

The
EIS &
Leadership
In Schools

eis

The Educational
Institute of Scotland

““

As a general principle, the EIS believes that leadership is not merely a function associated with a specific post or with school management.

””

1. Introduction	page 5
2. Background	page 6
3. Leadership in Schools and the Scottish Framework	page 8
4. Leadership, Management and the EIS	page 10
5. Current Work in Relation to the Leadership in Schools Agenda	page 11
<ul style="list-style-type: none">• Scottish Qualification for Headship• Alternative Route to the Standard for Headship• International Summer School• International Academics• Coaching and Mentoring• Work of the CPD Team• Development of Capacity within Universities in Scotland	
6. The Challenges of Succession Planning	page 13
7. The EIS and the Future Leadership Agenda in Schools in Scotland	page 14
<ul style="list-style-type: none">• Learning and Teaching Scotland• The General Teaching Council for Scotland• Her Majesty's Inspectorate of Education• The University Sector in Scotland	
8. Future EIS Partnership Work	page 16
9. Future EIS Work	page 17
10. Conclusions and Recommendations	page 18
11. References	page 18

Foreword

This policy paper, approved by EIS Council in October 2008, sets out, for the first time, EIS policy and thinking in relation to leadership in schools.

It recognises that every qualified teacher has, by definition, a leadership role to play in schools but this is not to underestimate the important, and separate, roles and responsibilities of those in management positions in schools.

The starting point for EIS thinking is the principle of collegiality, arising from the Teachers' Agreement of 2001, which is central to the establishment of professional working relationships in educational centres.

The paper sets out what the EIS sees as progressive models of leadership - rejecting top down systems of management which have been a feature of many schools in the past.

Key to the development of leadership capacity in schools is the provision and resourcing of Continuing Professional Development – complementing programmes already in place

for those seeking to attain the Standards for Chartered Teacher and Headship.

I trust that you will find the paper useful and that you will use it to contribute to debate within your own establishment; a debate all the more important in the context of the development of *Curriculum for Excellence* in schools.



Larry Flanagan
Convener
EIS Education Committee

October 2008

“ From an EIS perspective, capacity building associated with leadership in schools is in part aimed at developing an increasingly confident and informed teaching workforce. ”



Introduction

This paper sets out EIS policy in relation to leadership in schools. It is framed in anticipation of a Scottish Government paper on the same issue.

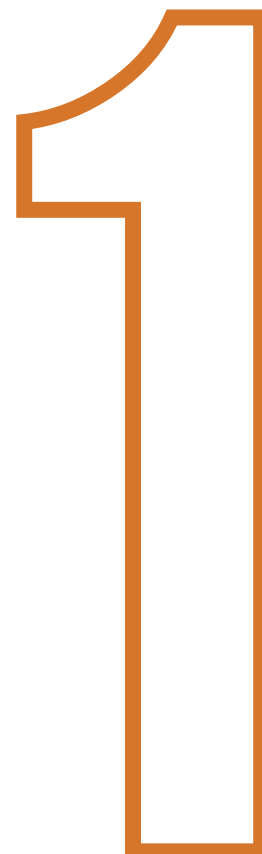
Broadly speaking, the EIS accepts the much wider definition of leadership which has been developed within business and industry and increasingly in education. As a general principle, the EIS believes that leadership is not merely a function associated with a specific post or with school management.

The EIS supports the view that every teacher who has achieved the Standard for Full Registration has, by definition, a leadership role to play in schools.

This is not to underestimate the important roles and responsibilities of those in management positions

in schools nor to confuse a leadership role with the allocation of specific management duties to teachers in schools.

EIS policy on leadership is consistent with extant policies on inclusiveness and collegiality. In this respect the SNCT circular “Code of Practice on Collegiality” (2007) is a key document setting out an agreed position on collegiality in schools. Others involved in the work of the school may also assume a leadership role as part of their work in the school. From an EIS perspective, capacity building associated with leadership in schools is in part aimed at developing an increasingly confident and informed teaching workforce. It should also inform the next generation of activists involved in the work of the EIS.



