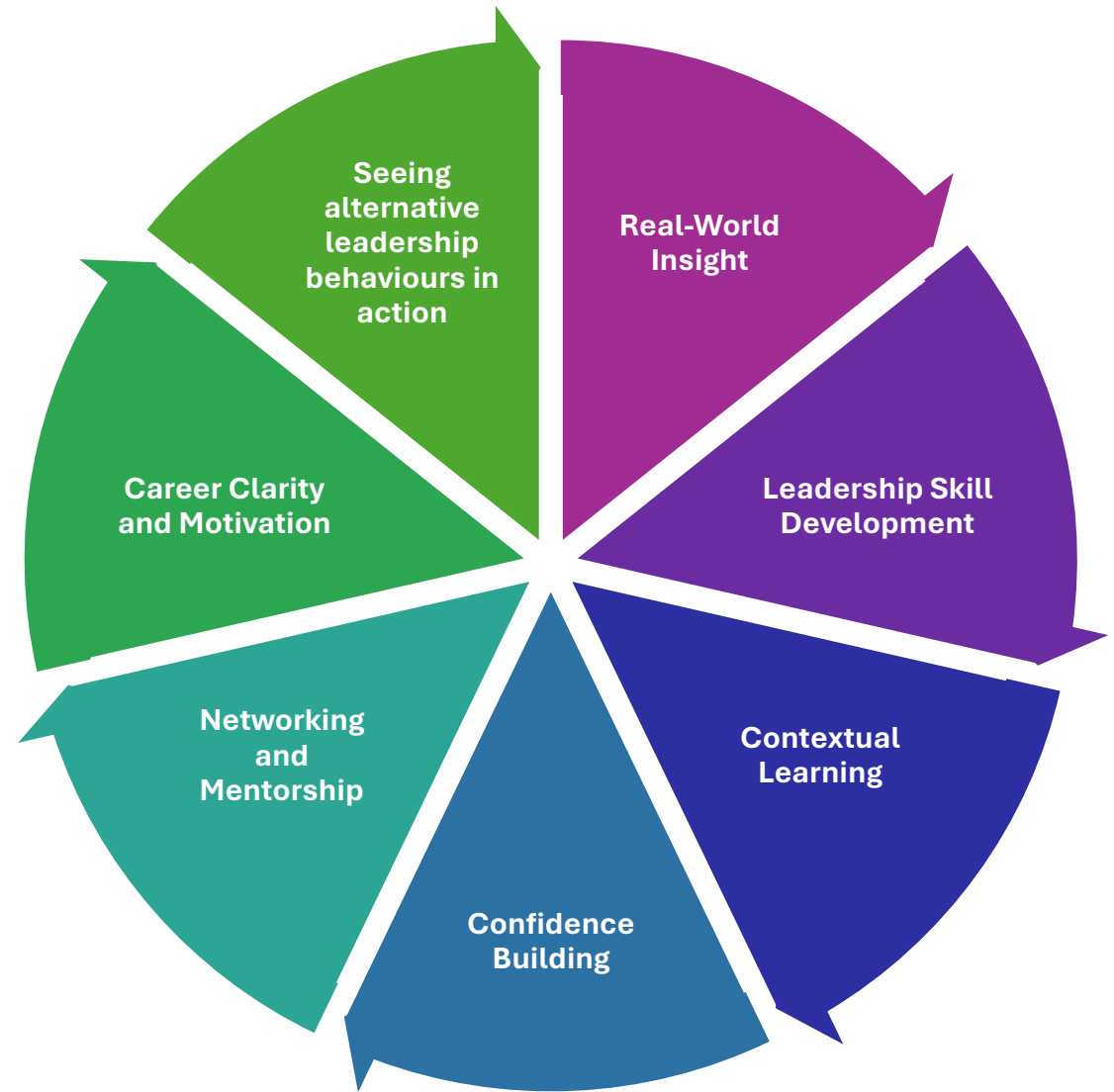
Learning
alongside-
Supported|
Mentoring/
coaching

