

PROCESS GROUP FEEDBACK

FRIDAY 1 AUGUST

System wide improvement

Group 1

What messages would we give to the Cabinet Secretary?

- > Need follow-up to summer school

What system wide improvement do we suggest?

- > Share experience with staff and use DVD
- > Generations activity
- > Input from summer school to local authority leadership group

Issues for consideration in the leadership paper?

- > Leadership paper to cover CfE and accountability against change

Group 2

What messages would we give to the Cabinet Secretary?

- > Local authorities are not consistent in their development of school leadership
- > Is it an entitlement to have leadership development
- > We need to ensure that local authorities use funds to ensure leadership development is consistent
- > This week has given us an opportunity to explore responsibility and accountability
- > Too much energy goes into accountability and measuring what pupils can do and we need to move on from this to embrace a CfE
- > Essentials to balance schools budgets to ensure that the 35% hike in gas prices do not destroy the potential for leadership development

Group 3

What messages would we give to the Cabinet Secretary?

- > Expectation that those applying for promoted posts will be able to provide a “leadership portfolio” of evidence to support their applications
- > Standardisation of post titles
- > Transparency of decision making
- > How many local authority leaders have had quality leadership training. Need for structures, framework and principles.
- > Viability of teaching heads questioned
- > Role of HMIE and clear statement of position on CfE

Group 4

What system wide improvement do we suggest?

- > Reinforced my thinking that I want to be a leader
- > Support my thinking and understanding with more time for reflection
- > Seek and encourage positively, greater involvement by staff at all levels in autonomously leading new developments.
- > Involve all stakeholders in leadership
- > As an international delegate, I will impart my new knowledge to other HTs in my country
- > I will better manage time
- > I will de-clutter my office
- > Be more confident in saying “I don’t know where this development will even take us”
- > Attempt to focus my energy on the key aspects of my work
- > Re-look at the whole process of self-evaluation and reflection – learning communities etc within our authority

System wide improvement ...continued

Group 4 ...continued

What we will do in response to the challenges from the Pupils?

- > Recognition that young people's views/opinions need to be further explored – make them meaningful
- > Young people involved in appointments of staff
- > Young people involved in feedback of teaching in schools (this is now established in some schools but isn't consistently practised)
- > Look for representation at PTA
- > More pupil involvement in staff appointments
- > Involve pupils in teacher evaluation
- > More pupil groups covering issues such as health and environment

Group 5

What system wide improvement do we suggest?

- > Self evaluate my work space
- > Give more colleagues opportunities by distributing leadership
- > Share DVD as widely as possible
- > Observations – learning walks and Pancoast into action
- > Flattening primary and secondary hierarchies

What we will do in response to the challenges from the Pupils?

- > Consult pupils about scrapping pupil council and replacing it with Pupil Parliament
- > Engage pupils in the journey more
- > Online pupil evaluation on how to improve environment
- > To explore learning styles more with pupils and staff

Group 6

What messages would we give to the Cabinet Secretary?

- > Directors should trust HTs more. They need to give outcomes to schools and let them determine how to meet these. This is happening in some authorities but not all. There needs to be a balance between control and autonomy which gives permission to be innovative.
- > Leaders need to create system to allow true distributive leadership and collaborative working and teachers skills in taking leadership forward need to be developed.
- > Leaders need to be more about coaching and mentoring – developing staff around them.
- > Time for leadership in primaries for the HT needs to be ring fenced. This time to work strategically and lead rather than manage a school is key and often HTs in primary lose this time to cover staff absence etc. Conditions for HTs in primaries need to enable them to take on a true leadership role.

What we will do in response to the challenges from the Pupils?

- > More pupil involvement through pupil version of improvement plan and involvement in working parties

Group 7

What we will do in response to the challenges from the Pupils?

- > More CPD for staff around different learning styles
- > Pupil participation in support for new staff
- > More choice for pupils in decisions about their learning

System wide improvement ...continued

Group 7 ...continued

Issues for consideration in the leadership paper?

What messages would we give to the Cabinet Secretary?