Background

“

It is also about releasing the energy of every member of staff and every learner and about giving each of them a sense that their contributions are valued

”



Over the past 10 to 15 years a number of influential writers and academics have produced significant work which takes forward substantially the notion of “leadership”.

Traditionally, “leadership” has been associated with the management of organisations, whether in business, industry or in education. The leader of an organisation in this context is often seen as having a “charismatic” or “heroic” role. More recent thinking no longer accepts that this is the most effective way for an organisation to operate successfully.

This evolution in thinking is set out by Peter Senge, a prominent American academic, in a number of books, notably, “The Dance of Change: The Challenges of Sustaining Momentum in Learning Organisations”.

He writes, “*The organisation is a human community. It is a living system, like the plant or the teenager. There is no-one driving it. But there are many tending the garden.*”

Such thinking is taken forward in thinking applied to schools in the 21st Century by leading academics such as Michael Fullan, a leading academic based in Canada, Andy Hargreaves of the Lynch School of Education at Boston College, and Alma Harris, currently based at the Institute of Education in London. Alma Harris writes in “Improving Schools Through Teacher Leadership”, “*The ‘old order’ of leadership equalling headship is unlikely to prevail as the architecture of schooling becomes more diverse, complex and innovative.*”

The 'new order' is premised upon a view of leadership that is distributed and empowers those closest to the classroom to undertake leadership tasks and actions. The central argument of the book is that leadership is a fluid and emergent entity rather than a fixed phenomenon. It suggests that leadership is not simply a list of traits, skills and competencies, but the by-product of social interaction and purposeful collaboration. This inevitably implies a reconfiguration of power relationships within the school as the distinctions between followers and leaders begin to blur. It also opens up the possibility for all teaching staff to become leaders at various times and to be the creators of change, not merely the recipients." (Harris, Alma and Muijs, Daniel (2005). Improving Schools Through Leadership).

Much of this type of thinking, informed by the work of academics and writers associated with academic institutions worldwide, is now moving into the mainstream of thinking within Scottish education. It forms much of the discourse of Government representatives in Scotland who state that every qualified teacher can be seen, at least in certain respects, as a leader in education. It is integral to the HMIE document, "Leadership for Learning: The Challenges of Leading in a Time of Change" published in 2007. As part of the introduction Graham Donaldson, Her Majesty's Senior Chief Inspector HMIE states, "*Developing leadership is not just about honing the skills of those in the most senior positions, important though that undoubtedly is.*

It is also about releasing the energy of every member of staff and every learner and about giving each of them a sense that their contributions are valued. The development of such a culture is important in its own right and the response to the pressing requirement to build leadership capacity and to develop the leaders of tomorrow."

While the OECD review "Quality and Equity of Schooling in Scotland" (2007) lays considerable stress on the importance of leadership in schools, it also writes about the "*inherited inequalities*" in Scottish education and the "*conflict between expectations and reality*" within Scottish schools. The report states, "*The deeper the conflict, the greater the demand on those qualities of human enterprise, ingenuity, vision and courage that we call leadership*". Thereafter the report by and large equates leadership with headship and stresses the "*international significance*" of the Scottish Qualification for Headship but also raises the issue of the future recruitment of Headteachers in Scotland.

Although the leadership agenda is evolving in the thinking of Government and most local authorities, there is clear recognition that the post of Headteacher remains pivotal. The revised Standard for Headship acknowledges the importance of this post, clarifies the management responsibilities of Headteachers, but also makes links to other standards and stresses the importance of collegial practice within schools.

Leadership in Schools & the **Scottish** Framework

Much of the current thinking in Scotland in relation to the developing leadership agenda in schools finds its origins in the Teaching Profession for the 21st Century (TP21) Agreement of 2001.

This sets out ways of working which reject the narrowly focussed line management approaches of the past in favour of more collegial working. Notions of collegiality are enshrined within many of the continuing professional development programmes which have developed in Scotland subsequent to 2001, eg CPD in relation to the Scottish Qualification for Headship (and the alternative route to the Standard for Headship), Chartered Teacher courses and some CPD organised at a local authority level.