What about- **Shadowing?**

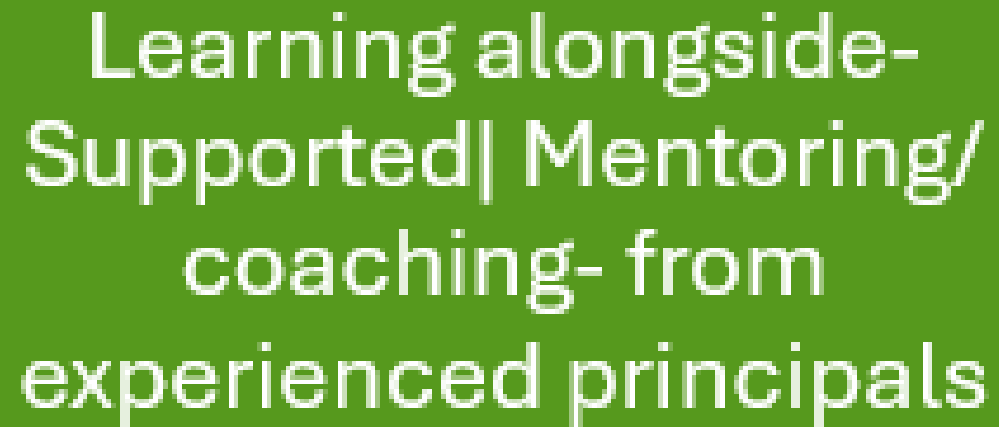
‘Shadowing enables the observer to closely and unobtrusively observe another leader in action, reflect, ask questions and clarify the skills and knowledge needed to enact a role’ O’Mahony and Mathews 2003, Oran& Rooney, 2006)



Benefits of Shadowing for Aspiring Principals



Back to the future?



Learning alongside-
Supported| Mentoring/
coaching- from
experienced principals

Benefits for the Mentee

- Currency
- Nuanced
- Embedded
- Responsive

Benefits for the Mentor

- Refreshment
- Feedback
- Seeing objectively
- Knowing how far you have come
- Encourages critical reflection
- Reduces professional isolation
- Affirmation

“There’s no better way to learn about leadership than to mentor someone in leadership”- Prothero 2014

Mentoring an Aspiring Principal

- 1 'year' long
- Support the learning of the aspiring principal by:
 - Helping to understand the core role and responsibilities of the principal as the aspirant works through the curriculum
 - Shadowing opportunities
 - Talking out loud about the 'why' behind your leadership
 - Providing another perspective on the 'what and how'
 - Providing external support for their in-school leadership project
 - Giving feedback and advice on additional learning opportunities
- Flow is likely to be steady over the year
- What about the role of the 'home school' principal?

Mentoring a Beginning Principal

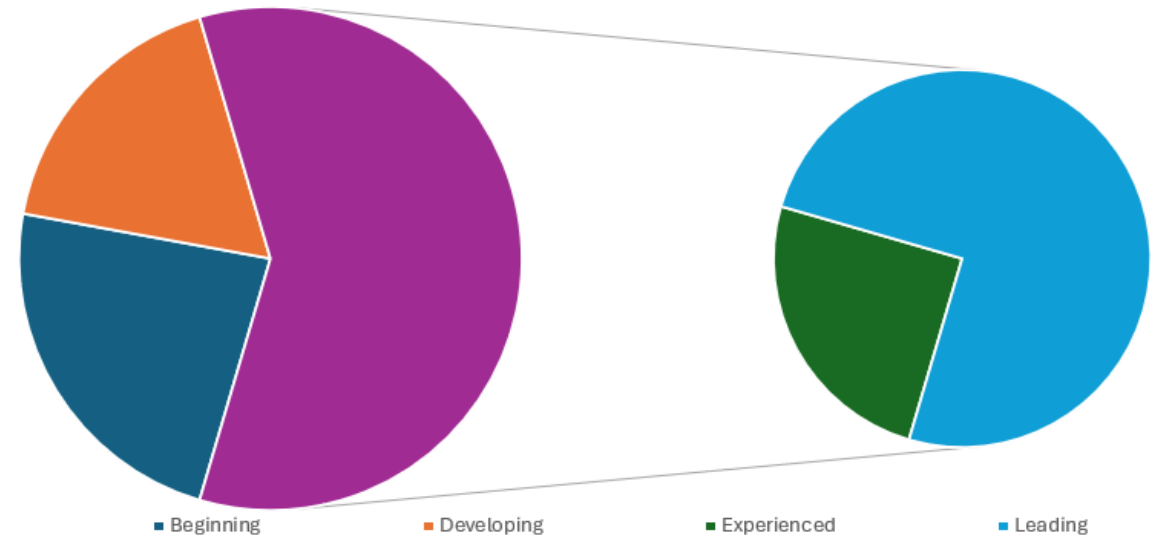
- Generally 2 year mentoring relationship
- Mentoring involves:
 - **providing responsive support**
 - to address 'first time' needs and emerging issues and challenges
 - **giving proactive help**
 - timely check in's
 - helping with induction and the curriculum (Principal knowledge, skills and understandings)
 - signposting when expert support is needed- brokering
 - promote self-care and networking
- Intensity will likely vary over the two years
- Relationship negotiated
- After two years- transition to Leadership advisors

Can we do it? Yes we can!

