

CPD Educational Leadership Survey

National CPD Team 2010

Context and introduction:

This CPD Educational Leadership survey is based on the publication 'Continuing Professional Development For Educational Leaders' (Scottish Executive 2003). This publication relates to the principle of progression in leadership development through 4 broad levels. These levels range from project leadership at school level to strategic leadership at establishment or authority level.

With the purpose of forming the big picture from across Scotland, the CPD Team conducted a survey of all education authorities during February and March 2010 to determine the evidence of leadership development programmes at local level. In most cases responses to the on-line survey were followed up by face to face meetings to further explore the information provided. What follows offers a snapshot of leadership development within the local authorities.

The survey is focussed mainly on the first three broad levels of leadership development as identified in CPD for Educational Leaders:

- Project leadership: for teachers with responsibility for leading small-scale projects. This can refer to teachers early in their careers who wish to develop their leadership skills, for instance in relation to curriculum development.
- Team leadership: for teachers with regular responsibility for leading permanent teams of staff or task groups/working parties. This category is particularly relevant to aspiring and established principal teachers.
- School leadership: for staff who lead projects/teams and have overall responsibility for an aspect of leadership across school. This might include those who aspire to or are members of a senior leadership team in school. In addition these same staff might aspire to headship through programmes designed to allow progress in achieving the Standard for Headship.

However the responses do merge with the fourth level of leadership development:

- Strategic leadership: for staff with overall responsibility for the leadership of an establishment and with particular relevance to headteachers.

26 Authorities responded to the survey questionnaire, an 81.25% response.

The survey model considers a 3 year trend from previous year (2008-09), current year (2009-10) to next year (2010-11).

**CPD Educational Leadership Survey
Data analysis:**

CHART 1 Participation in Project Leadership



Key (Years)
 1 = 2008 – 2009
 2 = 2009 – 2010
 3 = 2010 – 2011 (Projection)

CHART 2 Participation in Team Leadership

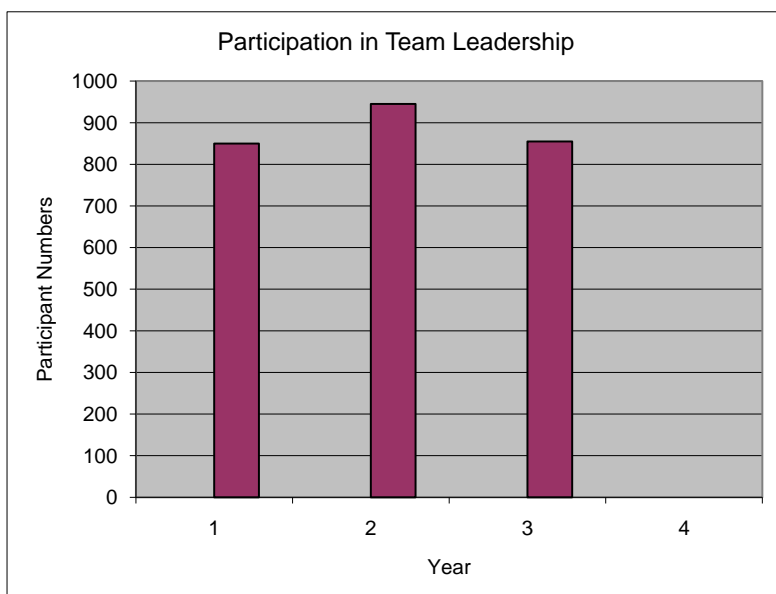
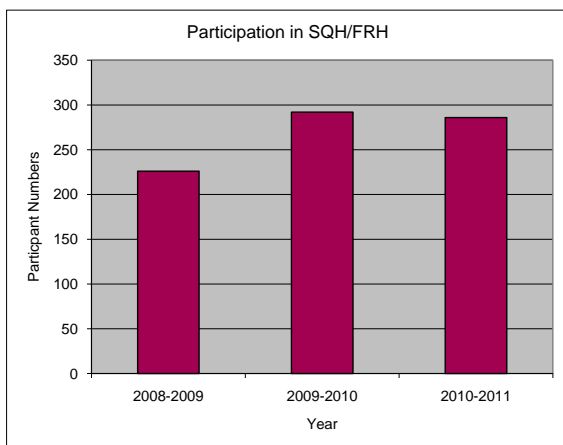


CHART 3 Participation in School Leadership



CHART 4 Participation in SQH/FRH



Key message 1:

All authorities who responded continue to invest in leadership development. Most of the responses related to course-based provision although a commitment to developing leaders within the workplace, at school level, emerged as a theme in several of the follow-through interviews.