The agenda has been substantially informed by academic research both within and outwith Scotland. It includes the work of a number of academics in schools and faculties of education attached to Scottish universities as well as academics - so called "thought leaders" - from certain universities outwith the UK, mostly the USA and Australia. The area of CPD in Scotland where such thinking is most obviously evolving is in courses associated with the

Standard for Headship. The Scottish Qualification for Headship is now well established in Scotland and its value asserted both by research within Scotland and by OECD. The pilot alternative route to the Standard for Headship is currently also subject to external research and the validity of this approach (albeit recognising the particular circumstances of the pilot) is likely to be confirmed in that research. Headship is of course by definition a titular leadership post. However, the CPD associated with Headship informs not just the work of actual and future Headteachers but also (where effective) through the promotion of collegial working within schools. It is arguable that effective Headteachers have always embraced the idea of collegiality, long before the particular term gained the currency it now has.

Of significance also is CPD associated with Chartered Teacher courses. Chartered Teachers do not form part of management structures within schools. The list of contractual duties for Chartered Teachers is the same as that for other unpromoted teachers in the school. Nevertheless Chartered Teachers are seen, and see themselves, increasingly, as having a leadership role.



“ The area of CPD in Scotland where such thinking is most obviously evolving is in courses associated with the Standard for Headship. ”

This is apparent within the Standard for Chartered Teachers, together with the CPD which has been developed for aspirant Chartered Teachers and the way in which Chartered Teachers see themselves developing. It is perhaps the first development in Scottish schools that has developed what is effectively a qualification relating to a “leadership” function which sits outwith management structures. This relates primarily to leadership in learning. To an extent the developing content of Chartered Teacher courses points the way to means whereby CPD associated with leadership could be made available for all teachers in schools. In its early days, the grade of Chartered Teacher is not without controversy in some schools and some local authorities. However, through time the value of Chartered Teachers’ contribution, following their experience in travelling towards and attaining the Standard, is increasingly being acknowledged.

A further development which will inform the leadership agenda in schools is the Concordat reached (in 2007) between the Scottish Government and the 32 local authorities. This allows considerable flexibility to the authorities in determining their

own priorities subject to outcome agreements which were not, at the outset, fully developed. This implies, however, local authorities taking the initiative in new areas. It is not without its dangers and challenges for the development of education policy and practice, including the organisation of schools. There is a real danger also that a national leadership agenda will not be taken forward by local authorities which develop their own, separate agendas and that, through time, disparate practices will emerge. To avoid this, a cohesive national approach must be developed and sustained. Also, it is essential that adequate funding, especially for CPD provision, is made available.



Leadership, Management & the EIS

The EIS has traditionally recruited its membership from all levels of the school and from further and higher education.

Despite the existence of associations which recruit exclusively from primary and secondary Headteachers and deputes, the EIS has retained a strong profile within senior management in nursery, primary and secondary schools. Within EIS structures there is a Headteacher Network. The EIS also organises conferences for Headteachers. However, it is acknowledged that the EIS should do more to support the development of future heads and deputes and also to support heads and deputes in post.

The overwhelming majority of Principal Teachers, primary and secondary, are members of the EIS. In primary schools, the Principal Teacher post is a new development. In secondaries, in recent years, there has been an evolution in the role of Principal Teachers, with the development of faculty heads. In many schools this has been a difficult and controversial process and, for many individual Principal Teachers, a process little short of disastrous. This was clearly indicated in the research carried out by TNS System Three on behalf of the EIS in 2005. There will soon be a real need for local authorities to review their management structures in the light of the implementation of a Curriculum for Excellence

to ensure that these structures can fully support the proposed new curriculum and assessment framework.

The development of Chartered Teachers, strongly supported by the EIS since TP21, has led to the growth of a cohort of teachers with a specific qualification who do not fit into traditional management structures, but who do have a leadership role in learning in schools (see Section 3).

However, the underpinning theme has been, since TP21, the growth of collegiate working in schools. This has been a slow process in many schools, despite the emphasis on collegiate working explicit within the third edition of the HMIE publication "How Good Is Our School". Where collegiate working is developing well there is a recognition that for schools to develop as collegiate communities all qualified teachers have a leadership role in the areas for which they are responsible. But, to date, that process is developing very slowly indeed.

