

EDUCATIONAL LEADERSHIP

1.0 EXECUTIVE SUMMARY

- 1.1 On the 4th of June 2015 a report titled “Teaching Staff Recruitment, Retention and Leadership in Argyll and Bute “Growing our Own” was presented to the Community Services Committee to update members on current practice and future developments related to teacher and retention including “Growing Our Own” in place in Argyll and Bute. The paper detailed developments currently in place to provide professional learning opportunities at all levels from pre career entry through to Head Teacher. Future initiatives were noted as being developed by Argyll and Bute in partnership the new Scottish College of Educational Leadership (SCEL) and University of the Highlands and Islands Education Faculty (UHI).
- 1.2 The main purpose of this report is to update Community Services Committee on the current work within Argyll and Bute on Educational Leadership in partnership with the SCEL and UHI.
- 1.3 Educational leadership is recognised as one of the most important factors of success of a school. Head Teachers and teachers who are empowered, and empower others, have a strong record of ensuring highest quality learning and teaching. This ensures that all children achieve the best possible outcomes.
- 1.4 In Argyll and Bute, support is provided to promote the development of leadership at all stages of teachers’ careers, recognising that this investment will have immediate impact upon schools as well as future implications for school leadership sustainability. The General Teaching Council’s Standards for Registration, Standards for Leadership and Management and Career Long Professional Learning as the core for development, is used by Argyll & Bute.
- 1.5 The National Improvement Framework for Scottish Education (2016) highlights school leadership as one of the key drivers of improvement.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Community Services Committee:
- a) Note the current work being taken forward by Education Services focusing on educational leadership development;
 - b) Support the future developments with partners and the commitment to

- continuing professional development, and
- c) Note the impact of educational leadership within the improvement agenda of raising attainment.

EDUCATIONAL LEADERSHIP

3.0 INTRODUCTION

- 3.1 On the 4th of June 2015 a report titled “Teaching Staff Recruitment, Retention and Leadership in Argyll and Bute “Growing our Own” was presented to the Community Services Committee to update members on current practice and future developments related to teacher and retention including “Growing Our Own” in place in Argyll and Bute. The paper detailed developments currently in place to provide professional learning opportunities at all levels from pre career entry through to Head Teacher. Future initiatives were noted as being developed by Argyll and Bute in partnership the new Scottish College of Educational Leadership (SCEL) and University of the Highlands and Islands Education Faculty (UHI).
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4.0 RECOMMENDATIONS

- 4.1 It is recommended that the Community Services Committee:

- a) Note the current work being taken forward by Education Services focusing on educational leadership development;
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5.0 DETAIL

5.1 The importance of Leadership

5.1.1 Teaching Scotland's Future (2010) highlights the importance of all teachers developing leadership attributes to both improve teaching and learning as well as identifying and supporting future Head Teachers. The report stresses the importance of leadership development for teachers from the very start of their careers onwards.

5.1.2 The National Improvement Framework for Scottish Education (2016) highlights school leadership as one of the key drivers of improvement:

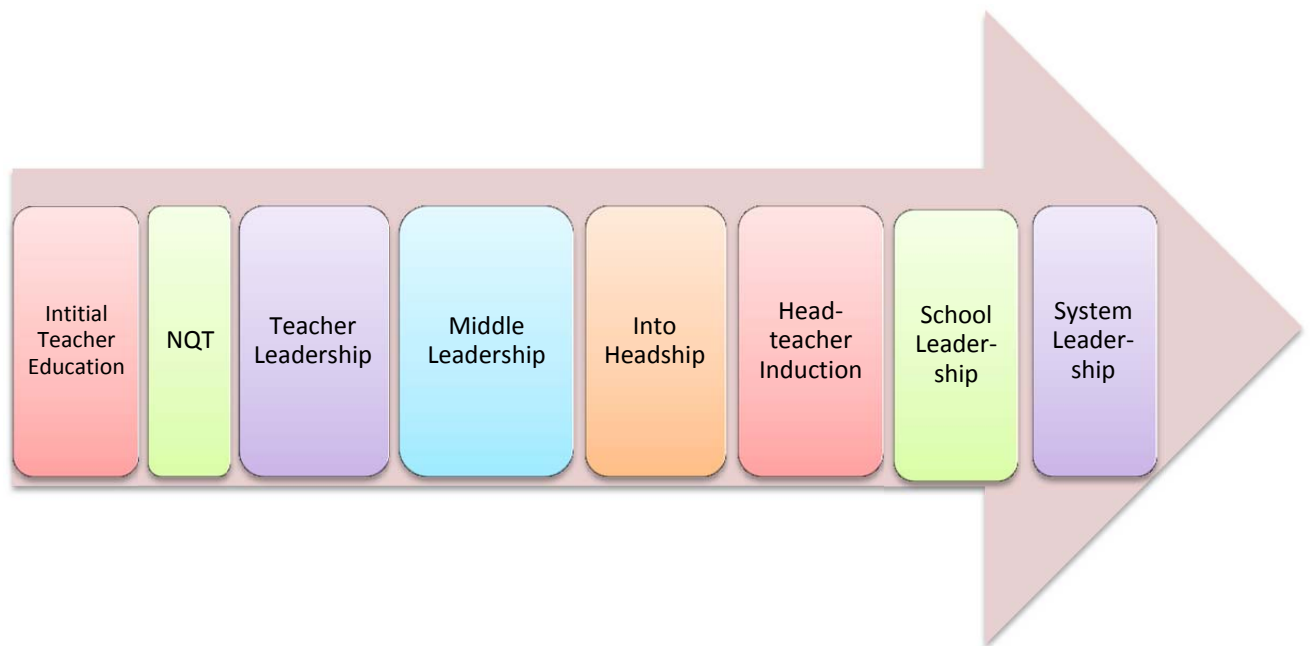
“Leadership is recognised as one of the most important aspects of the success of any school. Head Teachers and teachers who are empowered, and empower others, have a strong track record of ensuring the highest quality of teaching and learning. This in turn helps to ensure that all children achieve the best possible outcomes.”

