

FLEXIBLE ROUTE TO HEADSHIP

OVERVIEW 2007 - 2011



“Involvement in the FRH programme has made me much more aware of the strategic approach and in terms of my relationships with others the FRH has had a huge impact. There has been whole school impact in terms of learning and teaching as a result of reading and research, talking with fellow candidates, talking through approaches and issues with my coach/mentor and being so involved with thinking about the role (of headteacher)”

Depute headteacher

FLEXIBLE ROUTE TO HEADSHIP

OVERVIEW REPORT 2007 – 2011

SECTION 1 : CONTEXT

The Flexible Route to Headship (FRH) initiative was established in 2007. The programme was introduced as a direct response to the Scottish Government's commitment to developing flexibility and choice for local authorities, and for colleagues who aspired to headship. The programme built on good practice across the education landscape, and took the Standard for Headship as its focus. The initial pilot 2007 - 2008 was shaped following comprehensive consultation with all key stakeholders and was evaluated jointly by the [Universities of Cambridge and Glasgow](#). Their report was published in 2008 and the recommendations have continued to influence the ongoing development of the programme. Over the intervening period the Flexible Route Advisory Group has ensured that the programme has been adapted in response to regular participant and stakeholder feedback and to post seminar evaluations. The Advisory Group has been supported in this by the Flexible Route Operational Steering Group which is chaired by the project director (a member of the National CPD Team) and includes representation from the GTCS, local authorities and Scottish Government.

The Advisory Group has also taken account of the influence and expectations of, for example, [Leadership for Learning : the challenges of leading in a time of change \(HMIE 2007\)](#); [Improving Scottish Education 2002 – 2005](#) and [Teaching Scotland's Future 2010](#). The work of Fullan, Hargreaves and Starrat amongst others has also been instrumental in shaping and underpinning the principles of the FRH programme.

Unique features of the FRH approach include:

- Core role of the development coach
- Interactive nature of the residential conferences
- A focus on emotional intelligence
- Experiential development at school level
- Flexibility of individual ownership of personal learning plans (PLPs), continuing professional development (CPD) opportunities, duration of programme and alternative modes of submission (including oral)

SECTION 2 : REPORT FOCUS

This report provides information on

- the rationale of the programme and the related roles of the local authorities, stakeholders and participants who have been involved
- the number of participants in each authority and the number who have been appointed to headteacher posts at the time of publication
- the impact which has been evidenced by participants and other stakeholders against the stated aspirations of the programme in terms of individual development, influence on collegiate and transformational change and impact on learners
- the relevance of the approach to the current context of Teaching Scotland's Future

SECTION 3: METHODOLOGY

The statistical information has been provided by local authorities and records held by the team.

The nature of impact has been explored at 3 levels: individual, collegiate and systemic. Statistical information relating to numbers of participants and subsequent headship appointments include all 17 authorities who have been engaged in the programme. The survey was distributed to the 14 local authorities that have been involved since the end of the pilot phase over the period 2008 – 2011. The questionnaires are attached as appendix A. Information from the responses was complemented by 1:1 interviews, group discussions and feedback from coach and participant training sessions.

SECTION 4: FRH RATIONALE

FRH is designed to:

- Promote personal and potentially transformational development in a leadership context
- Promote substantial reflection on and analysis of leadership through situational analyses and critical reading of relevant literature
- Be predominantly practice-based with a strong focus on seeking and evaluating impact on learners
- Focus on headteacher development, building on and extending from leadership development programmes within the authorities

In essence the FRH approach invites colleagues to participate in a rigorous process underpinned by self-evaluation. The programme places a significant emphasis on evidence of relevant professional reading and the pursuit of objectives linked to the standard for headship which are articulated in the school based projects led by the candidates. The school based projects must demonstrate clear impact on individual professional learning and on collegiate practice with resultant pupil gain. Coaching is a fundamental element of the approach. One of the core objectives of the programme is to build capacity at school and local authority level.

Successful candidates submit a final 10,000 word reflective commentary with clear and integrated references to research which influenced their practice, a supporting portfolio of evidence which clearly illustrates impact on their own learning, on collegiate developments and on pupil gain, 2 critical incidents and a discrete claim relating to HR, finance and Health and Safety. Successful participants will also have kept a very comprehensive Professional Learning Plan (PLP). Coaches are involved in formative assessment and a field assessor assumes responsibility for summative assessment.

Participants are provided with a comprehensive pack which covers all the elements of the programme, a summary of this is attached as Appendix B.

On successful completion of the reflective commentary and portfolio of evidence at stage 4 of the process, the FRH participant will be invited by the GTCS to attend for professional interview. The assessment panel consists of a GTCS member as chairperson, 2 headteachers, a representative of the local education authorities and the field assessor (in a consultancy capacity). The candidate will make a 10 minute presentation about their learning on the route to achieving the Standard for Headship. The presentation is followed by questions from the interview panel and focuses on the essential element (4.3) from the Standard for Headship: personal qualities and interpersonal skills.

The objective of the FRH programme is to build competence and confidence in those who seek to be headteachers, by enhancing the participants' capacity and effectiveness as a leader of learning in his/her own establishment and the wider education community at both cluster and local authority level. The prime objective is to enhance pupil gain by the effective implementation of national and local policy relating to quality of leadership.