The EIS has supported the Standards associated with the full registration of teachers, and also with Headteachers and Chartered Teachers. The statements made in the various standards are a good basis for developing an agenda of collegiality and leadership. It is a matter for debate whether there should now be developed a separate Standard for Leadership.

Current Work in Relation to the Leadership in Schools Agenda



Current work in relation to the leadership agenda in Scottish schools is led and supported by the Scottish Government and involves a number of stakeholder groups.

These include the following:

Scottish Qualification for Headship

The development of Scottish Qualification for Headship in Scotland through work involving groupings of a number of universities around an Eastern Consortium and a Western Consortium – and, until recently, a Northern Consortium. The SQH programme has been well established for around a decade. It commands high credibility among most participants. External evaluation (carried out by Ian Menter, currently of the University of Glasgow) is very positive. The OECD report, “Quality and Equity of Schooling in Scotland” describes the SQH’s initiative as of “*international significance*”. The SQH programme continues to evolve largely through innovative work centred in a number of Scottish universities. It is likely that the SQH will remain the main route to attaining the Standard for Headship, at least into the foreseeable future. However, there is recognition that the qualification must now evolve to reflect more explicitly the experience of aspiring

Headteachers as teachers in schools, the collegiality agenda and also the reality of an alternative route to the Standard for Headship. Although there was an expectation that Government would make SQH mandatory for applications for Headteacher posts this has not yet happened. One reason is likely to be the recruitment difficulties described in Section 6.

Alternative Route to the Standard for Headship

A pilot programme led by the national CPD team and the Scottish Government and involving a number of schools and a number of local authorities with input from GTCS was established in 2006. The particular circumstances of this pilot (eg substantial external funding and the appointment of considerable numbers of staff to support the pilot) must be recognised. It has been confirmed that a positive external evaluation will lead to further rollout of the alternative route. The principal differences are that the alternative route is not based on a university qualification and is presented as being less academic and more “experiential”. It would be damaging, however, if future Headteachers did not, as part of the development process, take part in self reflection, including reflection linked to current academic thinking.

International Summer School

The International Leadership Summer School is sponsored by the Scottish Government. The first of these took place in 2007 and 2008 in Edinburgh and it is likely that this will become an annual event. In 2007 the majority of participants were existing Headteachers, successful SQH candidates along with a variety of other local authority personnel. In order fully to represent the broader leadership agenda it is important that the School attracts participants who are associated with leadership work in schools other than through management positions.

International Academics

The Scottish Government and the CPD team and a number of universities have hosted visits from leading academics from a number of institutions, largely from USA and Australia. The visitors have in the main been leading thinkers in education, particularly in relation to the leadership agenda and to school development. Many teachers throughout Scotland have been able to attend conferences and seminars and learn of developing work overseas in relation to this agenda. Although the contribution of such so called “thought leaders” has been important, it is arguable that it has not been as broadly based as would have been preferable, in that most contributors have come from a very restricted number of English speaking countries. This does contribute to a concern that some academics (especially from the USA) are over-dominant in debate about how essential elements of Scottish education should evolve.

Nonetheless much of the thinking from these contributors has contributed to debate in Scotland. The contribution of the international academics is supporting related capacity building on leadership in

universities, local authorities and schools in Scotland. Some of this thinking has led to the developing coaching and mentoring agenda in Scotland.

Coaching and Mentoring

This agenda, with its origins largely in the USA, is developing within a number of local authorities originally based on pilots supported by the Scottish Government. Models vary. Evaluation to date has been largely (though not universally) positive and teacher feedback indicates that this early work has by and large been well received. The EIS has welcomed Government investment in this area. EIS policy in relation to this is set out in the policy paper “Coaching and Mentoring” (2008).

Work of the CPD Team

The team was originally set up in 2004 and will now continue at least until 2010. The team has done considerable work in taking forward the CPD agenda which was part of TP21, in particular in bringing together local authorities to develop their CPD work for teachers and in producing advice on a variety of areas of CPD. More recently the team has been focusing on the leadership agenda and is likely to move into working on areas of CPD associated with leadership.

