

# Summary of Leadership Opportunities

This summary is not exhaustive and it is imperative that teaching staff engage with the *Framework for Educational Leadership* to shape their own leadership development pathway.

<http://www.scelframework.com/>

Staff within early years should consider the *National Occupational Standards* established by SSSC and which sit alongside the leadership and personal capabilities within the *Continuous Learning Framework*, the *Enhancing Leadership Capability Delivery Plan 2017-2020* and the *Step into Leadership* learning pathways.

| Pedagogical Leadership                                                                                                                                                                                                                                      | Middle Leadership                                                                                                                                                                                                                                                                                                                                                       | School Leadership                                                                                                                                                                                                                                                                                                                                                                                                            | Systems Leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Support Staff                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SCEL Framework.<br>Open Doors.<br>Teach Meet.<br>Pedagoo.<br>Leaders of Learning.<br>Leaders of Early Learning.<br>GCC Development groups.<br>Western Partnership Modules.<br>EdICT.<br>SEEMIS.<br>Professional Recognition.<br>SQA (marking/verification). | SCEL Framework.<br>SSSC Step into Leadership.<br>Learning Pathways.<br>Aspiring PTPC.<br>Aspiring PT/FH.<br>Certificate in Middle Leadership.<br>Aspiring DHT.<br>Western Partnership Modules.<br>Acting Positions.<br>GOLD Courses.<br>Associate member of SLT.<br>Work Shadowing.<br>Enhance Political Awareness.<br><br>PhD/EdD/MSc./MEd.<br>Research based degrees. | SCEL Framework.<br>SSSC Step into Leadership.<br>Learning Pathways.<br>New Heads Induction.<br>Thinking About Headship.<br>Into Headship.<br>In Headship.<br>Excellence In Headship.<br>Western Partnership Modules.<br>Childhood Practice.<br>Modules from University<br>Leadership programme for early years heads.<br>Work Shadowing.<br>Enhance Political Awareness.<br><br>PhD/EdD/MSc./MEd.<br>Research based degrees. | SCEL Fellowship.<br>SSSC Step into Leadership.<br>Learning Pathways.<br>Leading inter-agency working.<br>Leading community and partner engagement.<br>Leadership beyond school level.<br>Chairing strategic working groups at authority level – leadership at authority level.<br>Development of corporate policy, for example, staff development policy.<br>Participation in quality reviews, thematic reviews and quality visits – Leadership beyond school level.<br>Associate Assessor in HMIE – PhD/EdD/MSc./MEd. Research based degrees. | Work Shadowing.<br>Acting opportunities.<br>Mentoring new staff.<br>Mentoring students and trainees.<br>Leadership opportunities.<br>SSSC Step into Leadership.<br>Learning Pathways. |

<http://www.sssc.uk.com/workforce-development/our-current-work/leadership-and-clf>

## Please follow the following links

The Standards | General Teaching Council for Scotland

<http://www.gtcs.org.uk/web/FILES/the-standards/standards-for-leadership-and-management-1212.pdf>  
<http://www.gtcs.org.uk/web/FILES/the-standards/standard-for-career-long-professional-learning-1212.pdf>  
<http://www.scelframework.com/>  
<http://www.gtcs.org.uk/standards/reflective-questions.aspx>  
<http://www.goglasgow.org.uk/content/UserGenerated/file/StaffDevelopmentPolicy.pdf>

Early Learning and Childcare

<http://www.sssc.uk.com/workforce-development/our-current-work/leadership-and-clf>  
<http://www.stepintoleadership.info/>

# Glasgow's Leadership Framework



“School leadership is second only to classroom teaching as an influence on pupil learning.”



## Introduction

The quality of leadership in schools influences the quality of learning, the quality of teaching, the quality of staff motivation and ultimately the quality of attainment and achievement of children and young people. Indeed, Leithwood *et al* (2008)<sup>1</sup> state, ‘*School leadership is second only to classroom teaching as an influence on pupil learning*’. **Glasgow's Leadership Framework** outlines the leadership journey for staff in Glasgow and recognises the dual requirements of developing leadership capacity within the current role held by staff whilst at the same time, preparing them to take on future leadership roles where appropriate. Effective practice in other areas of the service, such as Human Resources also contribute to the quality of leaders and leadership in our establishments as recruitment, talent identification and succession planning are commonly recognised features of successful practices. Similarly, within early years, engaging with families and communities to re-shape the flexible offer to parents whilst maintaining the focus on the child's best interests is an increasingly important leadership skillset. Leadership, at all levels, is central to the success of our