SECTION 5: FRH IN ACTION 2007 - 2011

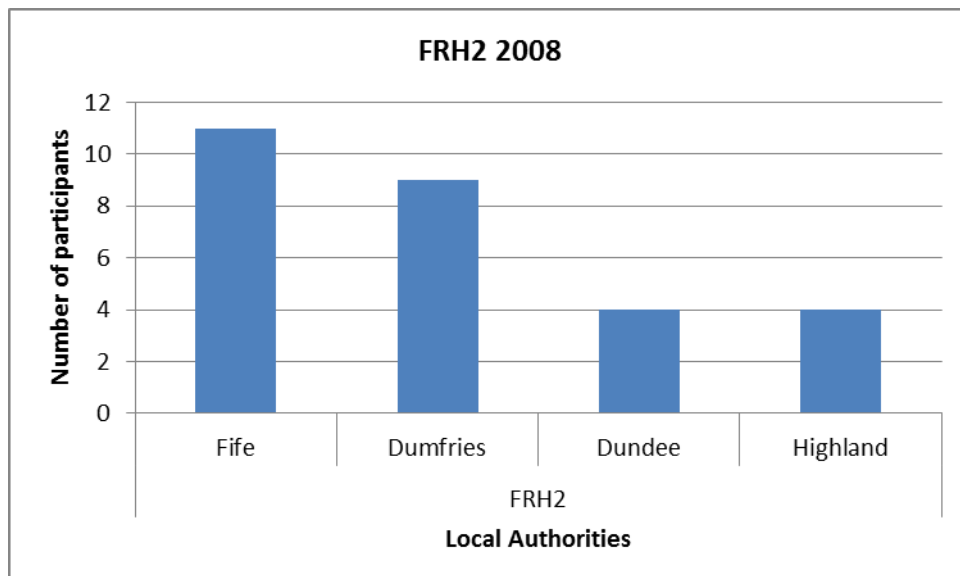
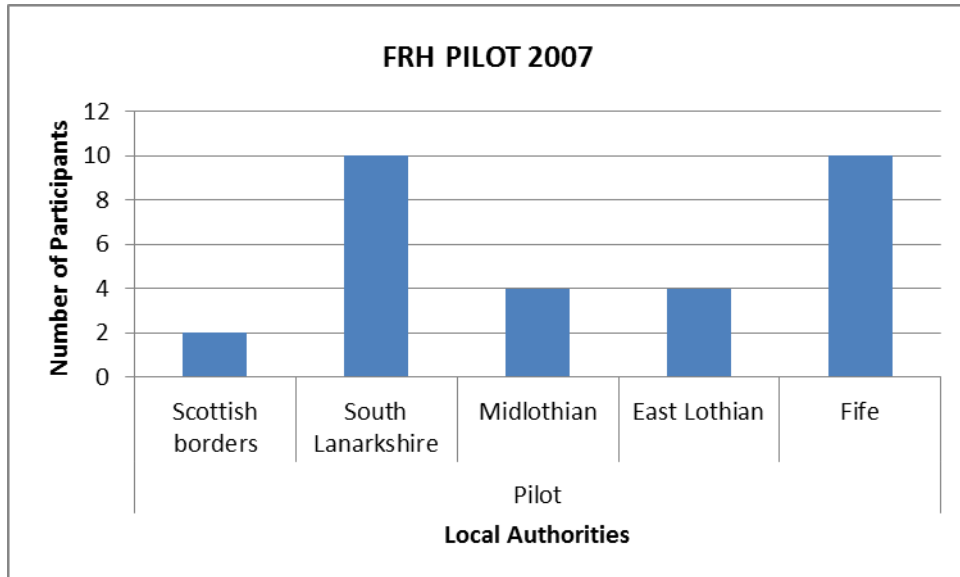
NATIONAL PROFILE

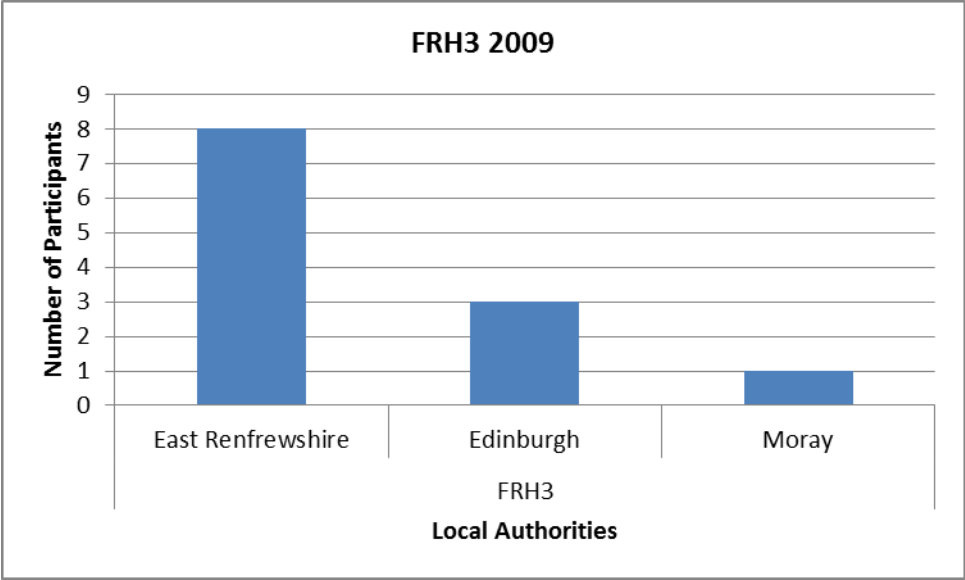
At the time of writing 161 participants from 17 local authorities have been or are actively involved in the FRH programme. The current cohort FRH 5 of 37 participants will graduate in 2013. Over the time of the programme the Advisory Group have been pleased to see a relatively low casualty rate, usually attributed to a change in personal or professional circumstances, rather than a disengagement from the process. Some participants, although again an encouragingly small number, have withdrawn from the programme after being successful in being appointed as headteachers. The participants' profile reflects involvement from acting Principal Teachers, Principal Teachers, Depute Headteachers and Headteachers across both primary and secondary. To date there have been no participants from the special needs sector.