Development of Capacity within Universities in Scotland

Leadership development work within universities has been largely focused on development of SQH, the alternative route to the Standard for Headship and also Chartered Teacher courses (where the largest contribution has been made by the University of the West of Scotland in partnership with the EIS). There is growing recognition within universities that

although there may now be some of the building blocks in relation to CPD for leadership, much more work needs to be done. A number of universities are now developing specific courses in relation to leadership – though this is often still associated with specific postholders (eg Principal Teachers).



The EIS is both informed of and consulted on these developments. Representatives of the Scottish Government, and other stakeholder bodies have involved the EIS at various levels in detailed discussions on the developing agenda. Also, the EIS is represented directly, or indirectly (eg through teachers who are EIS members and also Learning Representatives), on a number of bodies which are taking this agenda forward.

Nonetheless, developments to date fall short of a coherent leadership framework, or clear strategy. There does now seem to be a will on the part of the Scottish Government and other relevant stakeholders to progress from the building blocks in place to the development of a more coherent, strategic approach. If that is to be the case, the EIS must be part of that agenda.

The Challenges of Succession Planning

“ One factor is that for many teachers a senior management post, especially a headteacher post, is not seen as attractive. ”

The teacher workforce in Scotland will over the next few years undergo a sea-change as very substantial numbers of teachers currently in their 50s and 60s will retire and be replaced by teachers new to the profession.

Not all of these will be young post-graduates and a growing number of new teachers will have work experience outside education before gaining a teacher qualification. Overseeing these developments is a Government led Workforce Planning Group on which the EIS is represented.

However, the greatest challenge of all arguably lies in succession planning for senior promoted posts. The OECD report 2007 asks, *“Given retirement levels in the next five years, are sufficient numbers of future Headteachers undertaking the [SQH] programme?”* Already significant problems are becoming apparent particularly in rural areas and particularly in primary schools. There is evidence that there are not sufficient numbers

of potential Headteachers who apply for courses leading to the Standard for Headship. There are fewer applicants for Headteacher posts and more research requires to be done to find out the reasons for this. These are major issues therefore for all in education. One reason for this may be the limit Local Authorities currently place on the number of candidates they will fund for SQH courses.

One factor is that for many teachers a senior management post, especially a Headteacher post, is not seen as attractive. There is great awareness of the particular stresses of the job of Headteacher and of the requirement for skills perceived to be beyond the experience of most teachers. Some of these, in reality, relate to bureaucratic functions which could be undertaken by other appointed individuals – eg business managers/bursars – and the appointment of suitably qualified administrative staff.

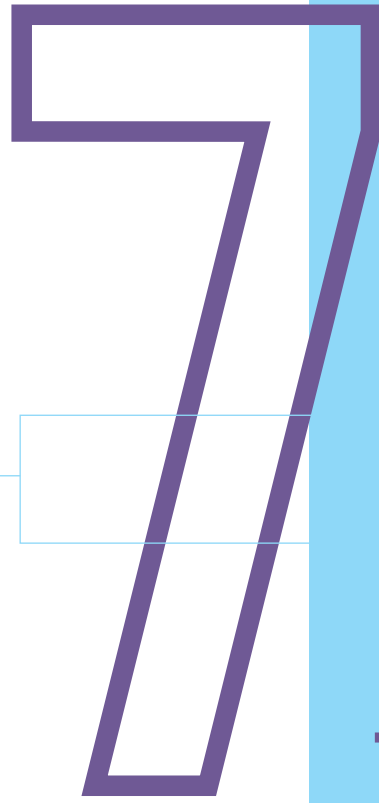
There is also a view that the postTP21 job sizing arrangements are making certain Headteacher posts less popular - although the evidence base for this view is less than clear. For some, concerns about filling future Headteacher posts amount to a crisis. However, the developing agenda of collegiality associated with thinking around leadership in schools may in the future offer some elements of a solution – the Headteacher as a less exposed individual within the school where decisions and responsibilities are more widely shared, not just, as traditionally, within a management team, but more spread throughout the school. It is the Headteacher, ultimately, however who bears the brunt for any criticisms addressed to the school from whatever quarter.

