MODEL FOR PROFESSIONAL GROWTH in LEADERSHIP LEARNING

PROFESSIONAL LEARNING ACTIVITY **SELF – DIRECTED LEARNING**	HOW THIS COULD BE DEVELOPED	NEXT STEPS
Effective and innovative ways to develop roles in line with school/departmental/local authority improvement plan	• Be responsible and accountable for a specific change project at school,departmental, local authority or national level including the evaluation of impact • Adopt an action learning approach to remit, working collegiately and proactively with colleagues to lead change through problem solving	*Ensure all SMT's understand the principles of project management* *Training delivered on evaluation of impact and planning for improvement* *Develop a greater understanding of Professional Enquiry with a view to developing partnerships with universities*
Regular self evaluation against the Standards for Leadership and Management, leading to planned professional learning	• On-line self evaluation tool, linked to the Standards • Professional dialogue • Participation in 360 feedback exercise • On going cycle of Professional Review and Development • Actively participate in ongoing professional learning • Be proactive in professional learning communities	*Essential element of PRD process to plan professional learning programme. Explore inter authority link to provide feedback. Enquire about Virtual Staff College giving WDC access to 360 system.* *Use of standards for leaders and managers plus 360 to inform evaluation and learning plans* *Establish local authority Leadership for Learning programme*

PROFESSIONAL LEARNING ACTIVITY **SELF – DIRECTED LEARNING**	HOW THIS COULD BE DEVELOPED	NEXT STEPS
A structured programme of reading, critically engaging with literature, research and policy to support development of knowledge, skills and understanding	• Participate in self-directed reading and research related to specific aspects of remit and /or to support the development of practice • Engage in professional dialogue with line manager and /or peers about specific aspects of research	*Plan to involve all schools in a mini research project. Keep a tracking record of which schools have been involved.* *Use of the Probationer research projects to be developed* *Evaluate impact of local authority research findings* *Audit of research projects completed in the last 3- 5 years. Identify target projects linked to strategic objectives and plan projects involving all sectors / clusters. Plan (3-5 years)*
Participate in formal leadership development programmes, with a view to the continued development of leadership practice	• School based programmes • Local authority programmes • National programmes supported by universities and national bodies • International programmes	*Identify leadership facilitator in each cluster. Training the facilitator programme established.* *Establish aspiring leaders programme for all sectors* *Explore p/ship with other authorities and universities for action research projects . Develop LA programme.* *Audit to identify staff who have been involved in international programmes and evaluate impact.*

PROFESSIONAL LEARNING ACTIVITY **SELF – DIRECTED LEARNING**	HOW THIS COULD BE DEVELOPED	NEXT STEPS
Keep up to date with the local and national educational context and legislative framework	• Local policy and strategy documents • Local improvement priorities • National websites • National legislation • National research publication • Regular engagement with Glow	*Learning programme for senior managers on strategic / operational management* *Further develop engagement with GLOW(refer to action plan)* *Rigorous monitoring of improvement planning to ensure consistent incorporation of local improvement objectives in school plans.* *Annual plan for HT engagement with national policy / research. Explore option of a 2 year plan to ensure coverage of current thinking on key themes using VSE approaches* *(An on going cycle of VSE approaches will involve the majority of establishments.)*

PROFESSIONAL LEARNING ACTIVITY **SELF – DIRECTED LEARNING**	HOW THIS COULD BE DEVELOPED	NEXT STEPS
Engage in, and benefit from, mentoring and coaching opportunities	• Secure support from a more experienced leader acting as mentor or a coach • Co-mentor to offer opportunities for support and reflection • Undertake CPD in coaching and mentoring and coaching skills • Shadow a colleague in a similar or promoted post	*Evaluate the mentoring programme for new HT's induction.* *Identify 2 co-ordinator coaches for WDC to lead the coaching programme* *Define the core functions of: Family groups, cluster groups,* *Produce audit tool to collate the strengths and next steps for each HT using data gathered from PRD's. Identify mentors / shadowing from this.* *Develop a database with details of SMT's experience, qualifications and interests*
Take an active part in the development of other leaders	• Facilitate opportunities to share learning and knowledge with other colleagues • Design leadership programmes which focus on this model of learning, linked to the relevant aspects of the Standards for Leadership and Management • Engage I n the delivery and development of Initial Teacher Education	*Develop the induction/ mentoring programme for new HT's:* • *Models for conflict resolution* • *Project management* • *Human resource management* • *Health and Safety* • *Procurement* • *Managing in a political environment* • *Legislative frameworks* • *Inspection and audit processes* • *Analysis of data* • *Financial Management*

