

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE14 June 2018Report by Director of EducationDRAFT LEADERSHIP STRATEGY**PURPOSE**

1. To seek elected member approval for the draft Leadership Strategy.

RECOMMENDATIONS

2. Education Committee is asked to :
 - a. approve the draft Leadership Strategy;
 - b. instruct the Director of Education to bring reports to Education Committee on the impact of its implementation.

BACKGROUND

3. East Renfrewshire Education Department's vision statement; "Everyone Attaining, Everyone Achieving through Excellent Experiences" reflects the Department's ambition to provide excellent schools and Early Learning and Childcare (ELC) settings that ensure all learners have the skills, capabilities and motivation to reach their own high aspirations and fulfil their potential. This strategy puts forward the proposition that if leadership is encouraged and fostered at every level (including pupils), then the possibility of attaining excellence is available to any pupil regardless of their background or prior achievement.
4. The Scottish Government recently published the National Improvement Framework for Scottish Education and annually issues the associated Improvement Plan (2016), (2017), (2018) which has been informed by two OECD reports, Synergies for Better Learning (2013) and Improving Schools in Scotland: an OECD Perspective (2015). These documents have underpinned the work of East Renfrewshire's Education Department to achieve excellence in our schools/ELC settings and raise the bar for all learners. Many of the recommendations put forward in the most recent National Improvement Framework and Improvement Plan for Scottish Education (2018) highlight much of what is already well established in East Renfrewshire establishments including a high standard of leadership which is continually focused on 'getting it right' and 'raising the bar' for every child.
5. In line with the outcomes of these national documents the Education Department recognises that a major challenge for East Renfrewshire schools and centres is how to stay ambitious and build on what has already been accomplished in a way that can achieve greater equity for all learners.
6. To ensure continued excellence in the provision of services for our children and young people, we must therefore strive to develop and build capacity in our leaders at every level.

REPORT

7. The attached leadership strategy (Appendix 1) proposes that we move beyond the traditional view of succession planning as a risk management strategy designed to mitigate the loss of key leaders. This strategy for leadership develops the notion that succession planning be used as a tool to manage knowledge and change, develop leadership capacity, build smart teams, and retain and deploy talent in a manner that helps the Education Department operate to its greatest potential.

8. The strategy proposes an ambitious approach to leadership which is reflective of the contemporary thinking of educational researchers and is informed by outcomes from initiatives such as the Greater Manchester and London Challenges which recognise distributive leadership (bottom up) rather than distributed leadership (top down), as pivotal to creating 'great' establishments and delivering excellent experiences for all.

9. In Teaching Scotland's Future, Donaldson recommends that:

"A clear, progressive educational leadership pathway should be developed, and embodies the responsibility of all leaders to build the professional capacity of staff and ensure a positive impact on young people's learning." (Recommendation 46).

We will achieve this within East Renfrewshire by providing access at every level to a robust, relevant and fit-for-purpose suite of leadership learning programmes and opportunities that draw on local, regional and international best practice. These in-house development programmes will be enhanced with Masters level learning delivered by our university partners, developed to meet our unique local needs and supported by the expertise of our Quality Improvement Team and Educational Psychology Service as well as the skills and knowledge of our teachers and leaders. This coherent approach will ensure the strengthening of both individual and collective leadership capacity across East Renfrewshire Education Department. In addition, enhanced opportunities for collaborative working and the sharing of best practice and expertise will be available through the West Partnership.

10. The key aims of East Renfrewshire's Leadership strategy will be to:

- Effectively build the foundations of confident, resilient and reflective practitioners who consistently deliver high quality learning experiences for all learners within and beyond their own classroom by engaging individually and collaboratively in the most relevant, meaningful and inspiring professional learning.
- Cultivate a collaborative, inspiring and creative approach to improving learning and teaching across schools, centres and beyond by developing and enriching the leadership skills of teachers.
- Ensure that existing and aspirant middle leaders are supported and challenged to develop and continue to build the necessary knowledge, skills and understanding required of senior leaders.
- Create a sustainable pool of highly skilled and motivated leaders who are equipped to take the next steps into middle and senior leadership.

- Empower and support newly appointed Head Teachers to develop their own authentic leadership in order to lead a school community strategically and effectively.
- Utilise the expertise and depth of experience of Head Teachers to inform policy and practice beyond their own schools/centres, throughout the local authority, regionally and nationally and ensure that their expertise, knowledge and skills enable the stimulation and dissemination of best practice and innovation.

11. Critical Indicators and outcomes are set out and will measure the impact of the activities which we will undertake to deliver the strategy.

12. The Department and schools/ELC settings undertake annual self-evaluation exercises which are summarised in Standards and Quality Reports. These reports will now include both progress made in meeting the priorities of the National Improvement Framework (including Teacher Professionalism and School Leadership) and detail of the steps taken to develop distributive leadership at all levels and the impact of career long professional learning in the classroom.

13. We shall continue to report annually to the Education Committee on the attainment and achievements of our pupils in the Broad General Education and Senior Phase. We will also report on the quality of education provided by our establishments through Education Scotland school/ELC inspection reports and Care Inspectorate reports. These will provide further evidence of our progress in implementing the actions set out within this strategy.

CONSULTATION

14. In formulating this Leadership Strategy, the Education Department has demonstrated its commitment to taking into account the views of the workforce. Head Teachers from early years, primary and secondary schools contributed during this process. In addition we will gauge the views of teachers and probationers to ensure we instil an ethos of collaborative working throughout the implementation phase and beyond.

FINANCIAL AND EFFICIENCY IMPLICATIONS

15. The cost of implementing the Leadership Strategy will be met through the Education Department's devolved budget and those of individual schools.

CONCLUSION

16. The attached strategy has been devised to place a renewed focus on leadership within our establishments and to ensure that leadership and ambition are encouraged and developed at all levels. International Studies by McKinsey identify inspirational leadership as the foundation upon which world class teaching and learning is built. Our strategy will facilitate the creation of a suite of innovative, high quality leadership programmes which will ensure that teachers and early years practitioners have the necessary learning and development opportunities to make a real difference to outcomes for children and young people.

17. Sustainable leadership must be a shared responsibility. If we are successful in sustaining our vision of true distributive leadership we will ensure that East Renfrewshire both attracts and retains the best teachers and leaders.

RECOMMENDATIONS

18. Education Committee is asked to :
- a. approve the draft Leadership Strategy;
 - b. instruct the Director of Education to bring reports to Education Committee on the impact of its implementation.