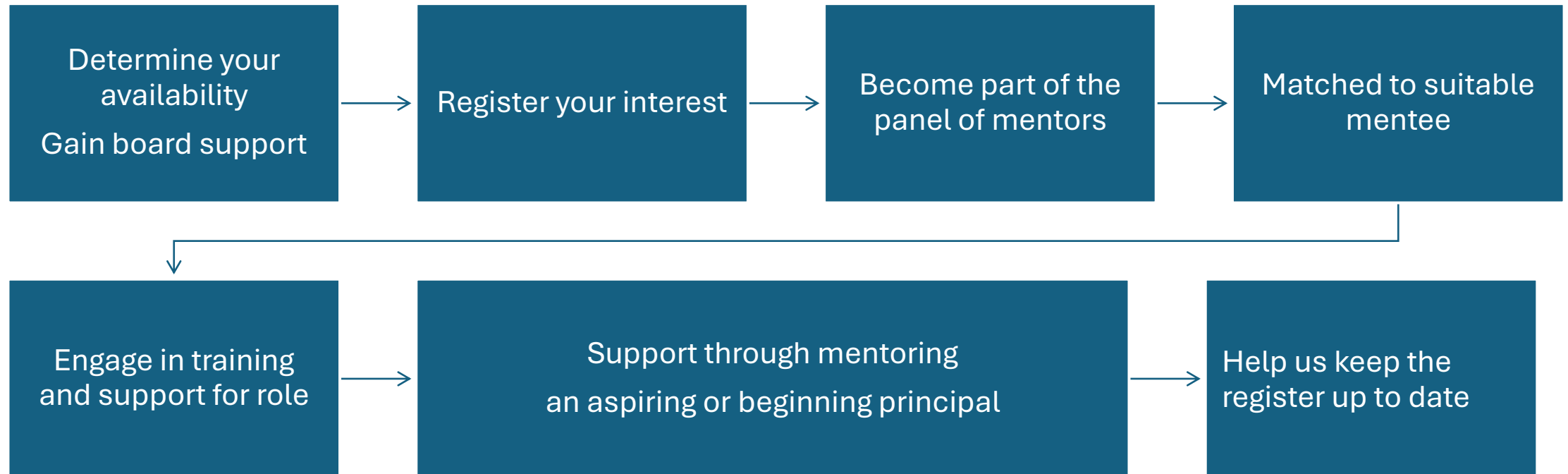
- **200** Aspiring Principals annually
- **350-450** Beginning principal (including Acting principals)



What does the Principal sector look like?



Being a mentor



Resources supporting mentoring



Season two- 2 podcasts on mentoring aspiring principals

- new format interview with Jan Robertson



Mentoring and coaching course (3 modules)-
under development

Other supports in the system that are *fPbP*



Te Tāhuhu o te Mātauranga
Ministry of Education

Courses, Programmes & Learning

Scholarships, Awards & Secondments

Coaching, Advice & Guidance

Communities & Networks

Tools & Resources

Regular Events

Format

Region

Sector

Delivery Method

Learning Area

Cost (Summary)

Courses, Programmes & Learning

Courses, programmes, and learning opportunities such as workshops to develop your skills

For more info, select an offering, then click the button below

Provider	Overview	Eligibility	Website
Association of Integrated Schools Aotearoa New Zealand (AIS)			
Introduction to Principalship in a State Integrated School	As a member school of the Association of Integrated Schools Aotearoa you are offered free access to webinar sessions with the CEO for AIS NZ introducing you to Principalship in a State integrated school	AIS member schools	Link
Education Review Office (ERO)			
Introductory review seminars and webinars	ERO provides a range of resources to support Principals developing an understanding of evaluation practices and frameworks.	All principals	Link
Ministry of Education (MoE)			
Te Ara Timatanga mōngā Tumauki- The Beginning Pathway for Principals online modules	A series of 30 e-learning modules (available in English and Te Reo Māori) to support beginning principals.	While targeted at Beginning Principals, the modules are available to aspiring, acting and principals across all parts of the pathway	Link
The Principals (Aotearoa New Zealand)	A series of topical and informative podcasts, designed to complement the Te Ara Timatanga mō ngā tumauki Beginning Principals e-learning modules.	All those interested in Principalship	Link
New Zealand Principals' Federation (NZPF)			
National, Regional and Local Principals Associations: Annual Presidents' Moot	Hosted by the NZPF National Executive the Annual Presidents Moot brings together all National, Regional and Local Principals' Association Presidents to discuss current educational issues.	Presidents of Local, Regional and National Principals Associations	Link
NZPF Executive	The New Zealand Principals National Executive holds elections for its Executive members every two years. The National President and Vice President are elected annually. The National Executive focusses on advocacy for Principal Leadership	NZPF member, via election	Link
Regional and Local President Kōrero Zoom	Zoom meeting held twice a term with presidents of Regional and Local Principal Associations	Regional and Local Principal Association Presidents or a representative	



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equitable and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

