

**The Highland Council**  
**Adult and Children's Services Committee**

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| Agenda Item | 18.       |
| Report No   | ACS/32/14 |

**Developing Leaders for the future**  
**Report by Director of Education Culture and Sport**

**Summary**

This report seeks to update members on leadership training within ECS and update on the progress and implementation of the Next Generation Leadership Programme.

**1. Background**

- 1.1 Leaders at all levels in schools play a very strong role in leading improvement and innovation in order to improve outcomes for all learners. It is important that Highland Council provides opportunities for staff to develop and undertake leadership roles in a variety of contexts in order to develop their expertise and confidence.
- 1.2 The HMIE paper of 2007, *Leadership for learning: the challenges of leading in a time of change* defined leadership for learning as being “about initiating changes that improve the chances of all learners to achieve well” and maintained that “the quality of leadership in any establishment is the key to providing excellent learning”
- 1.3 In December 2012 the General Teaching Council for Scotland (GTCS) published The Standards for Leadership and Management aimed at middle leaders and head teachers. These now supersede the Standard for Headship and are part of the GTC Scotland's Professional Standards which also include the Standards for Registration and the Standards for Career-long Professional Learning.
- 1.4 One of the recommendations in the national Donaldson Review “Teaching Scotland Future” 2010 was to develop leadership at all levels:  
“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. Account should be taken of the relationship between theory and practical preparation, including deployment to developmental roles.”
- 1.5 All leadership roles share some common skills and attributes. However, at different stages in the leadership journey the individual will have different sets of needs. This paper sets out how Highland Council will support our present and future leaders in all stages of their journey.

## **2. Developing Leadership at all Levels**

- 2.1 The “Lead On” course is aimed at practitioner level upwards and the current course started in 2011. The course lasts for 15 months and consists of 8 sessions. The programme is open to all teaching staff, team leaders and managers across ECS. The Programme will assist participants to identify constructive ways to update their skills, provide access to opportunities which can address those areas identified as requiring support, help them to manage change and offer a focus on ways in which they can enhance their careers. Participation confirms that they are maintaining the high standards required of a teacher in Highland's educational establishments. So far 164 participants have completed the course and we are currently preparing to offer Lead on 5. Individual participants on the course can apply for GTC recognition but the Authority is currently applying for the whole course to be accredited by the GTCS.

## **3. Developing Middle Leadership**

- 3.1 As a response to an identified need, training for middle leaders was introduced during the session 2013/14. The programme has focussed on Secondary Principle Teachers (PTs) in the first instance and has been devised and delivered by a small, very committed team of people from within Highland including Head Teachers and an established PT already in post. The programme is aligned to the new GTCS Standard for Middle Leadership and consists of 6 days training. The programme will be evaluated and delivered next year and the hope is to extend this in the future to middle leaders in the primary sector.

## **4. Routes to Headship**

- 4.1 The Flexible Routes to Headship programme (FRH) aims to develop the leadership potential of aspiring head teachers across Scotland. It is a rigorous programme that lasts for two years and requires a high level of commitment from the participant. The programme offers choice and flexibility for individual participants and is predominantly practice based. A key feature of the programme is that each participant is assigned an experienced coach and the programme requires individuals to self –evaluate against the Standard for Headship and construct a Professional Learning plan. Currently six participants have completed the programme and we have six participants in the present cohort. Candidates for the next FRH programme will be interviewed before Easter 2014 and coaches will be assigned.

## **5. Early Headship training**

- 5.1 Any head teacher or depute appointed to a school in either an acting capacity or on a permanent basis is entitled to attend a 10 day induction training programme. The programme covers self-evaluation, coaching and mentoring as well as finance, personnel and health and safety. This programme is currently being revised and the aim is to open out the programme to head

teachers who would like to update their skills or to attend a refresher course.

## **6. Implications**

- 6.1 [Resource; Legal; Equalities; Climate Change/Carbon Clever; and Risk implications] There are no immediate resource implications other than to continue funding to the leadership programme.

There are no risk or equalities implications.

## **7. Recommendation**

- 7.1 Members are asked to note the progress made to date to train educational leaders of the future.

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Background Papers: