



**Glasgow City Council**

**Report by Executive Director of Education**

**Item 5**

**September 2018**

**Glasgow's Improvement Challenge 2015 – 2020**

***Enhancing the leadership of senior staff***

**Purpose of Report:**

To update the Scottish Government and Education Scotland on the progress being made in Glasgow on Glasgow's Improvement Challenge as part of the Scottish Attainment Challenge. This is the fifth of a series of six papers five of which covers each of the strands of Glasgow's Improvement Challenge.

## Enhancing the leadership of senior staff

Leadership is key to success in our nurseries and schools. During 2017/18, we developed our *Leadership Framework*. The key objective of the framework is the development of leadership opportunities for staff at all levels in enhancing their professional skills. The framework is attached as an Appendix.

The table below summarises the numbers of participants in the extensive range of leadership programmes offered both by Education Services and the Scottish College for Educational Leadership (SCEL).

<b>Glasgow Programme</b>	2017 / 18	2018 / 19
HT Induction	14	19
Aspiring Principal Teacher Primary (now called Thinking about Middle Leadership)	23	28
Aspiring Principal Teacher Secondary (now called Thinking about Middle Leadership)	24	29
Aspiring Depute Headteacher (now called Thinking about Senior Leadership)	33	33
Thinking about Headship	11	12
<b>SCEL</b>		
Teacher Leadership	3	19
Into Headship (60 credits)	14	19
In Headship (60 credits)	8	6
Towards Headship	4	1
Excellence in Headship	10	7
SCEL Fellowship	3	Not recruited yet

Four of the participants in Thinking About Headship have been in or are currently in acting Headteacher positions. Five of those who were in SCEL's Into Headship programme are now in headteacher or acting headteacher positions.

16 depute headteachers participated in the University of Glasgow Senior Leaders Course, Enhanced Political Awareness, four of whom are moving on to Into Headship (included in the figures above) with another four moving on to 'Thinking About Headship'.

We continued with our support for Growth Coaching, building on the success of the previous year. A cohort of 23 senior leaders from primary schools, and one secondary school have undertaken Growth Coaching UK Training. Through post training evaluations, senior leader participants identify that they have increased their

knowledge and skills of coaching, and they use coaching approaches more frequently in their leadership style. They now have greater clarity of their goals in relation to their role, and greater focus and ownership of their own role within Glasgow's Improvement Challenge. They have also learned a skill/process to develop these further. By coaching others and being coached, they are raising awareness and responsibility of themselves and colleagues, and thus building capacity in their establishments.

A comprehensive evaluation of this work has been undertaken where each participant has articulated their goal and required actions. They have described the impact of coaching on their work in their own school context and used this as a reflection tool. The course has impacted positively on all participants and made a marked difference to their professional conversations and actions in school.

During 2017/18, a colleague with considerable early years' experience, joined the GIC team to address the growing issue of leadership support for those schools who were adopting a more playful pedagogy in P1 and P2, particularly supporting those schools who had used PEF to include a child development officer (CDO) in the staff team.

An initial visit to nine schools allowed common themes to be identified. These have included: variation of staffing, understanding of types of play, variability of quality of play, use of literacy resources to challenge learners, grouping of children, outdoor provision, child led v teacher led activity and readiness for formal learning.

Through quality assurance discussions, 13 schools have been identified to receive bespoke support. A full day programme launched the support and allowed input on: values and beliefs, approaches to classroom organisation, effective practice, play-based literacy, using feedback, high quality learning and teaching and the role of CDO and teacher.

All staff evaluated the whole-day session highly and felt it was immediately relevant and had increased their confidence in the area of playful pedagogy.

Planned visits have now been established to allow schools to engage and work together to establish an action plan to develop the playful pedagogy, based on the school's unique context.

During this session, experienced primary headteachers have been released to support the on-going quality assurance of Glasgow's Improvement Challenge. Using the Risk Matrix / Area Tracker discussions to identify schools who require support, a programme has been devised to support headteachers and senior leaders individually and in small groups.

Four headteachers have received bespoke programmes of support which has been delivered by a team of GIC and quality improvement officers (QIO) colleagues. This has included in-service training for staff, coaching and mentoring conversations to address strategic planning issues and on-going support in taking forward aspects of GIC and the wider work of the school. Areas which have been a focus include: curriculum rationales, curriculum pathways, working time agreements, monitoring & tracking, development of a whole school approach to literacy, timetabling of staff to maximise impact on learners and developing effective remits.

Some of these themes have been developed further in small group setting (drop in clinics) where small groups of headteachers gather to explore e.g. curriculum pathways and receive individual support within a group setting.

The support provided by the headteachers has been very well received by their colleagues who value their current expertise. This will continue and be extended in 2018/19.

In addition, sessions have been arranged for headteachers to engage more closely with the FOCUS tool to support their analysis of school data leading to school improvement. Four of these sessions have taken place in a cluster basis and two additional sessions were offered as drop-in clinics for headteachers. Of the 46 headteachers who have attended, all have commented on the benefit of the session to their immediate data analysis needs. A few headteachers have requested or required individual support in considering their data which has also been provided.

Considerable interest has been shown in the FOCUS tool which has been presented to colleagues in the West Partnership and some additional local authorities, with at least one local authority pursuing their own version. Conversations with Scottish Government colleagues developing the BGE dashboard have ensured the FOCUS tool augments and complements the proposed dashboard. It was extremely well-received by government colleagues, particularly as the use of the tool across all 138 primary schools could be evidenced.

Depute headteachers with responsibility for learning and teaching in each of the secondary schools have attended four support sessions. David Gregory, Area Lead Officer from Education Scotland, led a session focusing on QI 2.3 and evaluative writing. The depute headteachers formed trios and visited each other's schools observing learning and teaching and meeting with groups of pupils and staff to evaluate the impact of the training offered through Supporting Improvement – Pedagogy and Equity, Making Thinking Visible and Co-operative Learning on classroom practice. These sessions have been evaluated very positively by all participants and the work of the trios will continue in session 2018/19.

Further training for secondary school staff has been provided on INSIGHT with a clear focus on using the data provided by this tool to improve outcomes for young people. Eight training sessions were held in Govan High School and each Local Improvement Group had representation at these.

A number of secondary schools have used either core funding, Attainment Fund or Pupil Equity Funding to appoint Principal Teachers with a specific responsibility for raising attainment. INSIGHT training has been provided to these Principal Teachers. Following these sessions, which were delivered on an area basis, support was offered to this group through a twilight networking session and a further training session focusing on using data to measure the impact of the work they were doing in their schools. These sessions were very well attended and enabled the Principal Teachers to share practice and learning from the work in their own schools.

Bespoke support has also been provided to 20 secondary schools. This has been a mixture of working with headteachers, senior leadership teams and delivering training to groups of staff looking closely at their own data and identifying areas for

improvement. This work aims to empower staff to be able to use the data more effectively to raise attainment.

Further support in evaluative writing for headteachers and depute headteachers was provided focusing on QI3.2. The first session was led by David Gregory with a follow up session on using INSIGHT to support evaluative writing.

The training sessions which have focused on particular quality indicators have also enabled schools to be supported in the writing of sections of their Education Perspective Reports.