

PROCESS GROUP FEEDBACK

FRIDAY 1 AUGUST

What will you do differently – challenge to individuals

Group 4

- > Review improvement plan and values and aims of school
- > Improve communication
- > Develop those with leadership abilities
- > Place L&T at the centre of all we do
- > Ensure pupils have a true say in the school
- > Develop further co-operative learning
- > Develop leadership abilities in pupils
- > Ensure resources are directed effectively
- > Spend more time in the classroom
- > Engage with learners about how best to use the huge amounts of pupil data
- > More CPD that is active learning
- > Improve staff recruitment practices
- > Try to identify untapped leadership potential
- > Encourage more distributive leadership
- > Need to be proactive in identifying future leaders
- > More secondment opportunities
- > More parity across authorities in leadership development
- > Encourage staff to swap remits to ensure sharing of experiences and practice
- > Realisation that charismatic leader does not work and need for more distributive approach
- > Need to nurture links with other professionals
- > Use co-operative learning to highlight wide range of methodologies
- > More classroom observation

Group 6

- > More leadership CPD for all staff
- > More classroom visibility
- > More informal engagement with staff
- > More focus on sustainability of leadership development
- > Develop leadership skills in pupils and involve them in school improvement
- > Have difficult conversations
- > Involve the learners in planning and evaluating lessons
- > Develop a leadership vision with all participants

Group 7

- > More time in classrooms
- > More and better consultation with parents
- > Encourage more leadership within support staff
- > Develop philosophy of distributive leadership across school

Group 8

- > Share learning
- > Develop a shared corporate vision
- > Implement a model of distributive leadership
- > Focus on L&T
- > Build on classroom visits by encouraging staff to visit other rooms
- > Establish collaborative working teams to implement CfE
- > More partnership working across sectors
- > CfE an opportunity to change other teaching activities

What will you do differently – challenge to individuals ...continued

Group 8 ...continued

- > Leadership opportunities for young people
- > Increase distributive leadership in school
- > De-clutter office
- > Encourage staff to work outside their comfort zones encourage teachers to accommodate preferred learning styles
- > Review consultation structure to ensure a unified WE
- > Ensure a dynamic common purpose
- > Ensure SMT are not hiding in the admin burden and concentrating on L&T
- > More inter authority working

Group 9

- > Need to be open leader
- > What do we need to do to address needs of most difficult students
- > Improve the quality of the teacher time with students
- > Vision/mission is important driver
- > More challenge for pupils
- > Opportunities for staff development through CfE and JtE
- > Need to challenge incompetence
- > Get all teachers on board
- > Employ more active learning techniques
- > Re-evaluate my practice
- > Teacher training should involve collaborative working with experienced professionals in action research

Group 10

- > Spend more time in classrooms
- > Involve more people in the improvement agenda in both setting the direction and undertaking tasks
- > Enhancing leadership at all levels through coaching and mentoring, succession planning and partnerships amongst schools
- > Have SMTs engage more directly with the learning process
- > Get secretarial support and delegate tasks to ensure I get 2/3 days freed up
- > Take time to reflect and have those difficult conversations
- > Identify 1 day for classroom visits
- > Spend more meaningful time in classrooms not just popping in and out
- > I need to share some of summer school ideas with SMT
- > Undertake a robust self evaluating, involving all my staff, of my strengths and development needs
- > Set up a project involving other agencies in a multi-professional leadership tasks

Group 11

- > Develop my own presentation on leadership for probationers
- > More effort to address sustainability
- > Reflect on my own practice by relating theory to practice by undertaking more reading
- > Use Hargreaves techniques to establish a whole-school vision
- > Devolve more admin tasks to secretary to allow more classroom observation
- > Work more collegiately
- > More emphasis on coaching and mentoring
- > Involve pupils more deeply in the evaluation and learning of the school