There is, currently, insufficient supply to meet demand. It is a major issue for all education stakeholders and the EIS must play its part in encouraging future heads and deputies to emerge.

One symptom of the problems facing local councils in filling Headteacher posts is the growth of the number of shared or cluster headships in the primary sector, especially in a number of rural areas. Professionally, and in terms of a coherent leadership agenda, such an approach has been resisted by the EIS, while recognising at the same time the increasingly acute problems within some local authority areas, especially where current Government policy means that more very small schools remain open.

Notions of “succession planning”, where existing heads have a role in selecting the future managers of education, can run contrary to developing a genuine “collegiate” - and leadership – culture. In a genuinely “collegiate” culture, where “succession planning” is not management led, individual teachers can discover in themselves new skills – not always well recognised or appreciated by managers.

Succession planning is not just an issue for future Headteachers. The demographic changes within the profession also mean that many very experienced Principal Teachers will retire soon. Future Principal Teachers, all current unpromoted teachers, must have access to the kind of CPD which will equip them for Principal Teacher posts in the new landscape created by a Curriculum for Excellence (including the roll out of GLOW) in a by no means distant future. Such CPD is, as yet, rarely available. Principal Teachers will have a key role in supporting the developing practice of leadership in schools. As their role is pivotal, the quality of development they receive in relation to this is of crucial importance.



The EIS and the Future Leadership Agenda in Schools in Scotland

As the leadership agenda develops in particular following the publication of the Scottish Government policy paper, the EIS at all levels must engage seriously with the resulting developments.

This will have implications for the work of all committees of the EIS and of local associations. One key reason that the EIS must be involved is that all teachers, but in particular new entrants to the profession, will increasingly become involved in developing thinking which will allow them to clarify and develop their leadership role within schools. In short, EIS involvement in these developments will be a key component in attracting new teachers into the EIS and retaining existing members. It is a challenge to which the EIS must rise. It will mean for the EIS an enhanced engagement with the bodies, governmental and non-governmental, which are likely to see their own role develop in relation to leadership. These include the following:

- **Learning and Teaching Scotland**

LTS is already effectively charged with the delivery of the Curriculum for Excellence. The enhanced degree of professional autonomy implicit and explicit in developments associated with CfE has a clear relationship with an enhanced leadership role for all teachers in schools.

- **The General Teaching Council for Scotland.**

The decision by Government that the GTCS of the future should be a body independent of Government is likely to mean a shift in role for the Council. One option currently being discussed is that GTCS could be the body that will have the overarching responsibility for leadership within Scottish education. This could fit well with the GTCS current role in accrediting courses in ITE, Chartered Teacher and SQH – though a wider responsibility for leadership in schools would stretch the GTCS remit well beyond such

functions. Such a development needs careful thought.

- **Her Majesty's Inspectorate of Education**

The publication of the "Leadership for Learning: The Challenge of Leading in a Time of Change" document in 2007 is one of the key texts which develops and encourages discussion on the leadership agenda. It will mean that HMIE will have a major role in taking this forward. Thus EIS engagement with HMIE should reflect this reality.



- **The University Sector in Scotland.**

Most universities which have a faculty or school of education are likely to take forward the leadership agenda in a number of ways. The content of courses for Initial Teacher Education is likely to be affected by this. Also the development of associated CPD is not likely just to impact on those universities currently involved with SQH or with Chartered Teacher courses. The EIS has opportunities now as never before, in part through its own Learning Representative programme, to engage with universities in relation to this developing agenda.

Key to the engagements set out above is the continuing engagement with Government by the EIS. The anticipated paper on leadership is the responsibility of the Scottish Government. The Government is likely to require a number of stakeholders to take forward the proposals, and set expectations for local authorities through outcome agreements.

Also, it is Government who will oversee progress in the matter. This means that it is all the more important that the EIS engage directly with Government on this - with Ministers, with senior Government representatives and also with the CPD team which, as restructured in the Spring of 2008, will now be accountable directly to Government.