Overall the evidence indicates that participation in all leadership development programmes remains static over the period of this survey from 2008-09 to 2010-11.

- *The 3 year trend on leadership development programmes provides evidence of participation holding up in early development at project leadership level.*
- *Participation in team and school leadership programmes remains steady with the numbers holding up over the same period.*
- *Participation in SQH/FRH is similarly evidenced as steady and at best holding up over the period.*

Project Leadership development programmes:

Most authorities report that they actively promote and support project leadership development opportunities at school level.

- Some authorities work collaboratively to deliver this kind of CPD opportunity and share good practice.
- Some authorities stress the importance of individual school responsibility for leadership development at this level and report that all schools in their area have CPD working groups taking forward this level of leadership development.
- We found examples of creative provision of leadership development at project leader level with individual schools with the authority assuming a lead role
- Some authorities provide courses for aspiring leaders for all staff across education and child services including community, support staff and social workers.
- Other authorities had invested in facilitated learning communities.
- For some, coaching is an integral feature of project leadership development.

*"We call this classroom leadership"
"We refer to this programme as 'To Lead or not to Lead'. It provides opportunities for classroom teachers "
"This opportunity is widely available in most schools and clusters and across a range of initiatives"*

*"In our authority all schools have devolved responsibility to staff to lead aspects of the school improvement plan"
"Each of our schools offers a range of distributed leadership opportunities"
"This is developed at school level and is not coordinated by the authority"
"This type of opportunity is widely available in most schools/clusters"*

Key message 2:

We found many examples of creative and imaginative provision of project leaders development programmes across authorities and schools. In some authorities this provision was lead by centrally based staff. Other authorities viewed this as an opportunity to work collaboratively with schools. In some cases they required the individual schools or clusters to assume responsibility for early leadership development.

Team leadership development programmes:

- Most authorities are supporting the team leadership skills of middle managers (and others) at school level as a strategy to develop Curriculum for Excellence.
- Some authorities work collaboratively to plan, prepare and present CPD opportunities on team leadership skills eg Central Scotland Partnership.
- We found many examples of schools delivering this type of CPD for other schools.
- Some authorities have focussed on developing coaching capacity to promote team leadership development.
- A wide variety of CPD programmes support team leaders in taking forward initiatives in school.
- Some reference is made to provision through University programmes.
- Support networks for Principal Teachers (and equivalent) have been established in many authorities to further develop team leadership skills.
- A number of authorities refer to well developed or developing programmes of CPD support for team leaders and good examples are in evidence: Some programmes offered relate to *'leadership in action'*, *'coaching for performance'*, *'supporting leadership via PRD'*, *'leading the effective team'*, etc.
- One authority referred to a decreasing trend in this kind of CPD leadership development: *"Provision has been restricted due to work pressures as remits have increased"*

"We piloted a successful leadership coaching programme"
"Leading Teaching and Learning Communities is common across schools"
"We offer a 2 year programme leading to an award from University of Glasgow"
"Staff have the opportunity to enrol on Aberdeen University Leadership in Professional Setting programme"
"We have a designated programme 'Lead On' for already promoted staff"
"Opportunity for staff to access courses from CPD catalogue"

Key message 3:

Evidence exists of a wide range and variety of team leadership development programmes within authorities. Many of these programmes are well developed, creative, include coaching as an integral feature and aim to link with early leadership development programmes. We found consistent reference made across the survey to the role of the authority in CPD leadership development at this level.

School leadership development programmes:

- There is clear evidence of a wide and comprehensive variety of specific CPD opportunities in school leadership development through programmes at authority level.
- Programmes include networking arrangements, CfE coordinator programmes, HT/DHT forums, short life working groups on strategic initiatives, action learning sets, training around coaching skills and techniques, etc.
- Programmes connect with team leadership development.
- Provision is made for a range of promoted staff at this level of leadership.
- A number of authorities provide headteacher support programmes, including, for some authorities, support in early headship.
- There are good examples of extensive annual programmes of CPD support at authority level which respond to the professional needs of HT/DHTs identified through the PRD process.
- Some authorities make reference to CPD for leadership provision through SQH and FRH.
- A number of authorities use external providers to deliver school leadership development.
- A small number of authorities are currently reviewing practice.

