

International Summer School on School Leadership

2007

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Developing Leaders

The Chartered Teacher:

A Personal Perspective

Penny Browning

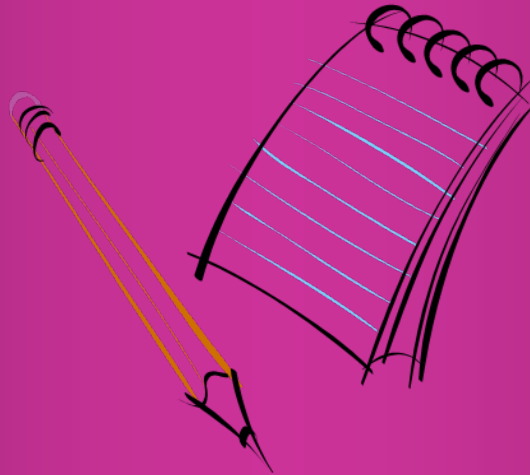
The background features a dark purple gradient with several thick, wavy, overlapping lines in shades of magenta and pink. A prominent spiral pattern is visible in the lower right quadrant, suggesting a path or journey.

My Leadership Journey

Spiralling
development...

How can the leadership role of
Chartered Teachers in Scottish
schools today, be defined?

What attributes does a
good leader display?



PROFESSIONAL AND PERSONAL ATTRIBUTES OF THE CHARTERED TEACHER

- Having enthusiasm and the capacity to motivate
 - Communicating effectively
 - Being resourceful and positive, and adopting a problem-solving approach
- Being creative and imaginative, and having an open attitude to change
 - Being systematic and well-organised, focused, determined and hardworking
- Demonstrating empathy and fairness, being caring and approachable
 - Showing consistent performance across all professional areas

Leadership is about:

- Impact
- Influence
- Setting direction
- People
- **A component of change or improvement**
and in the context of Scottish education:
- **Aiming for the highest quality learning experience
for our young people**

Extract from a presentation by Graham Donaldson (Senior Chief Inspector, HMle)

'The Journey to Excellence in Leadership', September 2006

PROFESSIONAL VALUES, PERSONAL COMMITMENTS AND PROFESSIONAL ACTION

Impact

Highest quality learning

- Effectiveness in promoting learning in the classroom

Improvement

- Critical self-evaluation and development

People

Influence

- Collaboration and influence

Direction

- Educational and social values

**What leadership opportunities
are available for the
Chartered Teacher, and how
can the challenges of leading
without power be overcome?**

**'Invisible'
leadership**

**Demonstrating
and sharing
good practice**

**Leading by
example**

**Project
leadership**

**Leadership
Experiences
of the
Chartered
Teacher**

**Curriculum
development**

**Leading from
the front**

**Leading from
behind**

**Developing
CPD**

**Distributive
leadership**

**Mentoring and coaching
– official and informal**

Loa Tzu – 6th century BC

'A leader is best

When people barely know that he exists

Not so good when people obey and acclaim him

Worst when they despise him

'Fail to honour people,
they fail to honour you,'

But of a good leader, who talks little,

When his work is done, his aim fulfilled,

They will all say, 'we did this ourselves.'

disheartened

misunderstood

disappointed



lack of recognition

disillusioned

frustrated



- Self confidence
- Strong interpersonal skills
 - Diplomacy
 - Insight
 - Vision
 - Determination
- Support and guidance from an informed line manager

**What is the impact
of such a role on the
young people we
work with?**



Members of my current P4 class acting as 'tour guides' to younger pupils, in our Scottish Museum. The project came to life, with almost all pupils bringing in artefacts from home, and parents coming to view the children's work, and visit our café!

Exhibits included watercolour paintings of Scottish castles, models of famous Scottish bridges, maps, an historical timeline, the pupils' own i-Movies (which they had compiled under the tutorage of older pupils at the school). There were also interactive elements to the exhibition – Scottish dancing, singing and storytelling – all performed by the pupils.



Our very first 'Healthy Tuck Shop'! This venture is now operated by a pool of parent volunteers, and is a popular weekly event for pupils throughout the school.



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