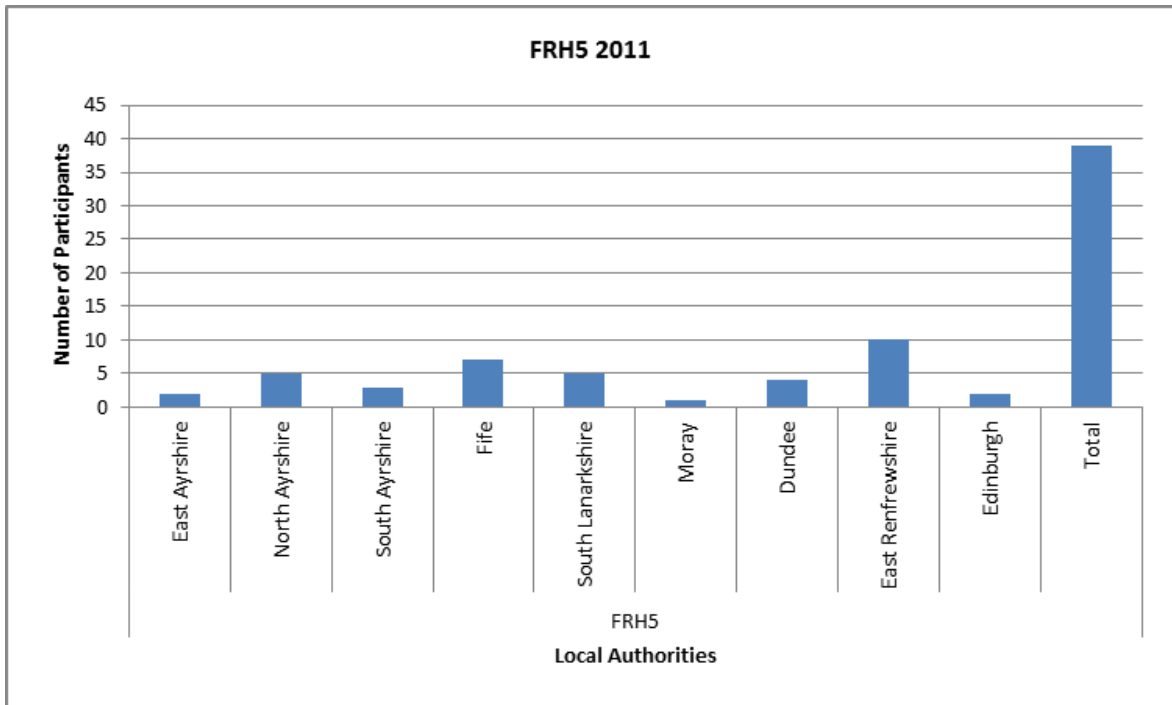
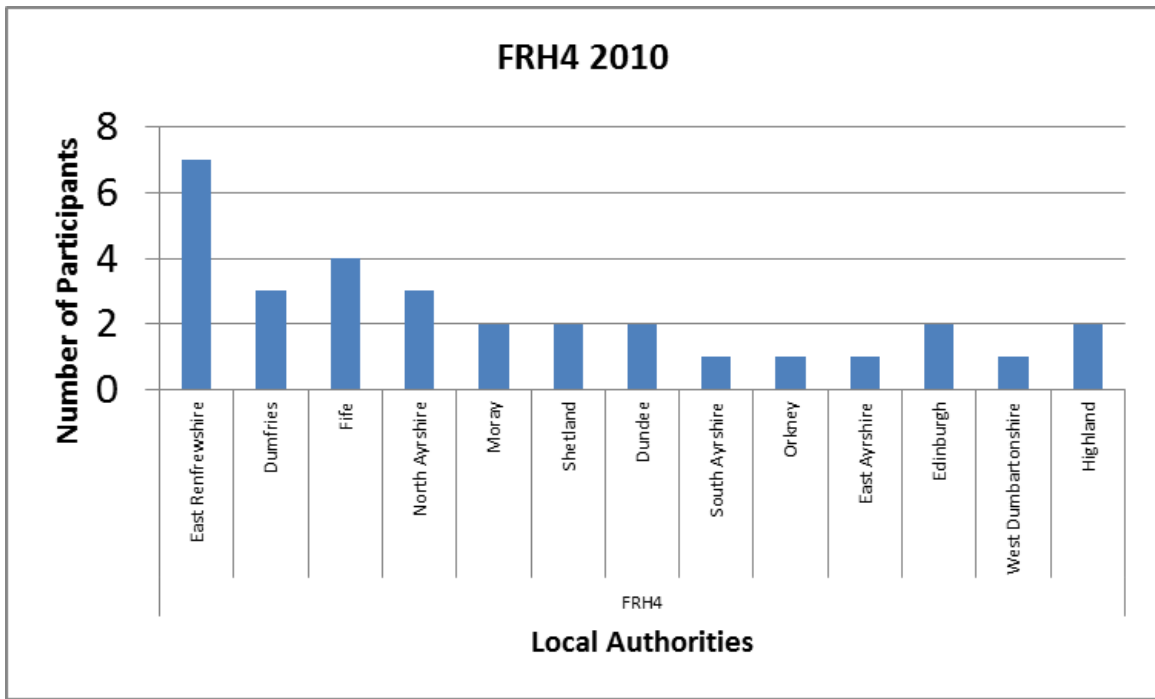
The authorities who have engaged in FRH are Fife, Dumfries, Dundee, Highland, East Renfrewshire, Edinburgh, Moray, North Ayrshire, Shetland, South Ayrshire, Orkney, East Ayrshire, West Dumbartonshire, South Lanarkshire, East Lothian, Midlothian and the Borders. Following the pilot, from across the four cohorts FRH 2 to FRH 5, five local authorities have been engaged in 3 cohorts with numbers ranging from 4 to 25 participants; five have been engaged in 2 cohorts with numbers ranging from 3 to 11 participants and the remaining four have engaged in one cohort with numbers ranging from 1 to 5 participants.