Mhairi Shaw
Director of Education
14 June 2018

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East Renfrewshire Education Department

Leadership Strategy

2018-2021

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Foreword by Convener for Education and Equalities

Councillor Paul O’Kane

As the convener for education and equalities I am pleased to introduce the Education Department’s Leadership Strategy for 2018 -2021. The strategy outlines our ambition to ensure that learners are placed at the heart of everything we do in education and that their success fundamentally depends upon the quality of teaching and learning in our classrooms and playrooms, the quality of learning experiences and the quality of leadership in all our establishments at every level.

This strategy is bold in proposing leadership pathways to inspire people to become leaders in our establishments, to support this with successional leadership opportunities for aspiring and talented teachers who are committed to improvement and to ensuring every learner fulfils their own high aspirations.

It identifies key aims that will be achieved through clearly defined actions which will be implemented by The Education Department, Head Teachers and individual teachers themselves in order to deliver the required outcomes. This outcome focused approach will ensure we develop inspirational leaders for the future whilst supporting the leaders we have to ensure excellent experiences for all our learners and staff.

I commend the Leadership Strategy to you and invite parents, carers and all other partners to work with staff in our schools and services in delivering the key aims identified in the action plan.

Councillor Paul O’Kane

Convener for Education and Equalities

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INTRODUCTION

East Renfrewshire Education Department’s vision statement; “*Everyone Attaining, Everyone Achieving through Excellent Experiences*” reflects the Department’s ambition to provide excellent schools and early years settings that ensure all learners have the skills, capabilities and motivation to reach their own high aspirations and fulfil their potential. John Hattie argues that in ‘great’ schools it is the excellence of teachers, who are supported in their leadership of learning by visionary leadership at all levels, which encourages natural growth towards excellence. If leadership is encouraged and fostered at every level (including pupils) then;

“...the possibility of attaining excellence is available to any student regardless of their background or prior achievement.”¹

The Scottish Government recently published the National Improvement Framework for Scottish Education (2016)², (2017)³, (2018)⁴ which has been informed by two OECD reports, *Synergies for Better Learning* (2013)⁵ and *Improving Schools in Scotland: an OECD Perspective* (2015)⁶. These documents have underpinned the work of East Renfrewshire’s Education Department to achieve excellence in our schools/early years and childcare settings and raise the bar for all learners. Many of the recommendations put forward in the most recent National Improvement Framework and Improvement Plan for Scottish Education (2017)⁷ highlight much of what is already well established in East Renfrewshire establishments including a high standard of leadership which is continually focused on ‘getting it right’ and ‘raising the bar’ for every child. In line with the outcomes of these national documents the Education Department recognises that a major challenge for East Renfrewshire schools/ early years settings is how to stay bold and build on what has already been accomplished in a way that can achieve greater equity for all learners.

Establishments are experiencing an increasing emphasis by Scottish Government on the value assigned to the use of data and research evidence alongside professional judgement. At the same time, with the establishment of Regional Collaboratives there is an increased expectation on head teachers to work towards a consensus that comes through partnership working. This is reflected in the West Partnership’s recently submitted improvement plan which points to the development of learning systems that encourage such collaboration across schools/early years settings at a local and regional level.

Collaborative working alone cannot motivate and enthuse our staff into the development of new classroom practice which leads to excellence and equity in our schools and early years settings. It calls for transformational leadership within and across all levels of every establishment. To ensure continued excellence in the provision of services for our children and young people, we must therefore strive to develop and build capacity in our leaders at every level. In addition, we must succession plan for the future now. Head teachers should be encouraged to take risks and “fast track” enthusiastic, motivated and talented, potential future, middle and senior leaders.

This leadership strategy proposes that we move beyond the traditional view of succession planning as a risk management strategy designed to mitigate the loss of key leaders. Our strategy for leadership develops the notion that succession planning be used as a tool to manage knowledge and change, develop leadership capacity, build smart teams, and retain and deploy talent in a manner that helps the Education Department operate to its greatest potential (Groves, 2003⁸). Head Teachers must be proactive in identifying and developing talent that can be called upon during both expected and unplanned succession opportunities. This is important because as Fink (2010)⁹ notes, individuals are becoming

more strategic in their own career development. It is, therefore critical that in East Renfrewshire we follow suit and develop strategies to ensure that as an authority we are able to attract, retain and develop key talent for the teaching profession as well as individual establishments.

This strategy proposes a bold approach to leadership which is reflective of the contemporary thinking of educational researchers and is informed by outcomes from initiatives such as the Greater Manchester and London Challenges which recognise distributive leadership as pivotal to creating 'great' establishments and delivering excellent experiences for all.

With the introduction of the new Head Teacher Charter we must look beyond the traditional expectations of leadership in respect of the head teacher as a sole icon. This 'heroic' form of leadership in which Head Teachers are expected to be all things to all men has been ineffective and may be one factor in the difficulties of recruiting into the post at present. In line with national and international case studies of effective schools as detailed in McKinsey's *How the world's most improved school systems keep getting better*¹⁰, this paper proposes a move towards a more **distributive** rather than **distributed** form of leadership to ensure that going forward as a Department:

"We do not assume leadership to be something that resides within the individual at the apex of the organisation pyramid but as exercised across the community "distributive" rather than distributed as delegation or in the gift of management. We seek out leadership not only in the most likely but in the most unlikely of places. We expect to find it both in the informal life of the school as well as within its formal structures. It may be assumed as well as delegated, and expressed spontaneously as well as in formalised planning".¹¹

Many studies argue that the traditional form of education management with strong hierarchical structures and the dominance of top-down leadership inhibits teaching and learning, and that a collaborative and collegial culture is instrumental to achieving great learner experiences and thus the creation of excellent schools/early years settings¹². Research suggests that the optimal conditions for effective leadership exist in a context in which there is a balance between building collective responsibility and maintaining a degree of openness and idea sharing underpinned by mutual trust.¹³ Much of the policy support for distributive leadership has been driven by the recognition that whether the heroic paradigm for leadership is appropriate or not, it is impossible for enough heroes to exist for every establishment.