5.1.3 Leadership for continuous school improvement is most effective where there exists a climate and structure where every member of the school staff is empowered to lead and where every member of staff develops their ability to lead.

5.1.4 Argyll and Bute Council supports the development of leadership at all stages of teachers' careers and understand this investment will have immediate impact upon schools as well as future implications for school leadership sustainability. The General Teaching Council's Standards for Registration, Standards for Leadership and Management and Career Long Professional Learning as the core for development are used within Argyll & Bute.

5.1.5 The illustration below shows the development pathway which is being implemented to support teachers at all stages so as they can develop at the level which best suits their current needs and future aspirations.

This will be taken forward in Argyll and Bute by working in Partnership with UHI, SCEL, General Teaching Council for Scotland (GTCS) and Education Scotland.



5.2 During session 2015/16 Argyll and Bute Education Service has reinforced the importance of leadership development and has allocated the Continued Professional Development budget to provide leadership development opportunities. These leadership developments have been in line with the Framework for Educational Leadership by SCEL (Appendix 1).

The following activities are in place:

Date	Development Path	Activity and number of participants	Numbers	Argyll and Bute Lead Officer	Partnership Provider
August 2015 – June 2016	Initial Teacher Education	Post Graduate Diploma in Education (PGDE)	9 Participants including 1 Gaelic	J Helbert - Education Officer	UHI/Argyll College
August 2015- June 2016	NQT	Probation Programme		J Helbert - Education Officer	An academic partnership is still to be developed
September 2015 – April 2016	Teacher and Middle Leadership	Argyll and Bute Middle Leadership Programme	9 participants	S Clarke – HT Sandbank Primary School	SCEL
September 2015- May 2016	Middle Leadership	Argyll and Bute Leadership Programme	20 participants	J Helbert - Education Officer	UHI
September 2015 – June 2016	Into headship	Into headship Qualification	6 participants	A Paterson- Education Manager	UHI
September 2015 – June 2016	System Leadership	SCEL Fellowship for existing Head Teachers	1 participant	A Paterson- Education Manager	SCEL
3rd September 2015	School Leadership	HT conference on Leadership		A Paterson- Education Manager	Glasgow University SCEL
December 2015 – May 2016	System Leadership	5 th Scottish Leadership Development Programme (SLDP5)	10 participants	L Connor and A Paterson Education Managers	Virtual Staff College- Association of Directors of Education
January 2016	Head Teacher Induction	Newly Appointed Head Teacher Conference	8 participants	Head of Service Ann Marie Knowles	Argyll and Bute HR Service

5.3 Post Graduate Diploma in Education Post Graduate Diploma in Education (PGDE)

There is a growing body of evidence that a focus on leadership attributes and characteristics at the very beginning of a novice teacher's professional

learning helps impact the teacher's engagement with their own professional learning and that of colleagues and that this in turn leads to higher standards of professionalism and better outcomes for young people. Through the partnership with University of Highlands and island, pre-career teachers undertaking the Post Graduate Diploma in Education are taught the importance of teacher leadership and given opportunities to reflect upon their development in this area. Schools have a role in supporting students during school placements. The 9 current PGDE students in Argyll and Bute are developing early leadership attributes during their course.