The following graphs capture the overall profile of FRH activity over the period 2007 -2011. Given that the programme is undertaken over 18 – 22 months the profile of graduates and headteacher appointments against numbers of participants is a changing and emerging picture. The data reflects the situation as of

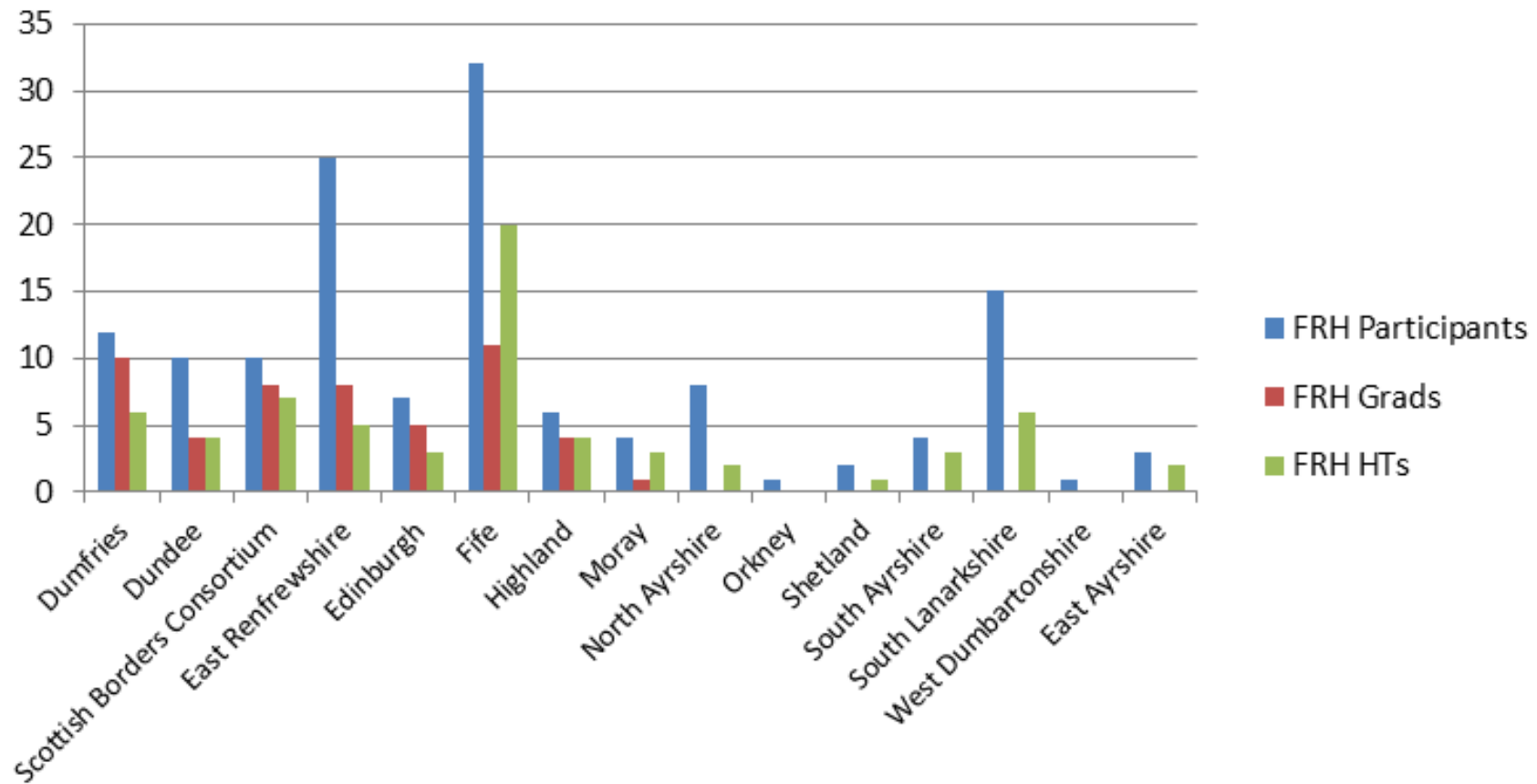
November 2011, and takes account of the participants who have completed the programme or are actively engaged in doing so.







FRH Programme 2008-2011



ROLE OF KEY STAKEHOLDERS

The success of the FRH programme draws on the contribution of a wide range of partners, each with a clear role in supporting candidates. In this section the relative roles are explained.

SCOTTISH GOVERNMENT

At the time of initiating this report, the Scottish Government led and sponsored the Flexible Route programme. This lead role is now taken by Education Scotland, although Scottish Government will continue to take an active interest in the programme.

NATIONAL CPD TEAM – EDUCATION SCOTLAND

The National CPD Team leads and manages the Flexible Route programme on behalf of the government. This will continue now that the CPD Team have become part of Education Scotland. The programme is led by a project director who is a member of the National CPD Team.

The role of the project director is:

- To provide guidance to local authorities and participants on the rationale and operational requirements of the programme,
- To facilitate and contribute to national training seminars for participants and coaches on the content and procedural aspects of the programme
- To act as moderator and field assessor as required by local circumstance
- To evaluate and develop the programme
- To report to the FRH Advisory Group
- To chair the FRH Operational Group which represents all the key stakeholders, and
- To act as the key link with the Scottish Government and the GTCS

The FRH Operational Group was set up to advise and support the FRH project director and includes representatives from GTCS, local authorities and Scottish Government.

The FRH Advisory Group led the strategic development of the programme, and included a member of the Scottish Government, the National CPD Coordinator and the project director.