Forde et al.¹⁴ make the case that, whilst Scotland has some excellent examples of leadership of education, there is a need to put in place a coherent framework of provision to foster leadership capacities at all levels of the teaching profession, from Initial Teacher Education (ITE) to enabling experienced Head Teachers to contribute to systems leadership in Scottish education. Forde also makes a strong case for enabling access to leadership opportunities for all, arguing that leadership should be considered as '*an intrinsic part of the professional understandings, skills and practice of all in the teaching profession*'¹⁵

As such our strategy for leadership in East Renfrewshire is to be underpinned by the notion that:

"Leadership is an act that enables others and allows them in turn to become enablers."¹⁶

In Teaching Scotland's Future, Donaldson recommends that:

“A clear, progressive educational leadership pathway should be developed, and embodies the responsibility of all leaders to build the professional capacity of staff and ensure a positive impact on young people's learning.” (Recommendation 46).¹⁷

We will achieve this within East Renfrewshire by providing access at every level to a robust, relevant and fit-for-purpose suite of leadership learning programmes and opportunities that draw on local, regional and international best practice. These in-house development programmes will be enhanced with Masters level learning delivered by our university partners, developed to meet our unique local needs and supported by the expertise of our Quality Improvement Team and Educational Psychology Service as well as the skills and knowledge of our teachers and leaders. This coherent approach will ensure the strengthening of both individual and collective leadership capacity across East Renfrewshire Education Department. In addition, enhanced opportunities for collaborative working and the sharing of best practice and expertise will be available through the West Partnership.

The key aims of this strategy will be to:

- Effectively build the foundations of confident, resilient and reflective practitioners who consistently deliver high quality learning experiences for all learners within and beyond their own classroom by engaging individually and collaboratively in the most relevant, meaningful and inspiring professional learning.
- Cultivate a collaborative, inspiring and creative approach to improving learning and teaching across schools, centres and beyond by developing and enriching the leadership skills of teachers.
- Ensure that existing and aspirant middle leaders are supported and challenged to develop and continue to build the necessary knowledge, skills and understanding required of senior leaders.
- Create a sustainable pool of highly skilled and motivated leaders who are equipped to take the next steps into middle and senior leadership.
- Empower and support newly appointed Head Teachers to develop their own authentic leadership in order to lead a school community strategically and effectively.
- Utilise the expertise and depth of experience of head teachers to inform policy and practice beyond their own schools/centres, throughout the local authority, regionally and nationally and ensure that their expertise, knowledge and skills enable the stimulation and dissemination of best practice and innovation.
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The following sections set out the actions that will be taken by the Education Department, schools and early years settings to realise this vision of distributive leadership at all levels. These actions will be taken forward during the three-year period 2018-2021 and are set out

below in line with the present professional structure of the teaching profession in schools/early years settings, namely:

Probationer Teachers

Teacher Leaders

Aspiring and Existing Middle Leaders

Aspiring Head Teachers

Newly Appointed Head Teachers

Experienced Head Teachers

PROBATIONER TEACHERS

In *Teaching Scotland's Future*, Donaldson recognises that “*Leadership is based on fundamental values and habits of mind which must be acquired and fostered from entry into the teaching profession*”¹⁸. International case studies, such as those relating to education systems in Finland, Ontario and Singapore, recognise that high performing educational systems have well-established, coherent and complementary programmes of teacher and leadership development which span Initial Teacher Education through to experienced Head Teachers.¹⁹

The pledge by Scottish Government to increase the number of teachers in the system has been accompanied by increased student teacher targets for universities and media campaigns which encourage a return to teaching or a change of career to enter the profession. To ensure that we maintain the integrity of the profession in terms of quality in the classroom and playroom, it is imperative that local authorities work strategically in partnership with our university colleagues.

East Renfrewshire schools and many other local authorities nationally have experienced a significant increase in the number of student retrieval placements, an increase in the dropout rate of probationers who find the programme too intense and an increase in the number of students opting for the flexible route into teaching rather than the traditional probationer programme. This trend is placing an increased pressure on our schools/early years settings in safeguarding the quality of learning experiences for our young people. As a local authority we must take the lead in ensuring that we have an effective strategy for addressing the quality of our probationer teachers and supporting them into their new careers. We need to work with our university partners to ensure that courses are fit for purpose and take account of the needs of establishments. We must also support our universities at the recruitment stage so that as well as a focus on academia there is also evidence that applicants have both the potential and a passion for teaching and the necessary qualities to make a positive difference to the lives of the young people in their care.

Whilst the Donaldson report confirms the centrality of university involvement in teacher education it also suggests that:

*“...the most successful education systems do more than seek to attain particular standards of competence and to achieve change through prescription. They invest in developing their teachers as reflective, accomplished and enquiring professionals who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change.”*²⁰

Thus our leadership strategy must begin at the foundations of our teaching profession, by ensuring the provision of a comprehensive programme of induction that meets the needs of our probationers and our schools. It is at this stage that we must encourage and utilise the research skills of our probationers to stimulate action-based inquiry within schools. The introduction of a collaborative action-based research element to the induction programme for probationers will bring pedagogical benefit to the host school which links securely to their school improvement plan. This will enable the Department to foster a culture of professional inquiry, collaboration and innovation which will permeate our schools as the ambition and commitment to research of our probationer teachers stimulates reflection and change at every level in the school system.

Our aim is to:

Effectively build the foundations of confident, resilient and reflective practitioners who consistently deliver high quality learning experiences for all learners within and beyond their classroom by engaging individually and collaboratively in the most relevant, meaningful and inspiring professional learning.

Our expected outcome by 2021 will be:

Resilient and reflective practitioners who demonstrate the values, knowledge, skills and abilities required to lead learning effectively and who are committed to quality education and making a difference to the lives of all children and young people.

To achieve this we will engage in the following actions:**The Authority will:**

- Work with university partners to ensure that the Post Graduate Diploma in Education (PGDE) teaching programme is fit for purpose and meets the needs of our schools/centres and students.
- Support our university partners at the recruitment stage of the PGDE process to ensure a process which incorporates an assessment of applicants' potential and passion for teaching as well as academic criteria.
- Provide a robust and comprehensive induction programme for our probationer teachers which will contribute towards the improvement of their teaching practices and their confidence as practitioners.
- Provide opportunities for our probationer teachers to work collaboratively with other practitioners on a research-based project, allowing each probationer to be directly involved with innovative pedagogical thinking.
- Work with partners to develop a collaborative network of probationer managers throughout the West Partnership to facilitate the sharing of best practice in relation to support and challenge of probationer teachers.
- Develop a system to identify flexible route probationer teachers upon entry to East Renfrewshire schools, in order for support and challenge to be provided by the school and local authority.