It must be a priority of the EIS that every teacher in Scotland should have the opportunity to engage with a leadership agenda which is intended to be fully inclusive. Government initiatives past and present are often criticised for their failure to engage fully with all teachers. To succeed, this must not happen with the leadership agenda. Key stakeholders must engage through conferences, seminars, production of documents and on-line development and other means of communication at their disposal. This is not to underestimate the difficulties – especially the differences of practice across local authorities – likely to increase in the post-concordat environment.

There is a real risk in the new environment that local authorities will turn their backs on positive national initiatives in this area – not least because of budgetary constraints. There is a collective responsibility nationally – and locally – to try to ensure that the agenda does not disappear under what are perceived as more pressing local initiatives and policy developments (not just in education). However, the key component in taking forward the agenda will, arguably, be through quality - and appropriately funded - continuing professional development. In this, local authorities have an important role as have schools, in particular through the Professional Review and Development process. And the EIS also has an important role to play.

Future EIS Partnership Work



It is proposed therefore that the EIS should not merely place expectations on stakeholders and employers to deliver on leadership development for teachers.

The EIS itself should have a direct role in developing post-graduate CPD on Leadership aimed at all categories of EIS members in schools and adjusted to the needs of individual members. This could potentially involve partnership with one or more universities. Already the EIS has established itself as a partner working with a university, the University of the West of Scotland, on Chartered Teacher courses. There is also a partnership arrangement with the University of Aberdeen. The EIS is exploring partnership relationships with other universities in relation to post-graduate CPD relevant to teachers. It is suggested now that the EIS should explore a partnership model possibly with potentially more than one university which will develop and deliver CPD for teachers on the leadership agenda.

Paper partnerships with providers are of no interest to the EIS. There should be a real engagement in the process through teachers who are EIS members, including Learning Representatives, who should be involved in the development and support of appropriate CPD including accredited courses, again with an overview by the EIS nationally working directly with senior personnel in the universities concerned. This is a partnership arrangement which could well be extended to local authorities. The EIS would have little interest in being involved in the development of a small number of courses attracting small numbers of teachers. Planning for this should anticipate substantial numbers of EIS members who would wish to be involved in this type of development and the EIS in partnership should market this strongly with EIS members in all schools. Much work requires to be done to think through the type of CPD in this area in which the EIS would be involved – and also the nature and degree of EIS

involvement in the process. It is recognised that leadership training needs will vary across the country – and this should be reflected in any training in which the EIS is involved. Also any available route for teachers involved in such CPD should allow access to the Standard for Headship. The aim in developing such CPD would be direct EIS involvement in the delivery of CPD involving substantial numbers of EIS members.

Future EIS Work

“ In some senses, the starting point for the EIS is a positive one, with a professional agenda which is becoming increasingly well established. ”

If the EIS is to identify as a priority the type of partnership working model described in 8 above, there are implications for the EIS corporate body, institutionally, organisationally and constitutionally.

There is an impact on the recruitment of new members. It will mean a re-prioritising of areas of EIS work both at a national and local level. These are areas for debate, but as the leadership agenda develops, there is a need for further policy making within the EIS as well.

As part of the process of engagement with universities, the EIS must develop its own thinking in relation to leadership. A starting point is support for the concept that every teacher has a leadership role to play in schools. Hence it means rejecting the concept that 'leadership' should be equated exclusively with "management".

A starting point for the EIS would be to build on developing concepts of collegiality within schools, for example as set out in the SNCT Code of Practice on Collegiality (2007). This states, "*Collegiality at council and school levels can only exist in a climate where the views of all staff are valued and respected, where staff views are fully considered and where staff feel able to contribute to decisions on all areas of school*

life comfortably, openly and with dignity and where workload issues are recognised. Where such a climate exists, staff are fully involved in contributing to the life of the school and the council."

Within the framework of collegiality the concept of distributive leadership, involving a genuine delegation of authority and decision-making, appears to offer a productive model. Some confusion and ambiguity exist, however, in relation to notions of 'distributive' versus 'distributed' leadership. It is not the purpose of this paper to pursue the distinctions between the two concepts which form the basis of a live debate among certain prominent academics in education. The model which the EIS would embrace is one which recognises leadership potential in most – arguably all - teachers, in other words well beyond those who are in titular management posts. For example, individual teachers, who are not in a promoted post, could well have a role in curricular development which is effectively one of leadership – this could be for an extended period of time or for a shorter period.