GTCS

The General Teaching Council for Scotland is a key stakeholder in the FRH programme, supporting on occasion the national training seminars and chairing the final accreditation of candidates via Council interviews. The GTCS is also represented on the FRH Operational Group.

PARTICIPANTS

Participants are selected by their local authority as meeting the criteria and being ready for headship development. In undertaking the FRH programme the colleagues involved undergo a 360 profiling exercise (ECI), create a personal learning plan (PLP), show commitment to the pursuit of extensive reading and the production of robust written evidence, be willing to participate in regular coaching sessions, be open to self-evaluation (including an audit against the SfH) and be clear about the rationale and anticipated impact of their practice on pupil gain in the short and longer term. All of these activities must reflect a clear understanding and application of the Standard for Headship.

LOCAL AUTHORITIES

Each local authority has a named lead officer whose responsibilities cover the selection of candidates, liaising with host schools, providing support to coaches and candidates as determined appropriate by the authority, and linking with the FRH operations team, mainly the project director. Local authorities determine the number of candidates who will undertake the programme and provide the coaches who will support colleagues over the 18 – 22 month period.

Local Authorities are also asked to provide field assessors, whose role within the assessment process is to further explore information presented in the participant's submission related to the reflective commentary and portfolio of evidence. Field Assessors will, in the main, be colleagues with experience as coaches.

SURVEY FINDINGS

In preparing this report, the views of the following groups were surveyed:

- Participants
- Local authority officers in participating authorities
- FRH Coaches
- Headteachers of participants' schools

Participants

From FRH 2 to the current FRH 5 cohorts a total of 120 participants have been or are actively engaged with the programme. Of those, about 25% responded to the invitation to complete an on-line questionnaire. Follow-through individual interviews were held with 8 of those and with a focus group of participants and coaches.

Respondents covered a wide range of posts, including an acting principal teacher and a number of headteachers who had been deputies when initially undertaking the programme.

The scope of the survey covered their rationale for undertaking the programme; the link in each case to the PRD process and their previous engagement with CPD activities; and the impact of their involvement on self, school, and any subsequent involvement at LA level.

The majority of respondents said they were prompted to undertake the FRH programme for personal CPD related to promotion or in order to enhance their capacity in their current role. For example, one candidate said, *"By undertaking the Flexible Route, I could address my development needs in a structured way and*

achieve my goal of becoming an excellent leader.” A second – again typically –responded that, “I felt that the timing of the FRH programme fitted in with the personal search I had undertaken and I wanted to develop my career further.”

A majority of the respondents indicated that their PRD history had influenced the decision to undertake the FRH programme, and that the CPD which had prepared them for the programme was largely work-based (i.e. school, cluster or LA based). For a smaller number award bearing and more formal professional development had influenced and shaped their practice and aspirations. Both groups described a wide range of learning activities, not all which had a specific leadership focus.

All respondents, without exception, voiced strong support for the programme as a means of enhancing their personal and professional development. The engagement with professional reading was commented on by almost all respondents as a key driver in the successful completion of FRH, and in some instances participants had continued this because of its on-going positive influence on their practice. Typical comments included, *“Significant impact on both my philosophy and my practice – first saw the Standard for Headship document as a series of unrelated statements – now see the value in all the professional actions and personal qualities outlined in the document”* made by a Depute headteacher in the primary sector; and the acting headteacher who said that she had, *“Developed awareness of the political and social context of education”* through her exposure to professional literature and documents.

Local Authority Officers

The survey also sought the views of the participating local authorities and almost 50% of those responded. The authorities were asked to comment on the rationale for their engagement, the relationship between FRH and their overall leadership strategy, the method of briefing, recruiting and supporting participants and the evidence of impact to date and any anticipated ongoing impact.

There was a clear commitment emerged to the development of support for future school leaders, and FRH was seen as contributing to this. Authority staff hoped that the programme would result in more internal appointments to headteacher posts, to further development of coaching and mentoring approaches within schools, and to enhanced headteacher learning communities. They were optimistic that graduates would emerge as key players in ensuring the delivery of authority policy and related practices in the future. One authority said that they saw engagement in the programme as, *“Starting to build a sustainable framework for leadership coaches and mentors, making use of the expertise of FRH graduates, leadership coaches, etc.”* Another spoke of building, *“Closer linkage between leadership developments and authority strategic priorities.”*

Local authorities who responded to the survey recognised their key role in ensuring the effectiveness of the programme from appropriate recruitment to ongoing support for participants. Each local authority has a named lead officer whose responsibilities cover the selection of candidates, liaising with host schools, providing support to coaches and candidates as determined appropriate by the authority, and linking with the FRH operations team, mainly the project director. Local authorities determine the number of candidates who will undertake the programme and provide the coaches who will support colleagues over the 18 – 22 month period.

It is expected that the headteacher of the participant’s school will be supportive of the candidate during the process and opportunities that will be made available to allow for the successful undertaking of the objectives set out in the candidate’s Personal Learning Plan (PLP). One of the most challenging areas is to

ensure that participants have access to opportunities which can provide robust evidence for discrete claim submissions. It is an expectation that school capacity, in terms of leadership approaches and pupil learning experiences will be enhanced as a direct consequence of the FRH participant's involvement in the programme.

Headteachers

In the survey headteachers with FRH candidates in their school were invited to comment on: the range of CPD opportunities afforded to participants, the impact of involvement in FRH on their professional development and practice, on the wider school community and on pupil gain.

The majority of respondents indicated that participants pursued areas of study within their remits to address the requirements of the FRH projects. In terms of impact, there was evidence from the responses of participants building greater accountability across the school, and supporting improved self-evaluation skills within staff teams. One head was able to describe, *"An increase in pupil self-evaluation and understanding of what they are learning"*.