The School/ Early Years Setting will:

- Ensure they promote teaching as a good career choice by providing excellent experiences for student teachers.
- Ensure every probationer understands his or her responsibility as an education professional to maintain the Standards for Registration in terms of their teaching practice, values and competence.

- Develop and deliver a probationer training programme which focuses on the aspects of its learning community and complements the local authority programme.
- Ensure they provide high level career long professional learning for probationer teachers which enriches their subject knowledge resulting in high levels of pedagogical expertise.
- Provide experienced mentors for probationer teachers who will work closely with them to develop their skills in professional reflection and self-evaluation.
- Develop tailored programmes of support for flexible route probationer teachers which take account of their teaching commitments.

Probationers will:

- Ensure they understand his or her responsibility as an education professional to maintain the Standards for Registration in terms of their teaching practice, values and competence.
- Ensure they have knowledge and understanding of the importance of research and engagement in professional inquiry.
- Engage in reflective practice to develop and advance career long professional learning and expertise.
- Engage in collaborative working with peer probationers and school colleagues in order to promote the sharing of best practice and excellent experiences for all our learners.
- Maintain a record of their own professional learning and development, culminating in an Initial Professional Development Action Plan.

TEACHER LEADERS

High quality teacher leadership is crucial to improving the experiences and outcomes for learners. The role of the individual teacher (working collegially and in collaboration with others) is increasingly recognised as central to effecting school/early years setting improvement. Equally there is a need to invest in the professional development of all teachers, not just those in or aspiring to formal leadership roles, if they are to be able to rise to the challenge of delivering excellent experiences for all learners.²¹

Every teacher will have a role to play in leadership whether in terms of curriculum development, policy development or working on discrete projects within a school/centre or across a local authority area. Lieberman and Friedrich²² offer examples of how effective teaching derives from teacher leadership. These authors demonstrate how, in effective schools/early years settings, practitioners learn from one another and lead learning by doing what is best for the young people in their classroom. In their view, teacher leadership requires a focus on learning as an activity in which:

- teachers recognise that they themselves are learners;
- the capacity for leadership arises out of powerful learning experiences which may not always be successful; and
- teacher leadership requires flexibility and adaptability, as the efficacy of learning is highly sensitive to context and to the differing ways in which young people learn.

In East Renfrewshire we must begin the process of identifying teacher leaders who are passionate about learning and teaching. Through informed and innovative practice, close scrutiny of pupils' learning needs and high expectations these individuals will play a fundamental role in improving outcomes for children and young people within East Renfrewshire and beyond. Teachers working in cultures of collective collaboration have a greater impact on learners' achievement, are more open to change and improvement, and develop a greater sense of self-efficacy than teachers who work in cultures of individualism and isolation. We must provide the space and time for such activities to develop and flourish. As Harris and Muijs (2005)²³ state;

“Teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher leaders and learners, and influence others towards improved educational practice.”

Teacher leadership develops teacher competence and confidence, advances professional learning, promotes change and improvement in schools/early years settings, encourages professional collaboration and collegiality, boosts professional status and recognition and above all contributes positively to the achievement of equity and excellence in our schools and early years settings.

Our aim is to:

Cultivate a collaborative, inspiring and creative approach to improving learning and teaching across schools, early years and childcare settings and beyond by developing and enriching the leadership skills of teachers.

Our expected outcome by 2021 will be:

Confident and innovative teachers, who inspire colleagues to be creative in their teaching practices so that all young people achieve and attain their best through excellent experiences.

To achieve this we will engage in the following actions:**The Authority will:**

- Build the capacity of our teachers to use performance data effectively for self-evaluation and improvement.
- Build the capacity of our teachers to use benchmarking and performance information effectively to inform their professional judgements.
- Provide the opportunity for teachers to undertake meaningful action-based research to improve practice.
- Encourage partnership working with universities to develop innovative ideas and solutions and to learn from national and international studies and how these studies can make an impact locally.
- Direct the Quality Improvement Team and Educational Psychology Service to provide teachers with guidance and career long professional learning on the most up-to-date pedagogical research relevant to their stage or curricular area.
- Support teachers to master the skills required to undertake their own research to inform learning and teaching which will improve outcomes for all learners.
- Support teachers to undertake Masters level learning which is relevant and appropriate to the needs of their school/centre and their own personal development.

The School/Early Years Setting will:

- Endeavour to provide the space and time for teachers to plan collaboratively with colleagues to create relevant, engaging and challenging learning experiences for their learners.
- Promote self-directed, creative thinking that produces new and innovative ideas and solves problems.
- Encourage teachers to engage in critical reflection, learning through the evaluation of their lessons and through pupil evaluation of their own learning experiences.
- Support teachers to grow in confidence in making judgements about pupil progress.
- Encourage teachers to utilise digital learning to enhance lessons, develop innovation and curiosity and extend and deepen learning.
- Support teachers to master the skills required to undertake their own research to inform learning and teaching which will improve outcomes for all learners.

- Support teachers to undertake Masters level learning which is relevant and appropriate to the needs of their school/centre and their own personal development.
- In partnership with LNCT implement revised Professional Review and Development procedures which lead to improved outcomes for learners, teacher leadership, school/centre improvement and leadership of change and are based on self-evaluation and the identification of strengths and opportunities for CLPL activities to address areas for improvement.

Teachers will:

- Critically examine the connections between their personal and professional attitudes and beliefs, values and practices to affect improvement and, when appropriate, bring about transformative change in practice.
- Utilise digital learning in their classrooms and playrooms to enhance lessons, develop innovation and curiosity and extend and deepen learning.
- Master the skills required to engage critically in research and literature to challenge and inform professional practice to improve teaching and learning.
- Undertake Masters level learning which is relevant and appropriate to the needs of their school/centre and their own personal development.
- Develop and engage in the sharing of best practice across classrooms/playrooms, schools/centres, the local authority and the region.
- Work collaboratively with teacher colleagues to develop and improve the experiences of our young people in the classroom/playroom.
- Work collaboratively to contribute to the professional learning and development of colleagues, including students, through offering support and constructive advice and through disseminating experience and expertise, seeking opportunities to lead learning.
- Maintain an effective record and portfolio of their own professional learning and development and a professional development action plan, including analysis of impact on learners and on own professional practices.

