



Discussion Paper

February/March 2019 Stakeholder Consultation CPP Board Terms of Reference and Operating Principles

Background

Certified Practising Principal (CPP) is an award that recognises school principals who have attained high standards of educational leadership. It provides peer-group recognition for principals whose leadership has resulted in demonstrable improvements in the quality of learning and teaching in their schools.

To achieve certification, principals provide evidence of how their leadership has met the Australian Professional Standard for Principals (Principal Standard). Principals who demonstrate these requirements are appointed to the award Certified Practising Principal and may use the post-nominal CPP.

The Australian Professional Standard for Principals (AITSL, 2011) sets out what principals are expected to know, understand and do. It identifies the leadership practices that lead to improved learning outcomes for students. CPP is recognition of the Principal Standard in action and affirms the importance of educational leadership. It promotes on-going professional learning and widespread use of effective leadership practices.

Originally developed and managed by the Principals Australia Institute (PAI), through extensive consultation with the profession and stakeholders, CPP is the only national, independent, professional certification for practising principals, inclusive of all principals regardless of context and jurisdiction. PAI transferred the administration of CPP to the Australian Council for Educational Research (ACER) effective from 31 August 2018.

Vision for CPP

In providing a rigorous and respected system for the certification of accomplished school principals, the vision for CPP is that it will enhance educational outcomes for primary and secondary school students by

- promoting on-going professional learning for principals to build and sustain expertise in the profession
- supporting the adoption of effective leadership practices that strengthen all schools as professional learning communities, improve teaching and learning for all students and build productive partnerships with parents and community organisations
- increasing the attractiveness of careers in school leadership by elevating the status and esteem of principals across the community
- providing professional and public recognition of principals who demonstrate the national principal standard for quality educational leadership



Purpose of the CPP Board

CPP has been developed by and for school principals. The CPP Board will be established to represent the profession, providing authority and standing for principal certification, and ensuring the quality and integrity of the CPP award.

The operation of the CPP Board will be based on a set of Guiding Principles to be developed in consultation with the profession.

It is envisaged that the key activities of the CPP Board will include:

- approval of recommendations for the CPP award
- ensuring the validity and reliability of the assessment process
- assuring the integrity of the CPP award, including appeals and reviews
- advising on strategic direction to position CPP for growth and recognition
- advocacy for CPP

Discussion points

1. Considering Board members advocating for CPP, what form could that advocacy take?
2. What sources can be used to ensure agile response to emerging national and international leadership priorities

Composition of the CPP Board

It is proposed that the CPP Board will include experienced school leaders from across systems, sectors and jurisdictions and those who understand and can contribute from the perspective of stakeholders such as principals' associations, employers and system leaders, regulatory agencies responsible for the profession and organisations involved in the development of the profession.

As CPP is a national program for all principals, the CPP Board will need to include perspectives from across Australia, across all sectors and across primary and secondary schooling.

Reflecting its scope and role, the CPP Board will need to comprise members who collectively have the following skills:

- record of successful school leadership
- understanding of the intellectual underpinning of principals' work as educational leaders
- understanding of the development and application of principal performance standards
- understanding of standards-based performance assessment in professions
- otherskillsandknowledgerelevanttocertificationandregulationofprofessions,including risk management, legal requirements, marketing, communications and stakeholder engagement.

It is proposed that the Board comprises:

- an independent chair;
- up to 8 members who reflect stakeholder perspectives from across Australia, across all sectors and across primary and secondary schooling.
- up to 4 additional individual members



Membership of the CPP Board will be based primarily on expertise in school leadership. Members will be appointed as individuals rather than as representatives of any organisation.

It is envisaged that, in time, members of the CPP Board would include a majority of Certified Practising Principals.

Discussion points

3. What value do you see in including a range of stakeholders on the CPP Board beyond school principals?
4. What is your response to the proposed skill set sought for the CPP Board – does it seem reasonable and appropriate?
5. What comment would you offer regarding the proposed size of the CPP Board given that it needs to be big enough to have the necessary knowledge, skills and experience but small enough to enable effective discussion and decision making?
6. How do we ensure we are as inclusive as possible from an Australia-wide perspective in recruiting the CPP Board?
7. Have you any suggestions as to who we should approach to help advertise this opportunity
8. Have you any recommendations regarding particular individuals to whom this opportunity should be pointed out?

Recruitment

It is proposed that members of the CPP Board are recruited by means of a process inviting Expressions of Interest.