“The SQH programme is well established”
“We are currently supporting participants on FRH”
“Have used the Standard for Headship to dovetail with local programmes to ease progression”
“Aspects of the SfH are part of our CPD Leadership programme”
“emotional intelligence is a connecting link”
“Overall the importance of the ‘how’ along with the ‘what’ of leadership”

“Some of the school leadership programmes overlap with team leadership”
“A leadership coaching programme has had huge uptake”
“Coaching is an integral feature of leadership development”
“The authority supports a pilot programme for early headship for those in acting or newly appointed in headship”
“An annual leadership development programme in response to PRD”
“Leadership-Facing the Challenge is a programme for headteachers together to meet, share practice and explore challenges/solutions”
The authority has a Strategic Framework for Innovation Leading to Best Practice in Learning and Teaching which informs discussion with headteachers and staff”

Key message 4:

We found evidence of authorities providing detailed programmes of school leadership development. Within some of these reference is made to the importance of coaching and the PRD process in supporting leadership development.

CPD programmes and the link to the award of Standard for Headship (SQH/FRH).

- The survey suggests that most authorities are content with national headteacher development programmes SQH and FRH.
- There is a commitment in some authorities to ensure that local leadership development programmes connect with either SQH, FRH or equivalent opportunities designed to meet the Standard for Headship.
- In some cases this means that aspects of the Standard for Headship form a main feature of school leadership development programmes at authority level.
- Evidence indicates satisfactory completion of leadership development at authority level is an entry requirement to SQH/FRH programmes.
- The question of “how” leadership is developed and exercised is seen by a number of respondents as being important at this stage and in addition to the focus on “what” teachers on the programme are learning.
- Coaching is referred to by some authorities as a consistent link.

Key message 5:

Some authorities offer a continuum of leadership development and emphasise the importance of ensuring the connection between local programmes and national leadership programmes SQH/FRH.

CPD support from other partners, (Universities, private providers, etc)

- There were a number of comments indicating support from the Universities. This takes a variety of forms many of which had been established and sustained over a number of years
- We found reference made by authorities to the value of partnership and support offered through the National CPD team and CPD Managers Network, GTCS, SQA, LTS and SCSSA.
- The National CPD team and SQH teams are seen as having a particular role in supporting the route to achieving the Standard for Headship.
- Some commercial providers are considered to add value. This is particularly true in the development of coaching with authorities keen to use this external support as a strategy to build internal capacity.
- One authority makes reference to current working on leadership development “with well known private organisations” and “with a small number of independent commercial individuals”.

“Some courses are accredited by GTCS”
“aspects of the SfH are part of our leadership programme”
“emotional intelligence is a connecting theme”

“Their inputs are well evaluated and impact positively”
“We have tried to build capacity at authority level through coaching and training on self evaluation”

Key message 6:

We found that authorities value the role of Universities in providing support for CPD in leadership development. This support has developed over a number of years within some authorities. Authority staff were keen to recognise the value added by other agencies including the National CPD Team and other CPD providers.

Evaluation of CPD Leadership programmes

- All authorities recorded that individual events and courses are evaluated
- We found for some authorities this evaluation provides feedback allowing programme review and improvement through strategies such as:
 - *“discussions of impact”* sometimes through focus groups
 - *“online questionnaire sent to course participants 3 months later with a focus on the impact the CPD event has had on practice”,*
 - *“follow-up school visits to explore impact”*
- A growing number of authorities are using ICT to facilitate the process of evaluating impact
- SQH is evaluated through accepted University procedures.
- FRH has been evaluated externally by a team from Glasgow and Cambridge Universities and the experience of participants is evaluated regularly both locally and centrally
- One authority spoke of the evaluation of programmes at baseline, midway and at the end, and through tracking the career progress of participants.
- There was a view that this is an area which would benefit from further review
- There was little evidence in the responses of strategies currently employed which evaluate the impact of non-course learning

“We are working to build capacity in providing support to schools to take the lead on leadership development programmes at school level”
“As a small authority we do suffer in terms of feasibility and expense”
“Should (centre-based) staff posts not be maintained, it would be difficult to offer the same range of opportunities in the same way”
“We have an issue with finance and identifying suitable providers”

Key message 7:

We found that responses indicate a mixed approach to the evaluation of leadership development programmes. Often responsibility for evaluation lies with the external provider. There is recognition of the importance of developing strategies to evaluate the impact of CPD (in all its forms) on pupil gain, school improvement and individual professional development. Follow up discussion provided evidence of the use of more reflective evaluation techniques with some authorities claiming to be ‘getting better at evaluating the impact of CPD opportunities’.