ASPIRING AND EXISTING MIDDLE LEADERS

This strategy seeks to reinforce the notion that distributive leadership is the most powerful engine for change.²⁴ Consequently our schools/early years settings must ensure an increased emphasis on the importance of the role of middle leaders. For the purposes of this strategy, middle leaders includes principal teachers and faculty heads. In some instances, and based on the choice of individuals it may also be apposite for some in the role of depute head, where an individual has no desire to move to headship or systems leadership, but may still wish to operate well and improve their stewardship in a senior leader position.

In a recent report on middle leadership in England, James Troop, Chief Executive Officer of *Teaching Leaders* claims that middle leaders in schools are “*the key to closing the achievement between disadvantaged pupils and their peers*”.²⁵ The report goes on to state that it is impossible to have an excellent school without having effective middle leadership and identifies the behaviours, characteristics and barriers that contribute to or hinder a middle leader’s success. Identifying these characteristics and barriers is crucial. Research by Cladingbowl²⁶ suggests that while the quality of teaching most strongly affects student motivation and achievement, it is the quality of middle leadership that influences the quality of teaching and teacher motivation. Consequently, leadership of teaching has the biggest single impact on standards. Effective middle leadership has an indirect yet powerful influence on school effectiveness and the ability to deliver excellent experiences for all.

Middle leaders are often seen as the engine room of the school, and sit at the heart of the drive to improve the quality of learning and teaching. Middle leaders lead teams of teachers who turn the priorities of the Local Improvement Plan and School Improvement Plan into outstanding classroom practice and outstanding pastoral care. High-performing middle leaders drive consistent teacher quality in their areas of responsibility through curriculum leadership and pastoral leadership, and by challenging and developing staff through the self-evaluation process including the observation of teaching and learning, analysis of pupil performance etc. They are able to promote consistently high standards across the school by collaborating with and challenging their fellow middle leaders, influencing whole school behaviours through sharing, coaching and mentoring.²⁷

It is important that our strategy ensures that aspiring middle leaders are identified and encouraged to progress and that existing middle leaders are provided with the tools and support to actively contribute to school improvement and to influence attainment and achievement in their establishment both operationally and strategically. Our middle leaders should have high levels of pedagogical expertise and engage directly with well researched innovation that will stimulate discussion and change within their departments, their establishments and beyond.

Our aim is to:

Ensure that existing and aspiring middle leaders are supported and challenged to develop and continue to build the necessary knowledge, skills and understanding required of senior leaders.

Our expected outcome by 2021 will be:

Effective middle leaders who have a well-considered, clearly communicated and ambitious vision and who can provide a clear sense of direction and purpose underpinned by meaningful self-evaluation and resulting in excellent experiences for all.

To achieve this we will engage in the following actions:**The Authority will:**

- Encourage Head Teachers and senior leaders to identify and develop staff potential and to take risks on ambitious and capable teachers who have the skills and abilities to make effective leaders.
- Encourage and support teachers to undertake Masters level learning in leadership through the bespoke course provided by our university partners.
- Develop a robust programme for aspiring and existing middle leaders which focuses on the key skills for effective middle leadership linked to the Standards for Leadership and Management, including interpersonal skills, organisational skills, innovation, professional knowledge and professional integrity.
- Provide the opportunity for middle leaders to be active contributors to strategic discussion rather than merely implementers of policy.
- Deliver appropriate training that provides middle leaders with the knowledge and skills to put effective systems in place within their area of responsibility.

The School/Early Years Setting will:

- Ensure middle leaders encourage exploration and innovation in curriculum development.
- Develop in middle leaders the skills to provide opportunities for distributive leadership and to build a culture of collegiality where there is frequent professional dialogue and the sharing of best practice.
- Develop the skills required of middle leaders to use performance data effectively to develop assessment strategies and provide realistic but aspirational target setting in order to raise attainment in conjunction with senior system and school leaders.
- Build the skills of middle leaders in using self-evaluation strategies to evaluate pupil attainment and learning experiences including the analysis of attainment data, the observation of teaching and learning and the views of pupils, staff and parents.
- Encourage middle leaders to develop their knowledge of contemporary developments in their field evidenced by contributions to action-based research.
- Continue to build capacity in middle leaders through subject groups.
- Utilise the skills, experience and expertise of established middle leaders as mentors for aspiring teacher leaders and newly appointed middle leaders.

- Extend the scope and experience of middle leaders by developing a programme of secondment based learning and job shadowing in various schools and departments.

Aspiring and Existing Middle Leaders will:

- Demonstrate a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.
- Engage with all aspects of professional practice and work collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality.
- Build and sustain personal credibility by modelling their commitment to career-long professional learning, integrity and ethical practice, thus developing a culture of trust and respect.
- Encourage the development of leadership skills and qualities in others and cultivate trust and respect among colleagues by fostering leadership opportunities across and beyond the school.
- Foster an ethos to support self-evaluation and enable staff individually and collectively to engage in regular and rigorous self-evaluation.
- Use coaching and mentoring to support colleagues and build these skills to develop peer support.
- Engage with educational literature, research and policy sources in leading and developing the curriculum, pedagogy and assessment practices within their areas of responsibility.

ASPRING HEAD TEACHERS

It is well recognised that there is a national crisis in Head Teacher recruitment. Of particular concern is the emergence of career deutes. These are deutes who have made the decision not to move into headship despite having the necessary experience and in some cases an appropriate qualification for headship. Equally concerning nationally, is the decision taken by many deutes who have undertaken acting Head Teacher positions that they no longer wish to pursue appointment to headship. One of the main contributory factors has been cited as the “*all-consuming nature of the job and its impact on work life balance*”²⁸. It has also been reported that the perception of headship did not match the reality of the acting experience. These are important factors to consider in any strategy for developing our aspiring Head Teachers.

The “*Improving School Leadership – OECD Background Report: Scotland*”²⁹ details a number of factors which inhibit applications for headship. The report identifies that the training and support provided by local authorities does not adequately fulfil the needs of new Head Teachers. Moreover, the report calls for greater articulation of the so-called *leadership agenda* and what is actually expected of Head Teachers. In line with our bold approach to leadership, Head Teachers are encouraged to take risks with talented aspiring and middle leaders, at times considering the exceptional unpromoted staff member / principal teacher for accelerated movement to senior leadership even headship where appropriate. Our strategy therefore needs to ensure the correct scaffolding is in place to support such brave decisions not only in terms of operational and managerial skills but also in terms of the emotional development and maturity of potential “fast-track” candidates.