PROFESSIONAL LEARNING ACTIVITY **SELF – DIRECTED LEARNING**	HOW THIS COULD BE DEVELOPED	NEXT STEPS
Take an active part in the development of other leaders	• Facilitate opportunities to share learning and knowledge with other colleagues • Design leadership programmes which focus on this model of learning, linked to the relevant aspects of the Standards for Leadership and Management • Engage In the delivery and development of Initial Teacher Education	*Extend cluster model to provide opportunities for shadowing. (To establish this a 2 year programme is necessary)* *Produce audit tool to collate the strengths and next steps for each HT . Identify mentors / shadowing from this.* *Extend cluster model of ITE to all clusters and plan seminar programme led by individual schools*
Engage in dialogue and activity with wider partnerships who deliver services for children	• Participate in networking or action learning set with focus on partnership working • Engage in CPD opportunities related to multi-agency working	*Identify themes for joint action learning sets under GIRFEC.* *Research efficacy of joint leadership training across services.*

MODEL FOR PROFESSIONAL GROWTH in LEADERSHIP LEARNING

PROFESSIONAL LEARNING ACTIVITY **Leadership Development at School and Learning Community Level**	HOW THIS COULD BE DEVELOPED	NEXT STEPS
Leading change and improvement	• Be responsible and accountable for a specific change project at departmental, school, local authority or national level, including the evaluation of impact • Adopt an action learning approach, working collegiately and proactively with colleagues to lead change	*Continue with the VSE approaches and extend to a learning community cluster model.* *HT Focus groups to study quality improvement in terms of impact.* Design module / seminar on managing change, action learning and project management.
Leading a team	• Be responsible and accountable for a team including the evaluation of impact, and working towards ensuring improvement in the quality of learning • Be responsible for the leadership development of others, including the design and delivery of learning programmes	*Family group visits to focus on both support and challenge.* *SMT's to be involved in leading and managing teams in cluster groups and cross sector groups* *Establish DHT and PT networks. Identify lead HT's to facilitate leadership development.* *Audit leadership appointments and learning in each school. Use data to identify and 'expert group' of schools and use expertise across WDC*

MODEL FOR PROFESSIONAL GROWTH in LEADERSHIP LEARNING

PROFESSIONAL LEARNING ACTIVITY **Leadership Development at Local Authority Level**	HOW THIS COULD BE DEVELOPED	NEXT STEPS
Participation in local authority initiatives and developments	• Participate in planned CPD opportunities, and trial new ideas as a result of this participation, in order to move the development agenda forward • Contribute to the development and delivery of CPD opportunities • Engagement in leadership net working activities • Visits to other schools and learning communities to explore and share interesting practice • Attendance at seminars on leadership skills in public , private and third sectors • Seek out leading edge research to support role and stimulate interest and action	• Review: CPD Website Communication with workforce Establish links between PRD and CPD required Role of CPD Co-ordinators Use of Glow Extend opportunities for inter authority leadership networking. Use SLDP model to support Use family group model for DHT's and PT's Establish leadership programmes. Continue to support engagement with on-line learning materials . Attract leading thinkers to WDC. Plan joint training with other authorities to reduce costs. Participate in consultation with Education Scotland re Scotland's College for Leadership