Capacity to meet requirements of leadership development

- A number of authorities reported that they were strategically reviewing their leadership development programmes to provide coherent provision.
- In some cases the focus was on provision across corporate services.
- Authorities expressed an interest in innovative and creative ways of providing CPD support within restricted budget. Some authorities are considering how to use existing resources more effectively in developing leadership for example by using experienced headteachers as mentor/coach.
- The review of the PRD process, currently being supported by the National CPD Team, allows a focus on CPD for leadership development at all levels, *“with action points agreed and appropriate support identified”*.
- There appears to be a move from centrally-based provision to a school supported opportunities. There are interesting examples of authorities building an enhanced model of leadership at school level.
- The demographic trend referred to in other recent surveys suggest a requirement for an increase in provision of leadership development.
- Some authorities express concern that they will have a limited capacity to resource any increase in provision of leadership and headteacher development.
- Many authorities report an increasing demand for CPD leadership development within the authority.

“We are currently reviewing the programme to see how we can realistically take forward leadership development in a climate of no available finance”

“Our review includes internal partners from other services within the Council such as Human Resources and Finance”

“We are thinking of innovative ways...not ruling out anything at this stage”

“we are working to build capacity in providing support to schools to take the lead on leadership development programmes at school level”

“should (centre based) staff posts not be maintained, it would be difficult to offer the same range of opportunities in the same way”

Key message 8:

These comments provide a mixed response with some talk of innovative ways of resourcing demand and others highlighting the limits placed on capacity in time of financial constraint. For some authorities there has been consideration given to shifting the model of leadership development from authority courses to school-based experiential learning. This has been driven by a desire to find effective models of learning to support teachers, and not simply as a way to cut costs.

How leadership programmes interrelate

- Regular reference is made to the importance and value of “clear pathways” of CPD leadership opportunities linked to career progression. Some authorities are reviewing provision to achieve this.
- Programmes in some areas are designed to link naturally to the next stage to form a continuum of support
- Leadership development programmes are seen as most effective when they use the same format and language at different stages, are based within a coaching context, are experiential at local level and critically evaluated by participants as they move through the different levels of leadership.
- Some authorities talk of University involvement in developing, delivering and accrediting a progressive leadership development programme
- An effective form of linkage can be through coaching where all programmes and activities build on the coaching model.
- Reference is made by one Council to various links between programmes:

*“All programmes linked to school improvement, all are experiential and locally focussed, all participants are supported by their own leadership coach, and include an expectation for all of self evaluation against a leadership continuum”
“Programmes and support lead naturally to development at next level””*

Key message 9:

We found these responses indicate a commitment to developing coherence and progression in the leadership model at authority level. There are good examples of model design to ensure that leadership development programmes interrelate. Also we found evidence in the responses of linkages through different themes eg coaching model.

Other programmes that contribute to leadership development

- A number of authorities value input from University programmes:
“with University for Professional Enquiry certificate”
- The revised Chartered Teacher programme is considered as a contributor to leadership development.
- Coaching is considered as an important input:
“We offer coaching/reflecting training in leadership programme”
- Almost all the authorities have provided detail of extensive programmes at all levels of leadership.
- Innovative programmes are offered (eg *Leadership in the classroom for all staff (teaching and non-teaching)*).

“Where appropriate....direct links between professional leadership development and corporate management training”

Key message 10:

We found evidence here of a wide range of leadership development programmes, where authorities are continuing to invest resources. We noted that the Chartered Teacher Programme is mentioned but is not prominent in responses.

Additional detail on leadership development at authority level:

- We found comments relating to this as being a good time for the National CPD Team to be looking at leadership development as authorities prepare for CfE, further enhance distributed leadership and link more closely to a corporate approach at local level.
- Some authorities are actively considering their process of review of leadership at all levels.
- Some already engage in a collaborative way with other authorities on this.
- One colleague spoke of the importance of reflection on the competences of leadership and how this might best be designed through the process of PRD.
- The value of learning communities is recognised.
- A generic approach for Children and Families is also valued
- Partnership working across authorities is established and developing.