Expressions of Interest would be required to conform to a template which facilitates comparison against a matrix of skills and contextual factors.

Terms of appointment

It is proposed that the Chair of the CPP Board is appointed by the Director, ACER Institute, following consultation with stakeholder groups and that ordinary members of the CPP Board are appointed by the Director, ACER Institute in consultation with the Chair and stakeholder groups.

It is proposed that Board members are appointed for terms of two years.

To maintain an appropriate mix of skills and backgrounds on the CPP Board, it is proposed that a board member may be appointed for a second term. At any time, a CPP Board member may resign from the CPP Board by providing written notice to the Chair. The Chair may resign by providing written notice to the Director, ACER Institute.

Meetings

It is proposed that the CPP Board meets four times per year and that a quorum should comprise the Chair and at least half of the currently appointed members of the CPP Board.

Notes from each CPP Board meeting and an annual report will be prepared with the assistance of the CPP project team.



Reporting

It is proposed that the CPP Board reports to stakeholders annually by means such as publication of annual reports, hosting stakeholder meetings and publication on the CPP website.

It is proposed that the CPP Board reports to the ACER Board through the Director, ACER Institute.

Discussion points

9. What is an appropriate term length for Board members?
10. Should terms of board members be staggered to reduce disruption at completion? If so how do you suggest that be established as we set up the board?
11. What is your response to the proposed meeting schedule and reporting arrangements for the CPP Board – do they seem reasonable and appropriate?

Operating Principles for the CPP Board

It is proposed that the CPP Board will operate in accordance with the following principles (developed from materials published by the AICD and the Victorian Guide to Regulation):

Ethical and responsible decision making - Decisions are impartial and in the best interests of building a sustainable, and credible professional certification system for school principals

Integrity and transparency – The CPP Board ensures systems whereby the right information at the right time allows decision making. The basis of the award of CPP transparent to the profession, the education sector and the wider national community. The integrity of key data is safeguarded.

Accountability - The CPP Board explains its decisions.

Effectiveness - The CPP Board will be solution focused and achieve its intended objectives. It monitors its own performance against clear criteria and KPIs. The CPP Board should also encourage innovation and support efficiency.

Performance focused - The implementation and ongoing development of CPP Certification is evaluated regularly against key performance indicators identified in the CPP Evaluation Framework, with the results reported to stakeholders on a systematic basis.

Simplicity - Procedures and requirements are designed to be fit for purpose while ensuring simplicity for users (defined as candidates and assessors).

Flexibility - The CPP Board pursues a culture of continuous improvement for the CPP award, regularly reviewing policies and procedures. Where necessary, measures are modified or eliminated to take account of changing circumstances.

Consistent and predictable - CPP processes are consistent with agreed policies and operating guidelines.

Cooperation - Procedures and requirements are developed in consultation with the profession as far as practicable.

Fairness and Subject to appeal - Processes are equitable and there are transparent and robust mechanisms to appeal against decisions made by the CPP Board.

Engagement - The CPP Board engages with stakeholders to build a better understanding of the CPP award and to foster relationships with individuals, groups and entities with an interest in building leadership capacity of school leaders.

Discussion points

12. Are there any essential principles missing from this list?
13. How would you reword any of the eleven principles suggested above?

Appendix:

Outputs from the extensive national consultation 2012 - 2014 conducted by Principals Australia Institute.

These outcomes formed the basis of the subsequent design of the CPP assessment framework, processes and procedures and the formulation of the vision statement. They define the quality and value of CPP Principal Certification for the individual principal, for the principal profession, and for the wider community.

Agreed definition of Principal Certification

- Formal endorsement that a member of the profession has attained a designated standard of accomplished practice
- Recognition of the Australian Principal Standard in action
- Use of a sound evidential basis on which to identify accomplished performance

Agreed purpose of Principal Certification

- powerful and respected form of recognition
- elevate the status and esteem of principals in the community
- process to provide a significant reference point for principals in their professional learning and ongoing leadership formation
- build and sustain expertise in the profession

Agreed propositions to underpin the design of Principal Certification

- Principal owned
- Independent - exists in own right; distinct from performance management processes
- Referenced to the Australian Professional Standard for Principals
- Integrity - Demonstration of the Standard in action is based on valid and reliable evidence.
- Credibility - Assessment rigorous and quality assured
- Accessible – Inclusive, available to leaders in all schools and locations
- Flexible - evidence can be provided through a range of mechanisms and from different contexts