PROFESSIONAL LEARNING ACTIVITY **Leadership Development at Local Authority Level**	HOW THIS COULD BE DEVELOPED	NEXT STEPS
Local authority / university partnership	• Participate in planned leadership opportunities, and as a result, take forward initiatives and lead innovation • Undertake research in practice based developments	*Explore p/ship with other authorities and universities for research projects. Develop LA programme. Gather information about GTCS funding for action research*
Leading a strategic change initiative, including developments in the curriculum	• Take responsibility for a specific change initiative at departmental, school, local authority or national level, including the evaluation of impact • Adopt an action learning approach to your own role, working collegiately with colleagues to lead change	*Continue with VSE approaches.* *Re-visit CfE core elements –* *On-going programme of support for evaluations and improvement using the local authority associate assessors.* *SMT's to be involved in leading and managing* *teams in cluster groups and cross sector groups* *Develop WDC action learning and action research programmes*

PROFESSIONAL LEARNING ACTIVITY **Leadership Development at Local Authority Level**	HOW THIS COULD BE DEVELOPED	NEXT STEPS
Opportunities for 360 degree feedback	• Arrange and / or participate opportunities for all leaders to engage in, and act upon, 360 degree feedback	*Essential element of PRD process to plan professional learning programme. Explore inter authority link to provide feedback. Enquire about Virtual Staff College giving WDC access to 360 system.* *Use of standards for leaders and managers plus 360 to inform evaluation and learning plans*
Networks – at all levels – to support practice	• Lead and participate in subject specific curriculum networks • Self-facilitating, participation and leading appropriate networking opportunities	Extend planned opportunities for cross sector and cluster networking Develop networks of professionals at all levels (early career, middle career, management). Build on the very good networks established in the probationer programme
Participation in local authority programmes of management and organisational skills	• Models for conflict resolution • Project management • Human resource management • Health and Safety • Procurement • Managing in a political environment • Legislative frameworks • Inspection and audit processes • Analysis of data • Financial Management	Plan programmes linked to key skills listed. All new HT's need to participate. Provision is also required for some HT's - data to be gathered from audit and PRD. Condense the Health and Safety programme in to 2 sessions.

PROFESSIONAL LEARNING ACTIVITY **Leadership Development at School and Learning Community Level**	HOW THIS COULD BE DEVELOPED	NEXT STEPS
Formal leadership development programmes (award bearing / non award bearing), including Masters and Doctoral level study	• Local authority level leadership development programmes • Middle leadership programmes • Preparation for headship – FRH, SQH • Induction programmes • Programmes for experienced leaders	Leadership programmes - Develop and establish with potential for accreditation Identify potential future leaders

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PROFESSIONAL LEARNING ACTIVITY **Leadership Development at national level**	HOW THIS COULD BE DEVELOPED	NEXT STEPS
Engagement in national policy questions and participation in national initiatives and developments	• Seek to participate in national policy and debate by engaging in CPD opportunities delivered by Education Scotland, General Teaching Council Scotland, professional associations and commercial providers • Actively contribute to the development of such opportunities • Engage in national and international leader ship networking activities • Access leading edge national and international research, with a view to the continued development professional practice • Visits to other local authorities and learning communities to explore good practice in projects being undertaken • Attendance at national seminars and conferences in public, private and third sectors • Engage in the delivery and development of Initial Teacher Education •	*Engagement with Scotland's College for Leadership.* *Work in partnership with local authorities using learnning from the SLDP programme.* *Engagement with online resources.* *Continue with the Cluster ITE model.*

PROFESSIONAL LEARNING ACTIVITY **Leadership Development at national level**	HOW THIS COULD BE DEVELOPED	NEXT STEPS
	• Assume HMIE Associate Assessor role with Education Scotland • Assume leadership development support role, e.g. SQH / FRH coach, mentor, field assessor • Use knowledge and experience from formal leadership learning to influence policy at local and national level	*Use PRD process to plan learning opportunities for senior managers.* *Central staff to co-ordinate and plan leadership development opportunities.*
Opportunities outwith education	• Secondments in enterprise, industry or other public sector body • Visits to organisations in other sectors to aid understanding of different approaches to leadership • Mentoring / coaching links with senior leaders in enterprise, industry and public sectors • Joint working across partnerships to deliver the Children's Services agenda	*Explore planning joint leadership training programme across a range of partner agencies.* *Research successful models of placements outwith education developed in other local authorities and SQH programme.*