It is important that our aspiring leaders recognise that headship does not begin with an appointment to the post of Head Teacher; preparation for headship should begin as soon as a teacher has made the decision that headship is the career journey for him or her and this may occur on entry to the profession or when they are a principal teacher/faculty head. Thus our aspiring leaders programme should provide a platform where Head Teacher socialisation (both professional and organisational) is more openly explored by aspiring Head Teachers, increasing their awareness of the intensity of the early period in post. Headship is all consuming not simply in terms of workload or the tasks and responsibilities associated with the post, but also in terms of an individual’s perception of him/herself and how others perceive him/her as a leader.

Earley and Jones³⁰ note that in England one of the competencies for headship is entitled “being”. This includes self-awareness, resilience, emotional maturity, integrity and personal drive. Because of individual differences in these and other areas, no two Head Teachers will live out their headship in the same way. It is important that our strategy allows for the exploration of this reality in our aspiring leaders to ensure preparation for headship is not just at an operational and managerial level but also at an emotional and personal level.

An important part of this strategy will be the appointment of mentors for our aspiring head teachers. It is well recognised that:

*“our future leaders learn from the experiences accrued during their internships but they learn more from having opportunities to reflect on those experiences and time needs to be made for this which is enabled through regular meetings (with mentors).”*³¹

Our aim is to:

Effectively create a sustainable pool of highly skilled and motivated leaders who are appropriately equipped to take the next steps into headship.

Our expected outcome by 2021 will be:

Aspiring leaders who are strategically, operationally and emotionally ready to lead a school/early years setting confidently and effectively.

To achieve this we will engage in the following actions:**The Authority will:**

- Develop succession plans across the local authority.
- Encourage Head Teachers to take risks and “fast track” enthusiastic, motivated and talented potential future Head Teachers.
- Establish a detailed and robust career long professional learning programme for aspiring Head Teachers with a focus on the GTCS Standards for Leadership and Management and deliver an effective balance between developing practitioners operationally and strategically and providing an insight into the importance of emotional intelligence.
- Provide information, support and guidance before and during the Into Headship qualification.
- Utilise existing Head Teachers as mentors for aspiring Head Teachers in order to support and enhance leadership capacity.
- Consider opportunities for existing deputies to reflect on the work of headship with an experienced mentor who may or may not be their existing Head Teacher. This could be developed through the establishment of Head Teacher internships.
- Create a pool of aspiring Head Teachers who can share experiences and provide critical friendships in ‘safe’ settings.
- Provide the opportunity for aspiring leaders to job-shadow experienced Head Teachers across the authority and the West Partnership region.
- Offer incentives and support to promote flexibility of movement across the authority (and beyond) to enhance professional and personal development.

The School/Early Years Setting will:

- Consider “fast tracking” enthusiastic, motivated and talented potential future Head Teachers.
- Encourage flexibility of remits for principal teachers and deputies in order to broaden experiences of leadership across the school and beyond, for example in areas such as ASN co-ordination and Early Learning and Childcare.

- Provide opportunities for existing deputies to reflect on the work of headship with an experienced mentor who may or may not be their existing Head Teacher.
- Consider the development of exit plans for outgoing Head Teacher to allow the opportunity of a phased handover.
- Support and promote flexibility of movement for aspiring Head Teachers across the authority (and beyond) to enhance professional and personal development.

Aspiring Head Teachers will:

- Model good practice in personal self-evaluation and reflection against the relevant Professional Standard and appropriate benchmarks.
- Establish and sustain a culture where all practitioners and learners are involved in meaningful decision-making about the planning and enhancement of learning and in wider school/centre improvement.
- Develop and use knowledge from literature, research and policy sources to support the processes of self-evaluation for the enhancement of professional practice and decision-making.
- Engage actively in ongoing professional learning including the Into-Headship qualification. to deepen their personal and professional skills and knowledge base;
- Build constructive relationships with staff that engender commitment and collegiality
- Create and utilise opportunities for staff to take on leadership roles across and beyond the school/centre.
- Be open and flexible in their career choices, accepting and actively seeking opportunities to widen their experience and knowledge across the local authority and regionally.

NEWLY APPOINTED HEAD TEACHERS

Research by the Hay Group³² notes the differences between established leaders who show strengths in areas such as political awareness, indirect influencing, alliance building skills and long term thinking and planning, and emergent leaders who often do not. These skills are associated with leadership maturity, and we should seek to accelerate the development of leadership maturity in our newly appointed Head Teachers. It is important to recognise that appointment to a Head Teacher post is not an end point but part of a developmental journey that continues throughout headship.

Our leadership strategy should help Head Teachers to understand their developmental journey. Sergioivanni states that although the challenges faced in education may often be similar, the solutions are particularly idiosyncratic and that effective leaders “*have resigned themselves to the difficult task of having to create their practice in use as they make decisions.*”³³ It is important that as part of our support for Head Teachers we help to develop the skills, capacity and confidence to make those decisions and, if mistakes are made, how to recover from these and understand that this is part of the developmental journey.

Studies looking at early headship have identified certain common difficulties experienced during the first years in post. In order to retain and nurture our newly appointed Head Teachers we need to develop a suite of strategies to support them in managing these early experiences, including plans / and approaches for articulating values, building alliances and personal capacity, and building resilience and political acumen. This is further evidenced by MacBeth et al. who concluded that new Head Teachers “*found their enthusiasm tempered by the complexities of responsibilities with which they were faced.*”³⁴ Thus it is evident that the early days of headship are possibly the most turbulent and require the most support from the centre.

Evidence suggests that the emotional challenges of headship are at their most intense during the first year. It is impossible to anticipate every conceivable crisis which could emerge in a school/early years setting. What can be predicted however is that a crisis will emerge. The Department must therefore ensure that our leadership strategy provides the appropriate scaffolding to enable and empower Head Teachers to act from their value base as well as from their experience of past unpredictable situations. One way of providing such scaffolding and making use of tacit knowledge would be in opening dialogue between established and newly appointed Head Teachers to provide the opportunity for an exchange of thought processes and decision making strategies.

This would be challenging but vital in supporting new Head Teachers in their early days in post. As well as providing practical and moral support for newly appointed Head Teachers, such exchanges would help to demystify some of the practice of headship. Our leadership strategy should follow the recommendation from MacBeth to provide “*critical friends and make time for reflection, support and challenge and promote resilient collegial support networks.*”³⁵ In this way, Head Teachers will not only learn from experience but also through their own reflection. Providing our newly appointed Head Teachers with opportunities for reflection will be a key aspect of their developmental journey.