FRH Coaches

Over the period 2007 – 2011, 71 coaches have been involved, drawn from local authority officers, headteachers (in post and retirees) and graduates from the programme. The ratio of coach to coachee is at the discretion of the local authority and varies from full time coaches supporting up to 10 candidates to those combining current duties with the coach role: in these instances the average commitment is 1:2. There is no formal requirement re accredited training. The National CPD Team provides support in terms of training and ongoing advice to coaches as required.

Coaches must be able to make a regular commitment to coaching sessions, provide guidance on relevant research sources and offer advice on the quality of the written submissions and portfolios of evidence. It is not within the scope of this report to comment on different authority models of coach/coachee ratio and engagement patterns. It is clear however that the quality of interaction is critical to the candidate's progress and ultimate achievement of the SfH. All respondents spoke highly of the calibre and commitment of the coaches with whom they worked.

Coaches were asked to comment on the reasons for undertaking the coaching role, the impact of involvement on their own CPD, their school community and the local authority. As with the participants, the engagement with professional reading was a recurring theme in responses.

Many of the responding coaches, from 11 different authorities have commented on how their role as coach has enhanced their own professional knowledge and coaching skills, with related impact in their own schools. They found that involvement in FRH offered appropriate development for their own professional learning and that they had benefited from the experience of giving something back by supporting local aspiring headteachers.

SECTION 6: CURRENT RELEVANCE: Teaching Scotland's Future

In addition to the historical context set out in the related Scottish Government and HMIE publications on leadership, the FRH programme has high currency in terms of the expectations within Teaching Scotland's

Future, in particular the recommendations related to Leadership pathways (recommendation 46) and CPD for experienced headteachers (recommendation 48).

The programme builds on other leadership development opportunities offered within authorities to offer a coherent and validated development opportunity for aspiring headteachers.

Professional Update

Given the high regard in which participants hold the elements of the programme, there is an opportunity to integrate some of the fundamental aspects of FRH to the principles of the evidence for Professional Update with a focus on self-evaluation and impact related CPD activity, supported as appropriate by professional reading for all teaching staff.

Professional Review and Development.

Where it operates most successfully, PRD discussions maintain a focus on significant professional development themes, related to practice development and anticipated impact on learning. The welcome focus in the FRH programme on self-evaluation, professional reading and professional learning plans would offer elements of a strong foundation of practice at local authority, school and individual level – articulating with the requirements of Professional Update.

Coaching

The coaching approach is seen as fundamental to the success of the programme. The endorsement by the FRH participants (and the general acceptance of coaching as a positive interaction across the profession) makes a very strong case for it to be established as a core feature of PRD. This has implications in terms of time for training of coaches and its integration into school based activity on a system wide scale.

SECTION 7: KEY FINDINGS

- Almost half, 41%, of participants who engaged with FRH are now headteachers. With 71 individuals currently participating on the programme this success rate will increase as others are appointed to headship.
- Participants who responded to the survey were unanimously enthusiastic about the focus on self-evaluation, the critical role of coaches and the engagement with professional reading. This view is echoed by feedback from colleagues while undertaking the programme.
- Adopting a coaching approach in their daily practice was recorded as a definite positive outcome from the programme by most respondents: participants and colleagues who had undertaken the coaching role (some using the approach for the first time). Headteacher respondents also commented on the impact of coaching on the general school culture.
- Routine engagement with professional reading was not so widely embraced. While the focus had been seen as relevant during the FRH process, many respondents indicated that they did not have the time to maintain this on the “day job”. Further exploration of this with a focus group also indicated that without the impetus of assessment and evaluation, it was not considered a priority. Discussion in the group also considered the definition of professional reading and concluded that many colleagues (not in relation to FRH) were unclear as to what constituted professional reading and may not recognise that CfE documentation and HMIE publications, for example, as well as published research fell into the frame. The point was also made that the FRH programme guidance and direction from coaches made the choice of reading more manageable.
- The focus group also saw potential for the FRH process and practice to be integrated into CPD and PRD practice, particularly the practice of maintaining a learning journal. The engagement with peers in developing practice which was clearly linked to the Standards and a Leadership framework was also viewed as a positive development.
- The survey, discussions and feedback at seminar meetings and with lead officers over the life of the programme to date would indicate that the emerging themes are representative of the wider view. The findings of the research undertaken by GTCS also identified the significant impact recognised by participants on their personal and professional growth – citing again the role of coach or mentor as critical, as was the engagement with professional reading. External interest in and validation of achievement was also recognised as a key motivator.
- The challenge is how to continue to translate the benefits to participants into significant and enduring changes at systemic level which influence the learning experiences and outcomes for pupils as expected within national policy and legislation.

SECTION 8: NEXT STEPS – TEACHING FOR SCOTLAND’S FUTURE

Building on gains

The National CPD Team within Education Scotland has initiated a collaborative pilot with the three local Ayrshire authorities. The focus is on ongoing support for 20 newly and recently appointed headteachers. The core elements of the FRH programme will inform the approach. There will be a requirement for participants to keep a personal learning log and to evidence whole school impact related to the areas they choose to address. In terms of recommendation TSF48, the initiative will provide CPD for established

headteachers who will undertake a coaching role on a 1:1 basis with the colleagues who are participating in the pilot.

The collaboration between Education Scotland and the local authorities will involve shared monitoring of the pilot, including establishment visits and discussions with coachees, coaches and school colleagues over the period of the pilot and the production of an evaluative report which will reflect impact.

The National CPD Team in Education Scotland will collaborate with ADES and the Scottish Virtual Staff College on a Strategic Leadership Development Pilot. This programme will also build on FRH experience to offer high quality CPD for experienced headteachers and senior local authority officers with a focus on system change.

FRH 6 will run from March 2012. Expressions of interest are currently being sought from local authorities.

