

Deputy Principal Role Description

The moral purpose of NSW public education

The commitment 'to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society'¹ underpins the moral purpose of the NSW public education system. Public education is the enabler of equality and opportunity for all young people. Across NSW, diverse communities of learners are nurtured within the richness and values of a large, complex system – a system that is driven by a deeply held belief that every child can improve every day 'no matter where they live or what kind of learning challenges they may face'.²

The catalyst for achieving the 'Education Goals for Young Australians'³ is an urgent, unwavering focus on 'excellence and equity' through continuous improvement of the quality of teaching and learning in our public schools. Deputy principals enact this moral purpose by placing every child and young person at the centre of all decisions.

The deputy principal

Leadership with integrity, courage and compassion is fundamental to a deputy principal's ability to create and sustain the positive conditions in which learning can flourish. Deputy principals promote the school's strategic vision, which is aligned to the department's priorities, and develop a positive school culture in partnership with the principal, staff and the school community. Alongside the principal, they are collaborative, collegial and empathetic leaders.

Deputy principals perform their duties in collaboration with and as delegated by the principal. As part of the executive team, their responsibilities vary between schools and within schools across NSW, reflecting local contexts. Deputy principals are critical to the school's executive team; their role characterised by the need to adapt to the specific circumstances of their school and communities.

Key accountabilities

This Deputy Principal Role Description states the key accountabilities that define the role of the deputy principal in NSW public schools. The key accountabilities are outlined in each of the sections below.

Leading teaching and learning

In collaboration with the principal and executive team, deputy principals are leaders of teaching, learning and wellbeing.

Deputy principals:

- demonstrate an understanding of current leadership and pedagogical practices and translate this into effective practice across the school

- collaborate with the principal to create a positive culture of high expectations, ensuring effective, evidence-informed teaching practices that enable student improvement, achievement and wellbeing to thrive
- foster a culture of support for all students with additional learning and support needs
- lead collaborative planning, monitoring and review of the effectiveness of curriculum implementation; teaching and learning programs; and assessment of student achievement, as determined by the principal.

Developing self and others

Deputy principals develop strong relational trust that enables a professional growth and wellbeing culture to flourish in their setting.

Deputy principals:

- are attentive to the personal and interpersonal qualities that influence and impact relationships and demonstrate responsiveness to behaviours that may require change
- seek, analyse and act on feedback and are committed to their own professional learning
- are committed to their own professional development and wellbeing in order to enhance their resilience and manage the complexity of the role
- lead evidence-informed professional learning that has a positive impact on teacher development and therefore student improvement and achievement
- provide constructive feedback by leading colleagues to plan, implement and review the effectiveness of their practice, guided by the Australian Professional Standards for Teachers
- collaborate with the principal and executive, to identify and cultivate leadership capacity in staff
- support the principal to manage staff performance and conduct effectively and respectfully.

Leading improvement, innovation and change

Deputy principals foster an environment of continuous improvement through initiative, evidence-informed practice and evaluative thinking.

Deputy principals:

- promote and strengthen a culture of high expectations to ensure that all staff focus on the improvement of teaching, assessment, reporting and wellbeing practices

- strategically and collaboratively lead change management processes that have a sustained positive impact on student improvement
- have high-level written and oral communication skills.

Leading the management of the school

Deputy principals support the principal in leading the management of the school ethically. They support the monitoring of staff to ensure they meet key accountabilities and facilitate the review of school procedures in line with departmental policies.

Deputy principals:

- support the maintenance of an inclusive, effective and safe learning environment
- are consultative and collegial in their approach to forming effective relationships with students, staff, parents and the wider community
- act with integrity and make ethical and operational decisions to meet the needs of students equitably, in line with relevant legislation, industrial awards and agreements, and departmental policies and priorities.

Engaging and working with the community

Deputy principals lead a culture of inclusion that recognises the richness and diversity of the wider school community.

Deputy principals:

- foster an understanding of and respect for Aboriginal peoples, histories, culture and languages
- collaborate with the executive team, specialist teachers, and non-school based personnel as well as external agencies to coordinate support and implement strategies for students and their families as appropriate
- develop and maintain effective communication strategies to engage parents and the wider community and to promote the NSW public education system.

Reporting line

The deputy principal is accountable to the principal. They support the leadership, management and improvement of the school, within statewide guidelines and government policies.

References

This role description should be read in conjunction with the Deputy Principal Role Description Companion Resource, which identifies the systemic support for deputy principals to achieve their key accountabilities.

- o Australian Professional Standards for Principals <https://www.aitsl.edu.au/tools-resources/resource/australian-professional-standard-for-principals>
- o Fullan, M. (2014). *The Principal: three keys to maximizing impact*. San Francisco, CA: Jossey-Bass.
- o NSW Department of Education (July 2017). *School Excellence Framework Version 2*.
- o NSW Department of Education Strategic Plan, 2020-2022. Retrieved from <https://education.nsw.gov.au/about-us/strategies-and-reports/strategic-plan>
- o Robinson, V. (2017). *Capabilities required for leading improvement: Challenges for researchers and developers in Research Conference - Leadership for Improving Learning: Insights from research*. ACER. Retrieved from https://research.acer.edu.au/cgi/viewcontent.cgi?article=1306&context=research_conference
- o Robinson, V. (2011). *Student-Centred Leadership*. San Francisco, CA: Jossey-Bass.

Footnotes

¹ NSW Department of Education Strategic Plan, 2020-2022. Retrieved from <https://education.nsw.gov.au/about-us/strategies-and-reports/strategic-plan>

² Education Council Secretariat. *Alice Springs (Mparntwe) Education Declaration*. (December 2019). Preamble. Retrieved from <http://www.educationcouncil.edu.au/Alice-Springs-Mparntwe-Education-Declaration.aspx>

³ Education Council Secretariat. *Alice Springs (Mparntwe) Education Declaration*. (December 2019). p4. Retrieved from <http://www.educationcouncil.edu.au/Alice-Springs-Mparntwe-Education-Declaration.aspx>