



CPP Board Terms of Reference

Background

History of the CPP award

Certified Practising Principal (CPP) is an award that recognises school principals who have attained high standards of educational leadership. It recognises principals whose leadership has led to improvements in the quality of learning and teaching in their schools.

To achieve certification, principals demonstrate 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.

Agreed propositions underpinning the design of the CPP

The following ten core propositions, agreed during extensive national consultation with the principal profession 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.

Core values of CPP

Quality, integrity and accountability were identified as the core values of CPP Principal 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.

Mission for CPP

CPP's mission is that it will provide professional and public recognition of principals who demonstrate the Principal Standard for quality educational leadership.

In providing a rigorous and respected system for the certification of accomplished school principals, CPP 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 in the community.

Vision for CPP

That CPP is the pre-eminent, nationally respected designation for experienced school principals as educational leaders.

Nature and purpose of the CPP Board

CPP has been developed by and for principals. The CPP Board has been established to ensure that CPP continues to be informed by the voice of the principal profession, providing authority and standing for principal certification, and ensuring the quality and integrity of the CPP award.

The CPP Board is the Certifying Authority which awards the certification. It is an independent body made up of knowledgeable and experienced volunteers.

The CPP Board is not a governance board. Its members are not Directors and have no executive function. Members of the CPP Board are not CPP assessors.

The CPP Board provides advice, informed by the principal profession, to assist decision making, monitoring and the framework of policies, structures, relationships, systems and processes that collectively form CPP Principal Certification. Its membership incorporates professional, theoretical and business expertise and experience sufficient to provide the appropriate levels of judgement and scrutiny.



Key activities of the CPP Board include:

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

Composition of the CPP Board

The CPP Board will include respected school leaders from across systems, sectors and jurisdictions and those who understand and can contribute from the perspective of stakeholders such as principals' associations, systems managers and employers, 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 include perspectives from across Australia, across all sectors and across primary and secondary schooling.

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

- understanding of the intellectual underpinning of principals' work
- understanding of the development and application of principal performance standards
- record of successful school leadership
- understanding of standards based performance assessment in professions
- other skills and knowledge relevant to certification and regulation of professions, including risk management, legal requirements, marketing, communications and stakeholder engagement.

Membership of the CPP Board will be based primarily on expertise in school leadership. 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.

The CPP Board has the power to co-opt specialists on an *ad hoc*, short term basis to address a particular need and to convene short term working groups to complete specific tasks.

Members of the CPP Board will be appointed as individuals rather than as representatives of any organisation.

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

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

Recruitment and Terms of appointment

Members of the CPP Board are recruited by means of a transparent process. The opportunity to join the board is advertised via systems leaders, principal associations and publicly on ProBono.

Appointments to the Board are made in light of the assessment criteria described above and with consideration to the composition of the Board as a whole.

The CPP award is administered by ACER. The Chair of the CPP Board is appointed by ACER while ordinary members are appointed by ACER in consultation with the Chair.

Board members are appointed for terms of three years. To maintain an appropriate mix of skills and backgrounds on the CPP Board, a board member may be appointed for a second term. In the first instance, board members will be appointed for either two or three years so that a staggered approach to managing Board succession can be achieved.

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 ACER.

Meetings

The CPP Board meets four times per year. A quorum comprises the Chair and at least sixty per cent of the current appointed members of the CPP Board.

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

CPP Board members are expected to attend all meetings. Any members who are absent from two meetings without explanation beforehand will have their membership reviewed by the Chair.

Reporting

The CPP Board reports to stakeholders annually by means such as publication of annual reports and hosting stakeholder meetings and publication on the CPP website.

The notes from CPP Board meetings are posted on the CPP website.

Operating Principles for the CPP Board

The operation of the CPP Board is based on a set of principles which were developed in consultation with the profession in February/March 2019:

These operating principles are informed by the core values of CPP Principal Certification.

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

Effectiveness

The CPP Board is solution focused to achieve its intended vision for the CPP award. It monitors its own performance against clear criteria and KPIs. The CPP Board encourages innovation and supports efficiency.



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 interested in building leadership capacity of school leaders, with an emphasis on equity and inclusion.

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

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.

Procedures and requirements are clear, coherent and fit for purpose while ensuring simplicity for users (defined as candidates and assessors).

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.

CPP processes are consistent with agreed policies and operating guidelines.

Processes are equitable and there are mechanisms to appeal against decisions made by the CPP Board on the basis of any lapse in procedures.