- > Purpose and role of HMIE
- > Remove grading system from inspection process
- > Rationale for HMIE
- > Local authorities validating school support
- > What is happening with National Assessment Bank
- > Develop more autonomy for individual establishments
- > Concerns re CPD and funding
- > Develop a para –professional role- not everything needs to be done by a teacher
- > Sustainability
- > Succession planning
- > University dictate entry requirements blocks major shift
- > Quality leaders need to be full time (non-teaching)
- > National rather than authority resourcing on school based leadership opportunities allowing for more equity for all staff

Group 8

What system wide improvement do we suggest?

- > Continue to be progressive and reflect on what schools and young people need
- > Keep revisiting thinking so as to respond to the needs of the profession and children and young people
- > Make a commitment to developing leadership – ring-fenced funding is required/essential
- > Emphasis on valuing all staff in schools i.e. support staff, as well as teaching staff
- > More conferences such as this open to PTs and classroom (non-promoted teachers)
- > Timing? Give plenty of warning of the conference – much earlier

Issues for consideration in the leadership paper

What messages would we give to the Cabinet Secretary?

- > Commitment to funding quality CPD
- > Shorter conferences throughout the year. Opportunity to consolidate and reflect and come back.
- > Development is as important as delivery.
- > Scottish Government to define “leadership”. A working definition for different contexts and roles in education.
- > Define roles and responsibilities of respective “support” agencies e.g. HMIE and LTS
- > Ongoing training around the issues of constant change within the profession (and then, later, across professions)
- > Relationships and collegiate working are central and so schools need more on the “How” of them. Need to tease out what exactly “collegiality” is. Match practice and theory.
- > Less emphasis on measurement as a means of finding out where we are, and more as a means of knowing we should be going. Accountability and responsibility.
- > Shift from political pressure to political support. What understanding do local politicians have in terms of their role in education?
- > With less emphasis on test scores/flawed data there may well be an increase in those wanting headship
- > Senior figures in the system need to go into schools, have different experiences of a range of roles so that they have better understanding as perspective is all
- > Sort out finances and budgets to ensure that young people have the highest quality educational experience. What are our priorities?
- > Public commitment to distributive and adaptive leadership
- > Shared definition of educational leadership
- > Use Hargreaves notion of building from the bottom but steering from the top
- > Shift the emphasis from measuring to what we do next reduce the fear of failing and learn from disappointments
- > Establish a support network for cultural change

System wide improvement ...continued

Group 8 ...continued

What we will do in response to the challenges from the Pupils?

- > Need to give genuine power and control to pupils
- > Need to assess all pupils preferred learning styles and ensure all teachers are aware of them review the operation of the students forum
- > Develop a leadership academy for young people
- > Ensure the voice of the most disaffected pupils is heard

Group 9

What system wide improvement do we suggest?

- > Realisation that HT needs to be in the workplace – in classrooms – not the office to influence/monitor learning and teaching. Now going to have a set timetable for classroom visits/monitoring for all SMT on a weekly basis.
- > Importance of communication – am now going to meet all staff every day and engage more! Importance of the mission statement – need to revisit this! Collaborative learning approach to staff meetings to implement.

What messages would we give to the Cabinet Secretary?

- > Investment in education equals money! Budgets to provide resources for CfE, staff, appropriate buildings and CPD to suit needs of staff.
- > HTs need more powers to address staff competency – the “secure” job for life is not a privilege. Failing teachers need to be removed more quickly and efficiently.
- > Intervention of Government need to avoid the Aberdeen Council situation i.e. no Education Department or Director of Education and no money left.
- > Do we need 32 education departments or would one national body do?

What we will do in response to the challenges from the Pupils?

- > Maximise pupil responsibility through use of learning style preferences

Group 10

What we will do in response to the challenges from the Pupils?

- > Extend the pupil voice beyond the routine giving it a sustained higher profile

Group 11

What messages would we give to the Cabinet Secretary?

- > Our education system remains over governed
- > While the key stakeholders at Government level appear to meet/work together, this does not appear to be enacted at a more local level.

What we will do in response to the challenges from the Pupils?

- > As a result of the Pupil Manifesto, I am going to use SELSs software to gather pupil learning style preferences, and share this with staff to review our pedagogy.
- > I am going to continue to promote active learning in classrooms and develop outdoor learning to a greater degree.
- > Discuss learning styles with young people
- > Ask pupils what make a good teacher and feedback to teachers