5.4 Argyll and Bute Probation Programme - Newly Qualified Teachers (NQT)

Teachers undertaking the Teacher Induction Scheme (probationary year, newly qualified teachers) in Argyll and Bute have several opportunities to develop as teacher leaders. During directed seminar input, the skills and attributes of teacher leadership are shared and NQT reflect upon their strengths and areas for development. The first years in teaching have a huge effect in shaping the type of practitioner a teacher becomes. During this time, teachers benefit from having mentors who demonstrate effective leadership as NQTs move from leaders of their own learning, to influencers of others' and school improvement. Schools have a role in providing support for probationers and teachers in their early career. During session 2015/16 we have 9 Primary NQT and 8 Secondary NQT who are placed within 15 schools in Argyll and Bute.

5.5 Argyll and Bute Middle Leadership Programme

5.5.1 A Middle Leadership Programme has been established in Argyll and Bute for session 2015/16. This work is being carried out by a current Head Teacher who is undertaking the SCEL Fellowship Programme. The Middle Leadership programme aims to develop leadership of teachers who begin to lead above and beyond their own classroom or department, and facilitates whole school change. This takes a specific set of attributes and characteristics and middle leaders need opportunities to explore these as well as learn from fellow middle leaders. The Middle Leadership Network is designed to develop these leaders and provide a platform for them to develop their skills and enhance school improvement.

5.5.2 Teachers taking part in the Middle Leadership Programme should fulfill the following criteria:

- A teacher who has at least a minimum of three years classroom experience and an interest in leading school improvement.
- Someone who has an interest in looking at current leadership theory.
- Someone who is interested in having an impact on an area of learning that they feel passionately about.
- Someone who wants to work with and learn from colleagues across the authority.
- Someone who is looking for a new challenge in terms of their practice.

- Someone willing to take responsibility for a particular area of learning within their school, as identified in the School Improvement Plan and moving it on with passion and enthusiasm.

Four full day sessions have been held so far and teachers involved have committed to two Friday's and two Saturday's to undertake the programme.

5.6 **Argyll and Bute Leadership Programme**

5.6.1 Leadership at a school level is an important role and one that requires a highly developed skills and knowledge base. It is not enough to focus on the development and acquisition of these skills and knowledge after one takes on a Principal Teacher, Depute Head Teacher or Head Teacher post, rather opportunities for aspirant promoted post holders, should be provided. The Leadership Programme is designed to do this.

5.6.2 The Argyll and Bute Leadership Programme has been developed in partnership with UHI and consists of four contact seminar days, two optional development days and a school based leadership project. Participants are assessed on their learning and development in line with the GTCS Standards for Leadership by means of two assignments. The aims of the programme are:

- Participants reflect on their leadership traits and styles, their professional values and professional actions as leaders.
- Participants develop and demonstrate a knowledge of current leadership theory and develop techniques to support the development of others.
- Participants understand the importance of developing collegiate learning communities and distributed leadership.
- Participants apply theory to lead an aspect of school improvement.
- Participants develop and follow strategic plans, leading others as they do so.

5.6.3 Successful participants will have the opportunity to apply for Masters Level credits as part of UHI's Masters in Education (Med) in Critical Enquiry and use their learning from Argyll and Bute's Leadership Programme as evidence of Relevant Prior Learning (RPL).

5.7 **Into Headship Qualification**

5.7.1 Following the SCEL consultation on National Leadership Pathways and a National Headship Qualification which was discussed fully with the SCEL Board and the National Implementation Board, a Design Group was established to take forward the recommendations and develop the new Into Headship Qualification

5.7.2 The Standard for Headship lays down the foundations for professionalism and leadership which is required by all Head Teachers. It is a framework for aspiring Head Teachers and identifies key qualities that are required to succeed as an experienced Head Teacher.

5.7.3 It is the aim of Scottish Government that from 2018/19 all newly appointed Head Teachers will have acquired the new 'Specific Qualification for Headship' which forms part of the wider Into Headship Programme. Candidates are supported by SCEL, University providers (including our main partner, UHI) and Argyll and Bute Education Service to gain the 60 Credits at SCQF Level 11 and the accompanying professional qualification. This will form part of a Masters Leadership pathway. Currently 6 promoted teachers are undertaking this qualification; Two from Cowal and Bute; one from Mid Argyll; two from Oban Lorn and the Isles and one from Kintyre. The Argyll & Bute Leadership programme and the Middle Leadership programme will provide a foundation of learning and experience to prepare candidates for the Into Headship Qualification.