Our aim is to:

Empower and support newly appointed Head Teachers to develop their own authentic leadership in order to lead a school community strategically and effectively.

Our expected outcome by 2021 will be:

Head Teachers that are confident in their own authentic leadership and equipped to take strategic decisions that lead to continuous improvement and excellent experiences for all within their school community.

To achieve this we will engage in the following actions:**The Authority will:**

- Provide a robust and comprehensive induction programme for newly appointed Head Teachers which will have an effective balance between operational and strategic development and which links clearly with the GTCSS Standards for Leadership and Management.
- Provide information, support and guidance before and during the In-Headship qualification process.
- Establish Coach-Head Teacher relationships which provide challenge and facilitate effective self-evaluation.
- Establish newly-appointed Head Teacher forums based on key self-evaluation themes.
- Create networks of newly-appointed Head Teachers who can share experiences and provide support and challenge in 'safe' relationships, with a focus on critical incidents.
- Create opportunities for collaborative improvement planning, projects, initiatives and self-evaluation within and beyond the local authority to spread innovation, extend impact and increase collective responsibility for quality and equity.
- Facilitate the development of emotional intelligence in headship, in particular the need for self-awareness, resilience and interpersonal skills.
- Support our newly appointed Head Teachers to develop an understanding of the importance of building capacity as a prerequisite of effective change management, and of the importance of investing in people and teams.

The School/Early Years Setting will:

- Provide the opportunity for Head Teachers to be released in order to share their expertise across the authority and West Partnership.
- Fully engage in distributive leadership at all levels to facilitate a robust succession plan for the school/centre, the authority and the profession.

Newly Appointed Head Teachers will:

- Commit to and model career-long learning and encourage others to engage in career-long learning to enhance their practice.
- Engage critically with knowledge and understanding of research and developments in teaching and learning and work with others to ensure the application of relevant developments to improving outcomes for learners.
- Ensure that the context and culture within their schools / centres are set for effective distributive leadership and that there is a clear and agreed focus on self-evaluation, professional and personal reflection and improvement.
- Establish and promote collaborative practice to support a culture of learning within and beyond the school / early years setting.
- Ensure that meaningful and rigorous PRD takes place regularly and that the outcomes of the process contribute to improvement of professional practice and outcomes for learners.
- Contribute to cluster, local and regional developments and discussions to support and enhance the policy making process.

EXPERIENCED HEAD TEACHERS

The GTCS Standards for Leadership and Management³⁶ require of Head Teachers the ability to articulate a strategic vision which commands ownership and a collective drive.³⁷ The role of the Head Teacher in creating this shared sense of purpose is pivotal to achieving excellence in any educational establishment. It is essential that our leadership strategy facilitates the empowerment of Head Teachers in realising their vision through the creation of leadership at all levels with a focus on “*Everyone Attaining, Everyone Achieving through Excellent Experiences*”.

“Sustainable leadership goes beyond temporary gains in achievement scores to create lasting, meaningful improvements in learning.”³⁸

Each Head Teacher brings individual strengths, weaknesses, interests and experiences to the post. These characteristics have developed through each Head Teacher’s particular developmental journey and experience of headship which has shaped his or her leadership style. It is imperative that we capitalise on the experience of our established Head Teachers to help build leadership capacity in the next generation of Head Teachers and to encourage our newly appointed Head Teachers and aspiring leaders to rise to the challenge of headship.

We must develop our experienced leaders to recognise their individual strengths and areas for development. Our leadership strategy will utilise a strengths-based approach to bring into focus the notion that it is difficult for any individual leader to sustain excellence in all aspects of leadership. Leadership development must therefore be directed at the level of the team and not simply the individual. Head Teachers must be equipped to develop within their establishments a leadership team of practitioners who, whilst maintaining the same core values as the Head Teacher, have differing skills and abilities, allowing individuals within the team to focus on their particular strengths and work with others who bring those capabilities they lack. This collaborative approach to leadership requires a bold stance from experienced leaders to develop their personal skills to work constructively with difference and discourse.

In addition we must utilise the experience of our established Head Teachers in a coaching context. Forde et al.³⁹ indicate the importance of coaching and reflection “*in the building of a sense of efficacy and the strengthening of interpersonal skills.*” This is true not only for those being coached but also for coaches themselves. There is a clear personal and professional impact on all parties who undertake coaching in terms of reflecting on and renewing an individual’s values, dealing with leadership challenges, building resilience and developing reflective practice. Experienced Head Teachers will play a pivotal role in the coaching process, providing an objective view whilst affirming, probing and challenging less experienced leaders. Ultimately our leadership strategy suggests that such a process of coaching becomes an accepted part of an experienced Head Teacher’s role.

Finally our experienced Head Teachers should be regarded as experts in the field of education and proactively inform policy and practice throughout the local authority and beyond. The introduction of Regional Collaboratives provides opportunities for our experienced Head Teachers to share their expertise out-with the confines of East Renfrewshire to increase coherence, share best practice and stimulate innovation.

This strategy looks to respond to the Donaldson report’s recommendation to allow experienced, high performing Head Teachers to contribute to systems leadership across Scotland.

“National leaders of education would continue in their current posts but contribute significantly beyond their own school.”⁴⁰

In 2009, the London Leadership Strategy, as part of the London Challenge, established a *Going for Great* programme for outstanding secondary schools. We propose using best practice from this strategy to enable our experienced Head Teachers to benefit from the successful initiatives developed, such as setting up peer excellence visits to explore the nature of excellence in one another’s school / early years setting.⁴¹

Our leadership strategy in East Renfrewshire will ensure that our experienced Head Teachers develop into master practitioners of education policy and practice and that their experiences are utilised to develop, encourage, support and sustain leadership at all levels in the Department.

Our aim is to:

Utilise the depth of experience of Head Teachers to inform policy and practice beyond their own schools and centres, throughout the local authority, regionally and nationally, to ensure that their expertise, knowledge and skills stimulate innovation and enable the dissemination of best practice.

Our expected outcome by 2021 will be:

Sector leading schools/centres characterised by an ambitious community with the skills, capabilities and motivation to ensure excellent outcomes for all learners.

