Inverclyde council

Report To:	**Education & Lifelong Learning Committee**	**Date:**	**12 May 2009**
Report By:	**Corporate Director, Education & Social Care**	**Report No:**	**EDUC/40/09/CR**
Contact Officer:	**Chris Robertson**	**Contact No:**	**(01475) 712850**
Subject:	**A leadership strategy for Education Services**		

1.0 PURPOSE

1.1 The purpose of this report is to bring a strategy for school leadership before the Committee.

2.0 SUMMARY

2.1 The Scottish Government has indicated that school leadership is a priority.

2.2 A number of strategies are already in place to develop leadership in schools.

2.3 An over-arching strategy is now required to ensure that leadership development is systematic and effective.

3.0 RECOMMENDATION

3.1 The Committee is asked to approve that the strategy is adopted as policy.

Ian Fraser
Corporate Director, Education & Social Care

4.0 BACKGROUND

4.1 Her Majesty's Inspectors of Education (HMIe) published a report in November 2007 entitled *Leadership for learning: the challenges of leading in a time of change.* This influential report emphasised that the idea of educational leadership ought not to be confined to preparation for promotion, and that the most effective schools developed leadership at all levels.

4.2 A head teacher was brought in to education headquarters as a Leadership Development Officer (LDO) to work alongside the quality improvement (QI) team to develop leadership at all levels and to formulate policy.

4.3 A draft strategy was commented upon by schools, senior managers in education services, the QI team and the teachers' unions. Certain amendments were put into place.

5.0 PROPOSAL

5.1 The strategy, attached as the appendix, is adopted as policy.

6.0 FINANCIAL IMPLICATIONS

6.1 The continuous professional development (CPD) described in the strategy document will be achieved within existing resources.

7.0 PERSONNEL IMPLICATIONS

7.1 The high quality CPD already provided by the authority will continue.

8.0 EQUALITIES

8.1 The strategy provides further opportunities for teachers.

APPLICATIONS FOR PROMOTED POSTS
October 2005 – June 2008
Posts shown only where complete data available[1]

	Primary DHT	Primary HT	Secondary PT	Secondary DHT	Secondary HT
Posts advertised	8	7	28	8	3
Average number of applications	3.75	2	4.2	7.4	5
Proportion short-listed for interview	0.9	1.0	0.7	0.4	0.5

We can draw some conclusions from the data:
- Very few people are applying for posts. Even the largest average application (for secondary DHT) is still not a high figure if it is compared with the number of applications commonly received for the same level of post ten or so years ago.
- Of those who do apply, it appears that the quality of applicants is acceptable at primary level, since nearly all who applied were regarded as worthy of interview.
- At secondary PT and DHT level, the quality of applicants does not appear to be so high. Indeed, in the case of the PT posts, 25% had to be re-advertised, as no applicant was initially judged to have met the selection criteria. Also at this level, although the average selected for interview was 73%, this average is arrived at from a huge range (0% - 100%).

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[1] Complete data not available for any level of post except secondary HT.

LEADERSHIP STRATEGY, APPENDIX II

INDUCTION

POST	ACTIVITY/TOPIC	TYPE	RESPONSIBILITY FOR ORGANISING	RESPONSIBILITY FOR DELIVERING
Head teacher	Council policies/procedures and quality calendar	School based	Pastoral head of service	Pastoral head of service/QIO/mentor
	Recruitment and selection	External course	CPD QIO	Education Services/Corporate HR Services
	Discipline and grievance procedures	External course	CPD QIO	Education Services/Corporate HR Services
	Absence management	External course	CPD QIO	Education Services/Corporate HR Services
	The law	External course	CPD QIO	Legal Services
	Health and Safety	External course	CPD QIO	Corporate HR Services
Depute head teacher	School policies/procedures	School based	HT/CPD coordinator	HT
	School self-evaluation and improvement	External course	CPD QIO	Education Services
	Team building/negotiation skills/conflict management	External course	Identified by post-holder or CPD coordinator	As sourced

POST	ACTIVITY/TOPIC	TYPE	RESPONSIBILITY FOR ORGANISING	RESPONSIBILITY FOR DELIVERING
DHT continued	CPD specific to remit (eg pupil support, ICT, behaviour management)	External course	Identified by post-holder or CPD coordinator	As sourced
Principal teacher, primary	Specific training on remit	School based	CPD coordinator	Most expert in school
	Self-evaluation techniques	External course and/or school based	Identified by post-holder or CPD coordinator	As sourced
	Basic management techniques (management of people/resources; time management; managing meetings etc)	External course	Identified by post-holder or CPD coordinator	As sourced
Principal teacher, secondary	Departmental self-evaluation	External course and/or school based	Identified by post-holder or CPD coordinator	As sourced
	Team building	External course and/or school based	Identified by post-holder or CPD coordinator	As sourced
	Basic management techniques (management of people/resources; time management; managing meetings etc)	External course	Identified by post-holder or CPD coordinator	As sourced

EXPERIENCED HEAD TEACHERS

Research has demonstrated[1] that the leadership of head teachers has most positive effect in their middle years of headship (years 3 - 7) and can often reach a plateau after 10 years in post. Although no research has been conducted in Scotland, in England there appears to be some correlation between negative OFSTED reports for schools and heads who have been in post for more than 20 years. It is still relatively rare - especially in the secondary sector - for holders of headships to seek professional renewal through application for a second headship. Those who are successful in doing so report an increased sense of energy and motivation. The challenge for the education authority is to provide similar professional and personal development and renewal for its experienced head teachers, and encourage them to become 'consultant'[2] or 'system'[3] leaders

