

PROCESS GROUP FEEDBACK WEDNESDAY 1 JULY

Learning so far

Group 2

Leaders of Learning

- > reflections

Malachi

- > develop his ideas for all SMT staff
- > develop time to coach/mentor

Don

- > atmosphere of learning rather than “checking” is essential
- > our observation culture needs to shift to peers working together

Brian

- > our culture of observation by SMT needs to be reduced and we need to place more value on pupil voice - develop this

General

- > coaching aspect of feedback is the important part - only works with trust - has to be more than HT being present
- > we need to consider ways to capture our needs for improvement because we do still need rigour and accountability
- > managers in schools can feel driven by evaluation What's important

Group 3

Where is Scotland going? View of leadership development?

Is Government committed to enabling leaders to spend more time leading rather than managing

Pluses

- > speakers have been thought provoking and pushed thinking outside comfort zones
- > range of delegates with wealth of experiences
- > time for reflection and each input has given us “food for thought”
- > highlighted importance of effective communication
- > key issue ~learning is our core business. Think about how and where
- > strategies and techniques from Chris Ward applicable to working with teachers and pupils .
- > Malachi - something for everyone. Even colleague from Malawi - school of 529 but no secretary

Minuses

- > outwith our process group there is a large collective knowledge we have not had opportunity to get hold of
- > idealism versus reality of management - some things you can't leave unattended or delegated

Group 4

Pluses

- > Malachi - focusing on the main tasks of leadership i.e. the Manager
- > Collaborative learning/active learning great - but acknowledgement that this is only one aspect of learning and teaching - confirms everyone's views
- > Focus on leaders being at the heart of learning and teaching - in classrooms - great
- > Don, Director of Education - inspirational views on visiting classrooms - yes!!

Minuses

- > more practical examples of how “managers” operate in school situation
- > worth exploring the benefits of cognitive learning more - e.g. social cohesion and social implications

Learning so far ...continued

Group 5

Interesting/relevant

- > to what extent is leadership key component of school improvement
- > revolutionary methodologies for managers workload
- > leadership/management debate

New things

- > brave, autonomy, courage, barriers and opportunities
- > distributed leadership, share more

Going to do

- > clean our offices, de-clutter

Next summer school

- > live debate on conflicting thinking and ideas

Group 6

Creating Capacity

- > pupil perspective a great start! Pupil experiences are what it is about
- > leadership development at all levels including pupils needed
- > involving pupils in decision making obviously very powerful
- > involve all stakeholders in the delivery of education
- > take time to consider shared values and deliver education in a way that values are explicit
- > communication skills vital and are needed to maintain good relationships which are key
- > communication skills can be developed and appropriate CPD in this area would be good for all
- > schools taking forward solution focussed approaches find staff and pupil training helps to improve communication which helps to build relationships between staff and staff and pupils. These relationships vital in leadership

Leadership for learning

- > excellent day - experiencing cooperative learning methodologies while reflecting on our own thoughts on leadership. A good opportunity to learn from each other. Panel of practitioners very thought provoking - it would have been good to be able to have discussion with them

Breakthrough Coaching

- > loved the ideas and everyone will take something back from this session to put into action. We need to manage this and tasks to allow time as leaders to coach and mentor staff. Our actions should impact on the pupils learning experiences.

Group 7

HT as head learner

Purpose of observation/sharing practice

- > mutual learning
- > celebration of success
- > focused areas
- > formal/informal
- > peer observation - share practice
- > Standard for registration
- > critical friend
- > support
- > helps become reflective practitioner

Learning so far ...continued

Group 7...continued

General

- > Why do people not aspire to headship?
- > HT as executive?
- > Business manager v secretary
- > Do all decisions have to go through HT?
- > Who is driving the bus?
- > Teachers involved in national policy?
- > Engagement with CfE challenges
- > Role of authority?

Group 8

- > need to define term "lead learner" and how role will be developed in different contexts e.g. at each level/role in large secondary or in roles in small rural primary or at LA level from directorate through SMT to QIO etc.
- > how model drives improvement forward for CfE etc
- > excellent inputs on Tuesday - each session built on previous session
- > have been lots of practical ideas that can be applied in different contexts tensions between greater autonomy in schools and trying to ensure children have similar and transferable opportunities
- > "new concordant" and move away from ring fencing causing tensions
- > need to consider how we apply what we have learned and how it supports the continuing improvement agenda for all of Scotland's children
- > trust is crucial - distributed leadership etc. depends on Government/LA/schools/pupils/parents/communities trusting one another

Group 9

Malachi

- > Described a PA rather than a clerical assistant. Training would be an issue - never mind cash
- > Restructuring is needed: HT to focus on teaching
- > Promoted teachers - DHTs and PTs can they focus on improving learning and teaching and still carry a large teaching load
- > HTs are expected to have a role in the community - social work, police, health, parents etc. What part of the "coach" role is this? Is this part of the "game"?
- > Need for work life balance
- > Teachers have skills beyond those of leaders
- > How do leaders maintain their teaching skills?
- > How do they refresh and share?
- > DHTs need to delegate too. Need to be back in the classrooms more~
- > Teachers feel swamped too. They have to respond to the challenge in front of them. But they need to take responsibility - be professional!
- > Need to move away from thinking HT is ultimate authority

Group 10

- > cultural change needed throughout the system
- > challenge of the multi-faceted role of the HT
- > Executive HT and head of learning?
- > Barriers to recruitment of HTs not workload but accountability, competing demands and complexity, getting hung out to dry
- > More time to process great stuff
- > need to join up the roles into a system level

Learning so far ...continued

Group 11

- > we are not looking for the answers to leadership
- > conflicting messages are good - provokes thought, and allows you to select what suits your context
- > schools are managerially complex, and not all solutions suit all sectors
- > time in class is learning, not checking
- > staff value positive feedback
- > time in class gives you a pupil's view of learning and the learning

Group 1

Impact of shifting age profile of staff

How do we identify our future leaders

- > Quality of engagement/conversations
- > Professional Review and Development (PRD)

Training to help develop groups of staff