To achieve this we will engage in the following actions:

The Authority will:

- Establish a culture of providing professional CLPL for Head Teachers.
- Strengthen existing systems to identify and share best practice within the local authority and beyond, including the establishment of peer excellence visits both within and beyond the local authority.
- Refresh our approaches to building capacity within school leadership e.g. School Learning Partnerships, Head Teacher networks etc.
- Build systems through partnership working that support local and cross-authority coaching and networking.
- Provide opportunities to contribute towards strategic policy development locally, within the regional collaborative and nationally.
- Create a coaching culture within our community which can ultimately reach beyond East Renfrewshire to our partner schools and early years settings in the West Partnership.
- Prepare Head Teachers for the Head Teacher Charter through opportunities such as leading system change.

- Provide information, support and guidance before and during the Excellence In-Headship and Fellowship qualification process.

The School/Early Years Setting will:

- Provide the opportunity for Head Teachers to be released in order to share their expertise across the authority and West Partnership.
- Support the inter-authority movement of Head Teachers in order to share best practice and expertise across the West Partnership.
- Support peer excellence reviews both within and out with the authority.
- Fully engage in distributive leadership at all levels to facilitate a robust succession plan for the school/early years setting, the authority and the profession.

The Experienced Head Teacher will:

- Develop and use knowledge from literature, research and policy sources to support the processes of leading and developing staff and creating cultures for the enhancement of professional practice and decision making.
- Embrace opportunities to build on existing involvement in local authority and regional self-evaluation activities.
- Apply their enhanced knowledge and critical understanding of research and developments in education to support school/centre, authority, regional and national policy developments.
- Become coaches for newly appointed Head Teachers, providing an objective view on headship whilst affirming, probing and challenging less experienced leaders in terms of their decision making strategies.
- Engage in peer excellence visits across the authority and the West Partnership to explore the nature of excellence in a variety of schools/centres.
- Provide meaningful opportunities for distributive leadership at all levels within their school/early years setting.
- Act as role model for the vision and values of the local authority and teaching as a career in general.
- Continue to invest in own career long professional development.

Planning for and Measuring Success

Our strategy for leadership sets out the required actions we will take collectively to ensure a culture of true distributive leadership at all levels. Some actions are specific for the Education Department whilst others will require to be actioned at establishment level. The Department will update the Local Improvement Plan (LIP) annually to reflect the aspirations identified in this document and schools, early years settings and services will, as is practice, use the LIP to inform their own School Improvement Plans to reflect both national and local priorities. In addition, Personal Development Plans will take cognisance of the action points in this strategy and school/centre policies on CLPL will require to be updated with a focus on leadership and professional inquiry.

The Department and establishments are data rich and already have systems in place to gather and analyse much of the information required to evaluate the impact of the work we undertake to secure our vision of “*Everyone Attaining, Everyone Achieving through Excellent Experiences*”. Where systems are not yet in place to measure the impact of priorities such as professional inquiry, the Education Department will take steps to devise appropriate measures.

Measures will include:

- Analysis of teacher judgements in the Broad General Education phase of Curriculum for Excellence and the effectiveness of moderation processes.
- The number of staff undertaking professional inquiry, additional qualifications or Masters level learning.
- The number of staff completing Professional Update and Professional Review and Development.
- The number of staff undertaking learning to meet the Standard for Leadership and Management and aspiring head teachers who attain the Into Headship qualification.
- The number of ERC schools/early years settings achieving good or better in Education Scotland inspections for:
 - Learning, teaching and assessment;
 - Raising attainment and achievement;
 - Leadership of change / Management and Leadership (CI)
- Self-evaluation reports from schools/early years settings and the department on:
 - Leadership of change;
 - Steps taken to raise attainment and achievement;
 - Impact of professional inquiry on school/early years setting attainment, achievement and equity for all learners;
 - Progress with priorities set out in the NIF specifically:
 - Teacher Professionalism;
 - Leadership of Change.
- Number of staff successfully securing substantive leadership roles.

Reporting on Progress

The Department and schools/early years setting undertake annual self-evaluation exercises which are summarised in Standards and Quality Reports. These reports will now include both progress made in meeting the priorities of the National Improvement Framework and detail of the steps taken to develop distributive leadership at all levels.

As is current practice, we shall continue to report annually to East Renfrewshire Council Education Committee on the attainment and achievements of our pupils in the Broad General Education and Senior Phase. We will also report on the quality of education provided by our establishments through Education Scotland school/early years setting inspection reports and Care Inspectorate reports. These will provide further evidence of our progress in implementing the actions set out within this strategy.

Conclusion

This strategy has been devised to place a renewed focus on leadership within our establishments and to ensure that leadership and ambition are encouraged and developed at all levels. It is expected that this strategy will provide the impetus and support for all practitioners to view themselves as leaders of learning and to continually evaluate the impact of their practice on excellent experiences within their classroom, department, establishment and beyond.

Sustainable leadership must be a shared responsibility.⁴² If we are successful in sustaining our vision of true distributive leadership we will ensure that East Renfrewshire both attracts and retains the best teachers and leaders. The Education Department must provide resource, time and opportunity for leaders to network, learn from and support one another, and to coach and mentor their successors.

International Studies by McKinsey⁴³ identify inspirational leadership as the foundation upon which world class teaching and learning is built. Our leadership strategy will facilitate the creation of a suite of innovative, high quality leadership programmes which will ensure that teachers and early years practitioners have the necessary learning and development opportunities to make a real difference to outcomes for children and young people.

“School leadership is a vital part of equity and excellence in education and is second only to the quality of a school’s teachers in terms of influence on educational quality and outcomes for young people”.⁴⁴

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Appendix 1 Key Performance Indicators and Targets

Indicator	2017-18 Baseline	2018-19 Target	2019-20 Target	2020-21 Target
1. Number of staff taking Masters level Learning				
2. Number of Staff taking additional qualifications at SVQ Level 11				
3. Number of staff undertaking Professional Inquiry				
4. Number of Staff with Into Headship Qualification				
5. Number of staff engaged in the Aspiring Heads Programme				
6. Number of Staff engaged in Excellence in Headship Programme				
7. Percentage of positive results on CLPL evaluations.				
8. Percentage of positive results from evaluations of probationer induction programme.				
9. Number of ERC schools achieving good or better in school inspections for: <ul style="list-style-type: none"> - Learning, teaching and assessment; - Raising attainment and achievement; - Leadership of change. 				
10. Number of teachers who have had their Professional learning confirmed through Professional Update and subsequently recorded by the GTCS.				
11. Number of staff successfully securing substantive leadership roles.				

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