All teachers are leaders and should have opportunities to develop their leadership capacity...

The General Teaching Council for Scotland Standards for Leadership and Management include a focus on leadership for learning, teacher leadership, and working collegiately to build capacity in others.

Richard Elmore, Professor of Educational Leadership at Harvard claims ‘If you can’t see it in the classroom, it didn’t happen.’
dear colleague,

Day in and day out, our educational professionals across North Lanarkshire inspire, motivate and lead many young people. In addition to this, many others also inspire, motivate and lead their colleagues whether within the classroom environment or in another more formal leadership role. In North Lanarkshire all educational professionals should have the opportunity to lead throughout their careers and the revised General Teaching Council Standards for Leadership and Management include a focus on leadership for learning, teacher leadership and working collegiately to build capacity in others.

This Leadership Framework has been developed, to drive forward one of the key themes from our strategic plan. The Framework should offer a clear and progressive pathway for leadership development in North Lanarkshire for all education professionals regardless of their role. Whether an early years practitioner, class teacher, Principal Teacher, Senior Leader or Education Officer, this Framework seeks to outline various expectations of and opportunities for professionals as they progress through their careers.

Underpinning this Framework will be a strong and meaningful Professional Review and Development process, clearly aligned to Professional Update and focusing on developing professionals whilst retaining a strong focus on achieving maximum impact for learners.

Regardless of where you are in your leadership pathway, I would urge you to read this Framework in conjunction with the General Teaching Council Scotland suite of Standards. I hope you find it useful in developing your own future pathway; I am delighted to commend this Framework to you.

Yours

Isabelle Boyd
Assistant Chief Executive
North Lanarkshire Council Education, Youth and Communities
Vision
North Lanarkshire Council Education, Youth and Communities have a vision that all young people progress and excel in an education system which collaborates with all partners to ensure everyone achieves high-quality and equitable outcomes.

Mission
In order to realise this ambition we will provide both support and challenge to inspire and achieve secure continuous improvement in opportunities which will be available to all our learners.

Framework Rationale
‘Leadership is based on fundamental values and habit of mind, which must be acquired and fostered from entry into the teaching profession’ (Donaldson, 2010.)

This new Leadership Framework will support improvements in North Lanarkshire Council Education, Youth and Communities service provision by developing high performing leaders equipped to tackle the significant task of leading and managing our Schools and Early Years Establishments in challenging and changing times. The Framework provides a consistent approach to leadership development for staff in education irrespective of discipline, role or function. Fundamental to its development is a desire to create a single overarching Leadership Framework for all staff in North Lanarkshire Council’s Education, Youth and Communities service.

The Framework, which is underpinned by the principles of ASPIRE, is based on the principles that:

- leaders are genuinely committed to the organisation and want to do their best;
- leaders are committed to developing themselves and their teams; and
- leaders are not restricted to people who hold designated leadership roles but one where there is a shared responsibility for the success of the organisation.

Leadership can come from anyone in the organisation and it is the responsibility of all staff to develop their leadership capacity, and that of their colleagues. The Framework is designed to stimulate and support the professional development of all educators across North Lanarkshire Council.

Within the wider context of Career-long Professional Learning, the Framework reflects:

- the National Framework for Educational Leadership (Scottish College for Educational Leadership);
- that it will be mandatory for all new Head Teachers to hold the Into Headship qualification from 2018/19 unless they are already a Head Teacher or have been awarded the Standard for Headship previously;
- that it will be mandatory for all new Heads of Family Learning Centres to hold a degree in Early Childhood Practice or an equivalent qualification;
- current national guidance on leadership development as outlined in the new General Teaching Council Scotland Professional Standards for Teachers (August 2013);
- Teaching Scotland’s Future (Donaldson, 2010);
- recommendations from Education Scotland’s National Partnership Group including the Framework for Educational Leadership Scotland (2012);
- current research into the theory and practice of leadership and management; and
- the notion that school leadership and teacher professionalism are key drivers in the National Improvement Framework.

The Framework will help educators shape their own development and direct their own learning journey by selecting and engaging in different types of professional learning opportunities as and when they want and / or require them.

Each activity is organised under early years practitioner, teacher, middle, school or system leadership and many are mapped to the General Teaching Council for Scotland Professional Standards or the Scottish Social Services Council (SSSC) Standard.

The Framework provides opportunities for collaborative learning too – groups of staff, such as Primary School Family Group members will work through learning activities together using for example, Education Scotland Challenge Questions as a focus for discussion.

The Framework also provides some opportunities for engagement with learning activities at a pace, place and time of the choosing of individuals.
Application of the Leadership Framework and supporting tools

The Leadership Framework is designed to enable staff to understand their progression as a leader and to support the fostering and development of talent. There are many ways it can be applied, for example, to:

- raise awareness of the fact that effective leadership is needed across the whole organisation;
- support individuals to take the initiative in diagnosing their learning needs and aspirations, identifying learning goals and the associated resources for learning;
- underpin a talent management strategy;
- develop an existing leadership development programme;
- inform the design and commissioning of training and development programmes;
- develop individual leadership skills;
- encourage and assist collaborative working;
- enhance existing PRD systems; and
- inform our recruitment and retention processes.

Research into professional learning suggests there are four key processes that support the professional growth of teachers, they are:

- reflection on practice;
- experiential learning;
- social learning processes; and
- cognitive development.

The four aspects are essential and interdependent. Contexts for professional growth need to allow opportunities for all four forms of learning experience to be combined and sustained until new practice can be fully integrated. This model of professional learning should be applied across the entire Leadership Framework, in both formal and experiential learning opportunities.

Much of the professional learning outlined in this model will be self-directed learning, where individuals take responsibility for their own development. This is a process by which individuals take the initiative:

- in diagnosing their learning needs and aspirations;
- identifying learning goals and the associated resources for learning;
- participating in professional learning and professional enquiry; and
- evaluating the outcomes of that learning.

To accomplish this, professional learning has to be a key focus of the leadership and culture of the school and the wider organisation. Professional growth of individuals in relation to their professional practice lies at the core of Career-long Professional Learning. Opportunities for professional growth are strengthened through collaborative learning experiences with colleagues. Such opportunities, which can be found within the Leadership Framework, bring about sustained change for learners.
Review processes and measuring impact – An Outcomes Focussed Approach

It is important to measure impact so that we can:
• know what has changed and what works;
• benchmark and make comparisons;
• learn and make improvements;
• test assumptions;
• provide evidence of value for money which can increase sustainability; and
• detect any unintended impacts.

In seeking to measure impact, the fundamental questions to be answered will be:
• did we accomplish the change we set out to;
• how do we know;
• what changes happened as a result of our work; and
• what unexpected or unplanned effects did our funding have on people and organisations.

The processes in place to answer these questions and for measuring impact include an:
• initial consultation on the draft Leadership Framework;
• analysis of work force planning;
• annual review of existing and required courses/programmes provision;
• annual review of uptake of courses/programmes offered;
• analysis of evaluation of courses/programmes delivered; and
• annual review of costings.

A range of methods for collecting data / evidence will include:
• Questionnaires;
• Focus groups; and
• Reflective logs / journals (where appropriate).

Leadership Opportunities

All leadership opportunities offered by North Lanarkshire Council Education, Youth and Communities service are contained within the Leadership Framework which is available from Appendix 1 and you will find a copy of all course descriptors in Appendix 2. The Framework will be updated as and when other programmes / opportunities become available throughout the session.

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