All countries seeks ways of encouraging head teachers to renew their professional impact. Some education authorities in other countries use the skills of experienced heads to mentor and coach other head teachers. Possibilities in our own system might be
- A part-time consultative role with the education authority
- A part-time consultative role with an external body (e.g. Her Majesty's Inspectors of Education (HMIe), Learning and Teaching Scotland (LTS))
- Full or part time secondment to the education authority
- Full or part-time secondment to a university
- A contribution to academic courses and training
- An exchange with an overseas head teacher
- Sabbatical

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[1] *Headship and Beyond*, Peter Earley, University of London, 2006
[2] *ibid*
[3] A term used by Michael Fullan in his most recent three or four books.

LEADERSHIP STRATEGY, APPENDIX III

LEADERSHIP DEVELOPMENT OPPORTUNITIES

The personal attributes and characteristics of the leader are developed through supported professional and personal reflection. Leadership development is as much about building confidence as it is competence, and the opportunities listed below are to be undertaken in that spirit. Existing leaders have the responsibility of developing a culture of coaching and mentoring. to support the professional growth of colleagues.

For future deputes
(+ any in second box not previously undertaken)

- the mentoring of new PTs;
- shadowing one aspect of the remit of a DHT, for example,
  - -responsibility for pupil support assistants
  - -supported study
  - -health promotion
  - -active schools
  - -health and safety
  - -pupil induction programmes/booklets
- shadowing PTs pastoral care/curriculum (whichever the PT is not);
- working with the school timetabler;
- looking at whole school budget issues;
- involvement in staffing issues;
- coaching;
- involvement in appointments.

For future principal teachers

- giving presentations to parents and staff;
- leading working groups and committees/ developing school, local authority and national policies/ leading a project across the school;
- attendance at national conferences;
- working with colleagues in other schools;
- professional reading and research;
- mentoring/supporting colleagues;
- included as part of inter-agency teams;
- working with parents/carers;
- working with probationers/students;
- leading and developing a pupil council;
- attending case conferences with a range of professional agencies;
- sitting in on parental interviews;
- delivering CPD;
- carrying out action research;
- secondments;
- teacher placements in business or industry.

LEADERSHIP STRATEGY, APPENDIX IV

Port Glasgow High School's Leadership Academy.

Is the Leadership Academy for me?

Involvement in the Leadership Academy is open to **any** member of staff. If you are involved in leading and supporting the learning of pupils the programme will enable you to reflect on what you do and challenge your thinking about your role as a leader of learning.
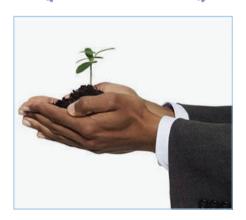
How do I join the Leadership Academy?

If you want to be part of this exciting new professional learning experience all you need to do is speak to Fiona Craig (DHT) and put the dates in your diary.

All sessions will start at 3.45 pm and will be completed by 5.00 pm

Leadership Academy 2
(Lead Learner)

Port Glasgow High School
2008 - 09

Why a Leadership Academy?

As a 'Learning Community' we aim to ensure high quality learning experiences and promote positive attitudes to lifelong learning. We are committed to developing the learning capacity of all members of the school community; pupils, staff and parents. A key part of this commitment is to the professional learning of staff so that they are well equipped to lead the learning of their students.

What is Leadership Academy 2?

Leadership Academy 2 is a programme to help develop the knowledge and skills of the staff to lead effective learning. The first Academy was primarily aimed at new and aspiring Principal Teachers, but Leadership Academy 2 is for everyone who wants to develop their understanding of how to improve the learning that goes on in their classroom

The programme consists of six formal, after school sessions, supported by a range of paper and electronic resources. However, as with all collaborative learning it is hoped that the most powerful part of the programme will be in the development of a network of supportive relationships.

Building on the key principle that effective professional learning will benefit the learning experiences of pupils, the programme will deal with the practical issues of developing a healthy learning culture through the implementation of key policies and initiatives.

Learning Together for Success

The Programme for Session 2008 - 09

Tuesday 23 September - Planning for Quality Learning

This introductory session will look at the importance of planning in creating high quality learning experiences. We will consider how the Accelerated Learning Cycle can be used as a framework to lead students to learn more effectively.

Tuesday 30 September - Technology in Learning

How should ICT be used to enhance learning experiences? This session will look at how technologies can be used to support each element of the Accelerated Learning Cycle: Connection, Activation, Demonstration, Consolidation.

Tuesday 18 November - Active and Collaborative Learning

The terms Active Learning and Collaborative Learning are used widely when referring to effective learning. This session will look at how to engage pupils directly with their own learning in the classroom and how to get them learning together.

Tuesday 25 November - 'Walking the Talk' with AifL

Assessment is for Learning has been on the improvement agenda for a number of years, but how is it impacting on learning experiences in the classroom? This session will look at how to use peer and self assessment and feedback to improve learning.

Tuesday 24 February - Thinking about Learning

Good learning should challenge the learner to aim for greater success. This session will look at Bloom's Taxonomy and DeBono's Thinking Hats and how these tools can be used to enable learners to develop their thinking and problem solving skills

Tuesday 24 March - Consolidating Learning

This final session will give an opportunity to reflect on what has been learned through the Academy and enable course members to consolidate their own learning and to share their experiences.