KEY MESSAGES

- All authorities who responded continue to invest in leadership development. Most of the responses related to course-based provision although a commitment to developing leaders within the workplace, at school level, emerged as a theme in several of the follow-through interviews. Overall the evidence indicates that participation in all leadership development programmes remains static over the period of this survey from 2008-09 to 2010-11.
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- We found many examples of creative and imaginative provision of project leaders development programmes across authorities and schools. In some authorities this provision was lead by centrally based staff. Other authorities viewed this as an opportunity to work collaboratively with schools. In some cases they required the individual schools or clusters to assume responsibility for early leadership development.
- Evidence exists of a wide range and variety of team leadership development programmes within authorities. Many of these programmes are well developed, creative, include coaching as an integral feature and aim to link with early leadership development programmes. We found consistent reference made across the survey to the role of the authority in CPD leadership development at this level.
- We found evidence of authorities providing detailed programmes of school leadership development. Within some of this reference is made to the importance of coaching and the PRD process in supporting leadership development.
- Some authorities offer a continuum of leadership development and emphasise the importance of ensuring the connection between local programmes and national leadership programmes SQH/FRH.
- We found that authorities value the role of Universities in providing support for CPD in leadership development. This support has developed over a number of years within some authorities. Authority staff were keen to recognise the value added by other agencies including the National CPD Team and other CPD providers.
- We found that responses indicate a mixed approach to the evaluation of leadership development programmes. Often responsibility for evaluation lies with the external provider. There is recognition of the importance of developing strategies to evaluate the impact of CPD (in all its forms) on pupil gain, school improvement and individual professional development. Follow up discussion provided evidence of the use of more reflective evaluation techniques with some authorities claiming to be 'getting better at evaluating the impact of CPD opportunities'.

- These comments provide a mixed response with some talk of innovative ways of resourcing demand and others highlighting the limits placed on capacity in time of financial constraint. For some authorities there has been consideration given to shifting the model of leadership development from authority courses to school-based experiential learning. This has been driven by a desire to find effective models of learning to support teachers, and not simply as a way to cut costs.
- We found these responses indicate a commitment to developing coherence and progression in the leadership model at authority level. There are good examples of model design to ensure that leadership development programmes interrelate. Also we found evidence in the responses of linkages through different themes eg coaching model.
- We found evidence here of a wide range of leadership development programmes, where authorities are continuing to invest resources. We noted that the Chartered Teacher Programme is mentioned but is not prominent in responses.

Commentary

1. On current projections we are unlikely to meet the need for more provision of leadership development opportunities at all levels suggested by recent demographic surveys.
2. In particular the data suggests a need for an increasing trend in provision of leadership development at whole school level and towards achieving the Standard for Headship (SQH/FRH)
3. In many individual schools and clusters, models of creative provision of early leadership development are emerging as locally owned and driven with learning communities assuming more responsibility for this.
4. The shift of responsibility for leadership development from authority to school level which emerges from this survey is most effective when it recognises and makes effective use of the existing leadership expertise and resources available within schools and centres.
5. In times of austerity authorities should aim to build on the existing quality currently provided from the centre wherever possible
6. There is a need to improve skills to ensure that programmes/opportunities are evaluated to provide evidence of impact on pupil gain, school improvement and individual professional development
7. Programmes should evidence connection and continuity in leadership development
8. Authorities should continue to be creative with available funding while systematically reviewing costs
9. Within schools the Chartered Teacher programme should continue to be promoted as a source of leadership development
10. A number of authorities are currently reviewing the PRD process, supported by the National CPD team, to facilitate further leadership development. The outcomes from this review will be available to all authorities
11. The National CPD Team and the National CPD Managers Network are interested in the trend identified in the survey responses of a shift from authority to school level in responsibility for leadership development opportunities at all levels. Overall this was viewed as largely positive in its likely impact on the quality of leadership development opportunities.
12. Leadership development requires a structure within which to build CPD opportunities. Currently a useful structure is contained within 'Continuing Professional Development For Educational Leaders' (Scottish Executive 2003). We believe a review of this document would provide helpful support for leadership development at all levels.

National CPD Team May 2010