APPENDIX A

FLEXIBLE ROUTE TO HEADSHIP

SURVEY COMPLETION GUIDANCE

Dear Colleague

On behalf of the National CPD Team and the Scottish Government may me thank you for taking the time to complete the attached questionnaire. The responses will help inform a report on the Flexible Route due to be published in September.

This questionnaire is seeking to get a flavour of the range of experiences and outcomes from individual, collegiate and corporate involvement in the Flexible Route programme. We are not looking for “war & peace” returns: bullet points, quotes from participants, any length of commentary you wish to make in response to each section or additional comments will be very welcome.

The following is meant only as prompts which might be reflected on in each section – the examples are by no means mandatory or exhaustive. Responses will clearly be influenced by your stage of involvement in the process.

FRH Participants Leadership Journey

Rationale for undertaking FRH - e.g., approach and methodology

Previous related PRD/CPD – e.g., PRD discussions and subsequent CPD experiences which influenced your decision

Evidence of impact to date (on self, collegiate practice, system wide change) - examples from PLPs or other sources

School improvement planning - connection between FRH experience and influence on school improvement planning process and priorities

Authority profile - e.g., membership of working groups, leading on LA and cluster initiatives, undertaking role as coach and/or mentor for aspiring headteachers and or current deposes

Anticipated future impact – related to current PLP (or equivalent) on both a personal / collegiate / corporate basis

Local Authority – a strategic approach

Rationale for committing to the Flexible Route programme – e.g., providing choice to aspiring HTs, focus on coaching

Relationship to overall leadership strategy – e.g., coaching & mentoring

Method of briefing colleagues – e.g., staff briefings, focus groups, use of intranet

Selection process – e.g., relationship to PRD process, interview or nomination system, expressions of interest

LA support model – e.g., networks, coach/mentor meetings

Evidence of impact to date – e.g., HT appointments, lead roles taken by participants and graduates in LA and cluster initiatives

Anticipated future impact – e.g., adoption of coaching of aspiring senior managers by FRH graduates, introduction of PLP system for aspiring leaders

FRH SURVEY

LA BRIEFING NOTE

The Flexible Route to Headship is now in its 4th year and is in the initial phase of cohort 5. Given recent developments, not least of all the recommendations related to leadership in Teaching Scotland's Future and the establishment of Education Scotland from July, it is an appropriate juncture to produce a report covering the life, activities and achievements of the FRH programme. My previous request for the local authority profile information will also inform the report.

To ensure as comprehensive a report as possible all local authorities who have participated in the programme are also being invited to complete the attached questionnaires which seek to capture the views of colleagues and the impact which involvement has had at a personal, collegiate and corporate level. Your assistance in both completing the questionnaire as authority lead officer and orchestrating its dissemination to colleagues and return to me is very much appreciated.

As the accompanying guidance stresses, we are not looking for "war and peace": bullet points and brief statements will be welcome. The final report will not identify individual authorities or personnel but will reflect themes in relation to the areas covered in the questionnaires.

I appreciate that the school holidays are imminent and it may not be possible for colleagues to complete the questionnaires before the end of session. However it would be very helpful if returns could be submitted as soon as possible before 25 August to allow the report to be completed by the end of September.

I am also keen to have some individual meetings over the next couple of months and will be in touch to arrange a visit at a time which suits you.

Best wishes.

Yours sincerely,

Margaret

Margaret Orr
National CPD Team Adviser

**FLEXIBLE ROUTE TO HEADSHIP
LOCAL AUTHORITY
A STRATEGIC APPROACH**

Local Authority	
Lead Officer	
Date of involvement with Flexible Route	
Rationale for committing to the Flexible Route programme	
Relationship to overall leadership strategy	
Method of briefing colleagues	
Selection process	
LA support model	
Evidence of impact to date	
Anticipated future impact	

**FLEXIBLE ROUTE TO HEADSHIP
PARTICIPANTS
LEADERSHIP JOURNEY**

Local Authority	
Name and designation	
Date of involvement with Flexible Route	
Rationale for undertaking FRH	
Previous related PRD	
Previous related CPD	
Evidence of impact to date	
School improvement planning	
Authority profile	
Anticipated future impact	
Any general comments or observations	

**FRH COACHES
SURVEY GUIDANCE NOTES**

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Extent of involvement

Reason for undertaking the coach role e.g., outcome of PRD interview, active interest in succession planning

Impact on personal/professional development e.g., prompted reading of research literature

Impact on leadership style and practice e.g., more reflective, adoption of coaching approach in PRD process

Impact on school improvement e.g., introduction of PLP system

Contribution to LA strategy e.g., membership of LA Leadership strategy group

General observations e.g., any reflections which you have re the coach role or the FRH in general

**FLEXIBLE ROUTE TO HEADSHIP
REPORT 2007 - 2011
COACHES PERSPECTIVE**

Local Authority			
Name			
Extent of involvement with FRH		Number of coachees	
Reasons for undertaking the coach role			
Impact on personal/professional development			
Impact on leadership style and practice			
Impact on school improvement			
Contribution to LA strategy development			
General observations			

**FLEXIBLE ROUTE TO HEADSHIP
Headteacher Guidance Note**

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Range of opportunities given to participants e.g., lead role on policy development in focus area, work shadowing, attendance at senior management meetings, school rep on community forums

Impact on participant’s CPD e.g., heightened awareness of LA policy, enhanced contribution to school improvement planning

Impact on school practice e.g., adoption of revised policy and practice on agreed theme, development of AifL strategies

Impact on pupil learning e.g., progress in extended writing, enhanced group work activities

**FLEXIBLE ROUTE TO HEADSHIP
HEADTEACHER PERSPECTIVES**

School	
Local authority	
Number of FRH participants	
Range of opportunities given to participants	
Impact on participant’s continuous professional development	
Impact on school practice	
Impact on pupil learning	

