



Report to CPP Stakeholders – Consultation meetings held February/March 2019

Preamble

In collating the input from the 110 participants in the twelve stakeholder consultation meetings held across February /March 2019, a number of questions recurred which related to the CPP award itself and the assessment process. Questions about AITSL’s role and “why ACER?” were also recorded. This report to meeting attendees therefore begins with a section providing the background information to address those gaps in knowledge and specific questions.

Emerging through the series of meetings was the advice to foreground the core values of CPP Principal Certification explicitly. The core values were identified early in the design phase, and are included in this report. These core values are to underpin the operating principles of the CPP Board.

Work is under way to revise the Terms of Reference and Operating Principles for the CPP Board in the light of the stakeholder input received.

Additional information

The CPP award

The following ten core propositions, agreed during extensive national consultation across 2012 – 2014, underpin the design of the CPP Principal Certification assessment framework, processes, and procedures. They define the quality and value of CPP Principal Certification for the individual principal, for the principal profession, and for the wider community.

Principal owned: Principal Certification is by principals and for principals and for the benefit of the community

Voluntary: The decision to seek Principal Certification rests with the individual

Independence: Principal Certification exists in its own right (ie is distinct from performance management processes)

Accessibility: Principals in all schools have access to Principal Certification (ie inclusive – regardless of category, jurisdiction, system, sector, level, location, size, context of their school)

Flexibility: Evidence of the Principal Standard is provided through different media and modes.

Portability: Principal Certification is tied to and follows the individual

Professional learning: Principal Certification is connected to and assists the ongoing professional learning of the principal

Standard based: Principal Certification is referenced to the Principal Standard

Integrity: Demonstration of the Principal Standard in action is based on evidence

Credibility: Assessment of evidence of the Principal Standard is rigorous* and quality assured

*rigour in assessment refers to its validity and reliability

The awarding of CPP Principal Certification is testament to the quality of principal leadership, as demonstrated through evidence of the Principal Standard in action.

Work is under way to map CPP to the Australian Qualification Framework with a view to successful completion of CPP contributing to a Master's degree.

Assessors and assessment process

For the Prototype Trial (2015) and Phase I implementation (2017), members of the Principal Design Team undertook assessor training and served as assessors. In 2019 and beyond, the pool of assessors will be increased with the addition of

- CPP alumni who undertake CPP assessor training
- Trained National School Improvement Tool (NSIT) reviewers who undertake CPP assessor training.

These individuals are all experienced school leaders who will have undertaken substantial training in portfolio assessment.

Assessors are trained as a group but work individually. De-identified Portfolio Initiatives are assessed by two independent assessors, each of whom is trained to follow a defined scoring pathway. The assessment process and scoring pathway reflects the fact that leadership in practice is necessarily a complex business. Ultimately, the focus of the final assessment is the overall Portfolio Initiative itself, rather than its component parts.

In cases where the two independent assessors assign scores which differ by more than the acceptable variation, a third assessor is called on to resolve the variation.

For candidates who satisfactorily complete two Portfolio Initiatives and whose data from the independent tool validates the outcome of the assessment, assessors recommend to the Certifying Authority (the CPP Board) that certification be awarded.

The role of AITSL in principal certification

In relation to standards, three distinct roles can be identified:

- Principal Standard writing
- Principal preparation/professional learning providers for principals
- Assessment of principals against the Principal Standard for the purposes of professional certification

AITSL was tasked with development of the Australian Professional Standard for Principals by the Standing Council on School Education and Early Childhood (SCSEEC) — now the Education Council — and is responsible for revisions and updates over time. The Principal Standard was signed off by all education ministers in 2011.

An enormous number of entities offer professional learning designed for principal preparation and development.



In other professional contexts, for example, in medicine, engineering and accounting, the development and operation of a professional certification system is managed by that profession itself. The Board of Principals Australia Institute (PAI) took the lead in this regard on behalf of the principal profession across the period 2012 – 2018.

Why ACER?

Following change at PAI it became clear in mid-2018 that the previous six years' invaluable work was in danger of being lost. There was no single association, national in reach and inclusive of the whole profession, positioned to step in and take up the baton. At the Australian Council for Educational Research, assessment is in our DNA. ACER is committed to improving learning through practices based on evidence from research. ACER Principal Research Fellow Dr Lawrence Ingvarson was closely involved in developing the certification.

Taking on the role of managing CPP, to ensure that the six years of great work to date would not be wasted but progressed, seemed a natural fit for ACER. ACER's priority is to ensure continuity and integrity. CPP certification will continue to be implemented as designed by the profession. That said, CPP certification will naturally evolve over time as evaluation of its implementation and impact takes place, and in response to changes to the Principal Standard itself. The tradition of professional consultation is something else ACER is committed to.