young people. Education in the 21st Century is no longer delivered exclusively in ‘classrooms’ or ‘playrooms’, and our models of leadership and our professional actions are equally applicable to adults engaged on the educational journey across many settings. Glasgow's Leadership Framework, promotes the progressive development of leadership skills and behaviours focusing on leading people, leading change for improvement and pedagogical leadership. Effective models of school<sup>2</sup> leadership should incorporate distributed leadership, including learner-centred leadership and collaborative leadership. A leadership framework, where leadership is distributed and where there are collaborative practices within and between schools, is a model which will ensure the highest quality of leadership across the city. This encourages the participation of staff, in every establishment, at every level in our drive to raise attainment and close the gap.

<sup>1</sup>Kenneth Leithwood, Alma Harris & David Hopkins (2008) ‘Seven strong claims about successful school leadership’, *School Leadership & Management*, 28:1, 27-42.

<sup>2</sup>Throughout this document the term school is used to describe schools, nurseries, specialist provision and services across the city.

# Professional Standards (Leadership)

Glasgow's Leadership Framework takes account of:

- the need to provide leadership opportunities at all levels
- research and key policy documents including Teaching Scotland's Future
- GTC Standards for Education Professionals and Professional Update
- SSSC Enhancing Leadership Delivery Plan 2017-2020 and Continuous Learning Framework
- Scottish College for Educational Leadership
- Professional Accreditation for Educational Leaders
- Career Long Professional Learning in the city

Professional values and commitments are at the core of educational leadership. Leaders demonstrate their values by, for example:

- keeping children and young people at the heart of learning and teaching
- developing and effectively communicating a vision and purpose
- promoting a culture of self-evaluation and improvements in practice
- working in partnership with others across the wider school community
- engaging parents or carers in supporting their child's learning
- recognising the impact of the home learning environment and enabling family learning
- developing strategies for school improvement
- regularly reviewing personal practice through critical reflection and self-evaluation at establishment, local and national levels

Professional knowledge and understanding is demonstrated by a leader in areas relating to:

- principles and practice of leadership
- approaches to change management
- curriculum development
- learning and teaching
- methods of assessment and reporting
- approaches to raising standards of attainment and achievement
- local and national context for policy development
- pupil welfare
- principles and practice of social justice
- inclusion and equality
- policy planning and implementation and the management of resources

Professional and personal attributes are demonstrated through:

- shared leadership
- creating and maintaining a positive ethos
- inspiring and motivating others
- communicating effectively
- empathising
- showing political insight
- judging wisely
- thinking strategically

## Professional Update and Professional Development

Our Framework articulates with the *General Teaching Council Standards for Lifelong Professional Learning*, the *Standards for Leadership* and the *SSSC National Occupational Standards*. The Professional Review and Development (PRD)/Personal Development Plan (PDP) process is an important element at both the heart of Career Long Professional Learning and the SSSC Continuous Learning Framework – and consequently this Leadership Framework.



**“Effective professional learning is a key factor in developing an effective leadership strategy which has real impact for staff and in turn, for young people.”**

## Developing Leadership Opportunities

The key objective of the *Leadership Framework* is the development of leadership opportunities for staff at all levels in enhancing their professional skills. Staff at all levels will benefit from opportunities to develop their skills, individual interests and talents. Our aim is to support staff in developing skills and competences to support them in taking on leadership roles. The following table identifies some of the various leadership development opportunities which are currently available to staff within Education Services, organised within SCEL's *Framework for Educational Leadership*. Importantly, this also identifies possible leadership opportunities which may be available for staff carrying out other roles within Education Services. Where staff are engaged on courses of professional study, they will also have specific commitments for professional reading. However, professional reading and associated professional discussion should be a core premise of leadership development of all staff. Effective professional learning is a key factor in developing an effective leadership strategy which has real impact for staff and in turn, for young people. We have a firm commitment to ensure that all our staff participate in effective professional learning opportunities which will support them to access clear progression pathways to develop and refine their leadership capacities. It is important therefore that this strategy document is read in conjunction with our staff development strategy for the City.

The Staff Development Policy document can be found here



The responsibility for staff development action planning to support leadership development and progression lies firmly with the individual member of staff. Opportunities to engage in focused discussion about staff development requirements to support leadership development are provided by the PRD process and CPD Manager will support the recording and evaluation of impact.