APPENDIX B

PROGRAMME SUMMARY

Overall vision	The Flexible Route to achieving the Standard for Headship, supported by high quality coaching, will develop the leadership potential of aspiring headteachers throughout Scotland.
Aims and intended outcomes	<p>The principal aim of the programme is to encourage more teachers to become headteachers by offering flexibility and choice. The programme is designed to enhance current provision offered through the Scottish Qualification for Headship (SQH). On successful completion of the Flexible Route programme, participants will be recognised as having achieved the Standard for Headship, parallel with the SQH route.</p> <p>A further aim is to promote significant development and growth in terms of leadership confidence, competence, skills and capacities, for the individual participants in the programme.</p>
Flexibility	The flexibility of the programme lies in the account taken of local context and individual circumstances, the individualisation of the PLP, the choice of oral or written mode for aspects of the submissions, CPD opportunities, and duration of the programme.
Methodology	Personal reflection, based on self-audit, experiential learning and analysis and wide reading are core activities, supported throughout by the coaching relationship, and by opportunities for in-depth interaction and discussion at residential and other network meetings.
Elements:	
Self-evaluation	In the initial phase, self-audit and emotional competence tools are used to explore directions for leadership development.

Professional Learning Planning	A Professional Learning Plan is developed and approved by the coach. This will remain a “dynamic” document and referred to throughout the programme.
Reflective learning journaling	A highly recommended activity which can offer a significant aid to personal learning and development and to constructing key aspects of the Reflective Commentary.
Reflective Commentary	A substantial piece of reflective work which describes and analyses the participant’s leadership journey over a period of time and which overtakes the essential elements and professional actions outlined in the Standard for Headship.
Critical incident reflection	A key part of the Reflective Commentary. Critical reflection on 2 incidents is required.
Portfolio of evidence	A substantial body of relevant evidence which illuminates and corroborates all aspects of professional actions.
Field visit	A further opportunity for illumination and corroboration of the participant’s claims to have achieved the Standard for Headship.
GTCS panel presentation and interview	The final stage in the programme, where the participant makes a presentation describing the “Learning Journey” and then responds to questions from the Panel. These questions relate to the Standard for Headship (4.3) ‘Personal qualities and interpersonal skills’.
Assessment	The GTCS has a role in ensuring the validity of assessment criteria and procedures. There will be on-going formative assessment by the coach and summative assessment by the Field Assessor. Full details of the assessment process and procedures are included in this FRH pack.

APPENDIX C

Activities	Board 1st January 2013	Board 2nd April 2013
Professional Learning Plan (PLP) submitted for approval 3000 words on introduction, rationale for focus and one critical incident 3000 Moderation meeting	By Friday 30 th Sept 2011 Friday 20 th January 2012 By Friday 3 rd February 2012	By Friday 25 th November 2011 Friday 20 th April 2012 By Friday 4 th May 2012
Own coach gives formative feedback to the participant on 3000 words	Week beginning 6 th February 2012	Week beginning 7 th May 2012
10,000 Reflective Commentary, Portfolio of Evidence, 2 critical incidents and discrete claim (3.4.4) all submitted to own coach for formative assessment by coach and Field Assessor (2 x each submission)	By Monday 14 th May 2012	By Monday 12 th November 2012
Own coach and the Field Assessor assess the submission and discuss prior to the field visit Moderation meeting	From week beginning 14 th May 2012 Friday 25 th May 2012	From week beginning 12 th November 2012 Friday 30 th Nov 2012
Field assessor visits the school	By 11 th June 2012	By end December 2012
Field assessor sends written report to participant's coach including recommendation to proceed to stage 4	By 11th June 2012	By end December 2012
Own coach gives formative feedback to participant based on assessment of submission and Field assessor's report	From week beginning Monday 11 th June 2012	Week beginning Monday 7 th January 2013
Final submission for summative assessment by Field assessor Field assessor compiles summative report then sends it to GTCS and FRH Central Team (who forward to participant and coach) Moderation by external assessor FLEXIBLE ROUTE TO HEADSHIP REPORT	By Monday 29 th October 2012 By Friday 9 th November 2012 November 2012	By Friday 1 st March 2013 By end of March 2013 March 2013
If satisfactory at stage 4 then participant invited by GTCS to present for interview	December 2012	April 2013
Professional interview at GTCS. Panel decision made following interview	From week beginning Monday 14 th January 2013	From week beginning Monday 15 th April 2013
GTCS to complete final report and send to participant, coach and FRH Central Team	From week of 14 th Jan 2013	From week of 15 th April 2013

APPENDIX D

TABLE OF COHORT NUMBERS/LOCAL AUTHORITIES/PARTICIPANTS/GRADUATES/APPOINTED HEADTEACHERS¹

FRH Cohort(s)/Year(s)	Local Authority	FRH Participants	FRH Graduates	FRH HTs
2008 2010	Dumfries and Galloway	12	10	6
2008 2010 2011	Dundee	10	4	4
2007	<i>Scottish Borders Consortium (Borders, East/Midlothian)</i>	10	8	7
2009 2010 2011	East Renfrewshire	25	8	5
2009 2010 2011	Edinburgh	7	5	3
2007 2008 2010 2011	Fife	32	11	20
2008 2010	Highland	6	4	4
2009 2010 2011	Moray	4	1	3
2010 2011	North Ayrshire	8		2
2010	Orkney	1		

¹ This figure represents the number of participants who have completed the programme or are in the process of doing so.

2010	Shetland	2		1
2010				
2011	South Ayrshire	4		3
2007				
2011	South Lanarkshire	15		6
2010	West Dunbartonshire	1		
2010				
2011	East Ayrshire	3		2