ACER believes that a national professional system for the recognition and certification of accomplished principals is vital. At scale, it will enable school improvement at system and sector level, and result in better learning outcomes for Australian students. And through the use of research-based practices, the leadership expertise of principals will be built and sustained.

ACER and AITSL

ACER has a positive working relationship with AITSL.

Since on boarding administration of the CPP in September 2018, ACER has viewed AITSL as a key stakeholder in CPP. ACER has ensured and will continue to ensure that AITSL is kept briefed as to the work that we are doing and the status of CPP implementation.

Feedback from the stakeholder meetings

Responses to the purpose of the CPP Board

It was not clear from the Discussion Paper

- that members of the CPP Board are *NOT* the assessors
- what kind of Board it is to be – advisory, collective, governing, managing, policy, competency, working
- what the governance arrangements are for the CPP award
- that the CPP Board is the Certifying Authority – ie the CPP Board issues the Certification.
- that the CPP Board will have functions rather like an Academic Board in a university
- whether Board membership is a volunteer or a paid position

This all needs to be made clear in the Terms of Reference.

Responses to operational aspects of the CPP Board

Range of stakeholders on the CPP Board

There was complete agreement that including a broad range of stakeholders from within the education and school leadership community is essential.

There was wide agreement that including as Board members leaders at community and business level to add value on terms of their knowledge and skills. That said it was also seen as important that these members have empathy with educators and educational leadership.

Proposed skill set

There was agreement that the range of skills identified seemed appropriate, with a focus on educational expertise but not exclusively.

A number of meetings commented that including Board members from beyond education will help build community confidence in the CPP award.

Several meetings suggested that the school leaders on the Board should have led schools over a number of years and ideally in multiple settings, potentially across sectors and/or states.

Size of CPP Board vs its inclusivity

The conflicting responses on board size reflect the tension between the workability of a smaller board and the greater scope for inclusivity in light of the complexity of Australia's fragmented educational landscape offered by a larger board.

Suggestions to accommodate both workability and inclusion were to have a smaller board with

- the power to co-opt specialists on an *ad hoc*, short term basis
- working groups or sub-committees for specific tasks eg appeals, reviews
- a consultative committee structure from which the Board seeks advice from when developing strategic work



There was widespread agreement about the value of

- an independent Chair
- an application or Expression of Interest process
- selection of Board members to ensure an overall breadth and balance of membership

Recruitment of CPP Board members

The obvious starting places for advertising the opportunity to join the CPP Board is to approach Federal and State Ministers of Education and leaders of

- Principal Associations – National & State
- Systems – Departments of Education, Catholic, Lutheran etc
- ISCA and AISs
- School Leadership Institutes – AITSL and by State
- Regulatory Authorities

Additionally, it was agreed that approaches should be made to and through

- Universities
- ACER's network, social media
- AICD
- Seek, ProBono
- Certification Authorities in other professions
- Small Business Council
- P & C Councils' National Council

There were mixed feelings about the wisdom of bringing the opportunity to submit and Expression of Interest to the attention of particular individuals. Overall the advice seems to be go through associations and public channels.

Operation of the Board

There was widespread agreement that terms of 2 years are too short. The advice on term length ranged from 3 years to 5 years.

There was unanimous agreement that staggered terms will be essential for continuity.

Several participants suggested that there is a clear statement of expectations about attendance, with unexplained non-attendance voiding membership.

Several meetings suggested that a quorum should be defined as 60% of the members present.

Most attendees believed the meeting schedule proposed was satisfactory, with some suggestions that initially some additional meetings may be required to bring all members up to speed in the start-up phase.

Core values of CPP Certification

Quality, integrity and accountability were identified as the core values of CPP Certification and were elucidated through the design phase in 2015:

Quality – the ten core propositions agreed in 2012-2014 define the quality of CPP Principal Certification.

Integrity - means we honour commitments, acting consistently to achieve the vision and purposes of CPP Principal Certification in an open, honest, ethical and responsible manner

Accountability - the basis of the award of CPP transparent to the profession, the education sector and the wider community. Record keeping is accurate, the integrity of key data is safeguarded and financial stewardship is sound. The CPP Board is able to explain its decisions.

Operating Principles

The operating principles for the CPP Board will be re-developed on the basis of stakeholder responses to the draft text, which was based on material sourced from the AICD and the Victorian Guide to Regulation.