Te Tāhuhu o te Mātauranga
Ministry of Education

# Leadership Advisor Expectations Regional

## Your role

As a Leadership Advisor, your work will support the continued development of the expanded (2026) leadership advisory service that supports all principals to lead improvement in their schools during a period of significant transformation.

While being a critical connector between school leaders, regional Ministry offices, and other central education agencies, your core role will be to provide responsive and personalised support for school leaders.

This role will be based regionally, and you will work collaboratively with principals/tumuaki individually or in clusters/other networks across primary, intermediate and secondary sectors in state and state integrated settings.

You will use your knowledge, expertise, and experience to provide support, challenge and advice, addressing issues where and when they arise as a highly trusted educational professional. Your focus will be on improving leadership capability in schools and kura to raise student achievement and improve attendance and realise the Governments priorities for education. You will help principals be strongly connected professionally and for effective practice and expertise to be shared across the broader network. To achieve these outcomes, you may act as a mentor, coach, sounding board or broker of specific support.

## School Management

Improve the effectiveness of school management by connecting principals/tumuaki to the right resources so that management issues do not distract them from leading learning and improving learner outcomes. This could include:

- Providing just in time responsive help for principals to help them navigate or develop the necessary managerial capabilities.
- Linking principals/tumuaki with appropriate Ministry resources and training to provide additional support as necessary and appropriate.

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- Brokering early support for principals/tumuaki dealing with challenging issues in their communities.
- Promoting effective management practice and encouraging principals/tumuaki to collaborate and share models of good management and administrative practice, freeing them up to lead learning.
- Providing clarity and support for any new Ministry initiatives or requirements, including acting as a link point with appropriate Ministry staff.

## Strategic planning

Provide guidance on the development of strategic, annual and action plans that give effect to Government priorities, drive improvement and reflect community aspirations for their learners/akōnga including:

- Support leaders to apply effective strategic and annual planning processes to support goal setting, improvement planning, guiding successful change management and to have methods to monitor progress and evaluate impact.
- Provide practical support through encouraging principals to share examples of effective processes and plans.
- Help leaders build coherence across school systems and structures to support student achievement and attendance and build teacher capability.
- Connect principals/tumuaki and boards to regional resources to support, where needed, in the evaluation and improvement of systems through the analysis of student achievement.
- Contribute to identifying and addressing system-wide leadership challenges, growing overall leadership capability and competence.

## Leadership of Learning

Support leaders to strengthen their pedagogical leadership and coaching skills including:

- The ability to collect, analyse and use a range of achievement, attendance and wellbeing data to inform goal setting, planning, monitoring and reflection on progress, and informing next steps.

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- Supporting leaders to analyse and identify where they need to focus their efforts to create a learning environment where every learner is making progress and experiencing success.
- Developing an understanding of the conditions, approaches and resources required to support, embed and sustain growth through school improvement initiatives and implementation fidelity.
- Providing guidance on developing and sustaining a learning environment that is safe, inclusive, culturally sustaining and nurtures relationships
- Working with principals/tumuaki and clusters to support their work with school communities to develop, embed and sustain reciprocal, educationally powerful and trusting relationships and to identify—and respond to—relational and practice challenges
- Attending to their own and others wellbeing

## Policy and Practice

Assist schools in making linkages between policy and practice including:

- Informing school leaders on key policy changes and provide advice on their interpretation and practical implementation
- Providing guidance on the collation of information/data to inform policy development and provide required reporting to Government
- Capturing practitioner voice at the regional and national level from principals/tumuaki and their needs so that effective feedback and insights help the system to support schools

## Connecting and collaborating

Assisting principals/tumuaki with practice problems, brokering support where necessary to resolve leadership challenges relevant to the setting or context, to:

- Identify and access resources that can be brought to bear in resolution of issues
- Assist in accessing appropriate resources both regionally and nationally

- Connecting principals/tumuaki with the services they require in the areas of finance, curriculum, learning support, leadership, and professional leadership development
- Encouraging and brokering the networking of Principals in groups and clusters to ensure that they are professionally supported and challenged
- Supporting Principals to build systems and practice which creates a culture of ongoing collaboration with community and whānau

## Cultural Sustainability

Support schools to develop educationally powerful, reciprocal and trusting relationships with whānau, hapū and iwi.