5.8 **SCEL Fellowship**

5.8.1 The Scottish College for Educational Leadership was established in 2014 to enhance leadership in education across Scotland. One of its first tasks was to provide a Fellowship Programme for experienced Head Teachers. The aims of the Fellowship Programme were to provide outstanding leadership development experiences for serving Head Teachers and for experienced Head Teachers to help shape the future direction of educational leadership in Scotland. Argyll and Bute provided one of the 8 inaugural Fellows to complete the Programme and another Argyll and Bute Head Teacher has joined the second cohort. Both Head Teacher fellows are involved in the development of Educational Leadership in Argyll and Bute and during session 2015/16 are leading on the Middle Leadership Programme and the Leadership Programme

5.8.2 The ambition and vision for the SCEL Fellowship Programme is that it will, with time, serve as a form of recognition at the highest level for leaders in education whose status and expertise is recognised within and beyond the teaching profession. There is an expectation that SCEL Fellows become champions for leadership and the teaching profession. SCEL Fellows share their expertise in a variety of ways including: representation on internal SCEL groups; deliver/attend/lead at a wide range of external events representing SCEL; contribute to Fellowship responses to national consultations; input to the SCEL strategic plan; and working with Regional Network Leaders.

5.9 **Head Teachers' Conference**

The Head Teacher conference was an opportunity for all Head Teachers and managers within education to further develop an understanding of and commitment to leadership across Argyll and Bute. During the event participants were tasked with challenging existing views and assumptions on leadership and to develop a shared understanding. Participants were given the opportunity to familiarise themselves with SCEL Leadership Framework and Development. The day focused on the following presentations:

- Demonstrating Strategic Leadership – Cleland Sneddon, Executive

Director

- Attributes, characteristics and skills for High Performing Schools – Professor Clive Dimmock, Glasgow University
- Scottish Leadership Framework and model of Professional Learning – John Daffurn, SCEL
- Leadership Beyond Authority – Sir Andrew Cubie
- Leading with Courage – Iain White, Principal Newlands Junior College.

The purpose of the conference was to engage Head Teachers and senior leaders in the importance of leadership within school improvement and improving learning and achievement.

5.10 **Senior Leadership Programme Phase 5 (SLDP 5)**

The SLDP5 is in partnership with SCEL and Association of Directors of Education. The programme looks at development of leadership skills through focusing on a particular challenging issue. The programme aims to support leadership development within senior members of staff and provides support at a national level in providing networking opportunities as well as securing high level leadership development. During session 2015/16 two cohorts from Argyll and Bute are being sponsored to take part in this programme. The cohorts will each look at the strategic development of one of the key national programmes as follows:

Group 1 – Early Years (Education Manager, Early Years Principal Officer, Head Teacher, Principal Teacher Early Years and Educational Psychologist)

Group 2 – Raising Attainment (Education Manager, Education Officer, Head Teacher, Principal Teacher and Educational Psychologist)

5.11 **Newly Appointed Head Teachers' Conference**

There is a current programme of support and induction for newly appointed Head Teachers within Argyll and Bute that consists of an initial two day seminar and recall day (run annually). Head Teachers who had been appointed between October 2015 and December 2015 attended a two day seminar on the 14th and 15th January 2016. During this seminar Head Teachers undertook various training sessions related to their role in leading a school within Argyll and Bute. Newly appointed Head Teachers are assigned an experienced Head Teacher mentor, who meets with them on a regular basis to provide support. All new Head Teachers have regular support from the Area Education Officer and receive a school based visit from an Education Manager within 6 months of taking up post.

6.0 **CONCLUSION**

- 6.1 The Argyll and Bute programme of Educational Leadership Opportunities is essential in providing professional learning opportunities at all levels from career entry through to Head Teacher development and beyond. The programme in place is maximising opportunities to promote leadership in

learning and teaching in Argyll and Bute as one of the most important aspects of success of any school. Identifying and creating leadership opportunities will ensure that Argyll and Bute Council has in post Head Teachers and teachers who will provide leadership and support to our schools ensuring that they provide high quality learning experiences for all of our pupils. Access to leadership opportunities will provide high quality provision of education for all Argyll & Bute pupils.

- 6.2 Head Teacher and teacher leadership and recruitment of high quality staff remains a priority for improving the learning and teaching in our schools, Argyll and Bute Council Education Service will continue to work with partners to provide the highest quality staff in our schools.

7.0 IMPLICATIONS

- 7.1 Policy – Implementation of professional development and planning for developing the teaching workforce will continue to be developed in Argyll and Bute.
- 7.2 Financial – Continued Professional Budget will be allocated to teacher and Head Teacher leadership development.
- 7.3 Legal – All teachers require to be registered with GTC Scotland and undertake professional update.
- 7.4 HR – Meet statutory requirements for registration for teacher and Head Teacher posts.
- 7.5 Equalities – Ensure any recommended policy/guidance is equality checked.
- 7.6 Risk – National workforce planning related issues continue to have an impact.
- 7.7 Customer Service – None

Cleland Sneddon
Executive Director of Community Services
Councillor Rory Colville
Policy Lead for Education and Lifelong Learning
10th March 2015

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APPENDICES

Appendix 1 – The Educational Leadership Framework – SCEL
<http://www.scelframework.com/>