The EIS rejects any interpretation of "distributed" (or indeed "distributive") leadership which is simply a delegation of specified management functions to designated members of staff, whether imposed or assumed

voluntarily. The EIS is aware of situations where such delegation appears under the guise of "distributed" leadership, but where control is retained at senior management level. Such unacceptable practice appears for example in the context of new developments within the school, eg a Curriculum for Excellence (CfE) and the Assessment for Learning Programme (AifL) where the process of change is delivered top down within certain authorities and certain schools.

In some senses, the starting point for the EIS is a positive one, with a professional agenda which is becoming increasingly well established. For example, further development in the professional work of the EIS would also mean an evolution in the role of EIS Learning Representatives. Currently there are nearly 100 in place. A clear responsibility of Learning Representatives should be involvement in and promotion of the leadership agenda and this should be made explicit within the protocol for Learning Representatives and associated documentation and eventually enshrined within the EIS Constitution.

Conclusions and Recommendations

10

The publication in 2008 of the Government policy paper on Leadership in Schools gives the EIS the opportunity to develop its own agenda in relation to leadership.

The key areas which it is proposed that the EIS should seek to develop are the following:

- ❑ the EIS should support the view that all teachers who have achieved the Standard for Full Registration have a leadership role to play in schools
- ❑ the EIS should continue actively to support an agenda of collegiality for all teachers and all involved in the work of the school
- ❑ the EIS should engage with Scottish Government, local authorities and stakeholders as appropriate on the leadership agenda

❑ the EIS should re-assert its role as an organisation which recruits from all levels of the school and which supports, collectively and individually, all members

❑ the EIS should seek to develop post-graduate CPD on leadership, aimed at all categories of EIS member in schools, and adjusted to the needs of individual members. Models for such CPD should be developed. This could potentially involve partnership working with one or more universities. The aim would be the delivery of CPD involving substantial numbers of EIS members

❑ the EIS should, as part of the process above, develop its own thinking on acceptable models of leadership – rejecting concepts where management is deemed as equating to leadership or where leadership is equated to the allocation of specific management

duties and also top down models of leadership which are more related to the delegation of specific management functions within the school. Instead the EIS should, in future policy making in this area, seek to build on good practice in relation to collegiality

❑ the EIS should monitor the provision of CPD by local authorities to support the developing leadership agenda

❑ the EIS should support a review of management structures in schools to ensure they fully support teaching and learning in the light of the implementation of a Curriculum for Excellence.

References

EIS Publication (2001). *A Teaching Profession for the 21st Century: Agreement reached following recommendations made in the McCrone Report.*

EIS Policy Paper (2008). *Coaching and Mentoring.*

Harris and Muijs, (2005). *Improving Schools Through Leadership* (Open University Press, Professional Learning, Series Editors: Ivor Goodson and Andy Hargreaves)

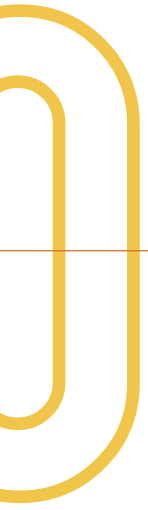
HMIE Publication (2007). *Leadership for Learning: The Challenges of Leading in a Time of Change.*

OECD Report (2007). *Reviews of National Policies for Education: Quality and Equity of Schooling in Scotland.*

Senge, Peter (1999). *The Dance of Change: The Challenges of Sustaining Momentum in Learning Organizations.*

The SNCT Handbook of Conditions of Service (2007) Part 1, Appendix 1.4, Code of Practice on Collegiality.

The Teaching Profession For The 21st Century (2001).



1

eis

The Educational
Institute of Scotland

**Published by the Educational
Institute of Scotland**

46 Moray Place
Edinburgh EH3 6BH
www.eis.org.uk

ISBN: 978-0-905477-13-8

Price: £10.00