

## PROJECT LEADERSHIP

### 1 Introduction

Education Services has developed an extensive support programme for leadership and management development over the past 6 years. The development has been supported by the Educational Improvement Service (EdIS) and is co-ordinated by a professional officer with responsibility for management development. It is appropriate at this stage to review the scale and scope of the programme, as part of the authority's focus on ensuring there is a full range of appropriate professional development opportunities and routeways for all staff.

### 2 Principles of Good Practice

Recent work undertaken by a Leadership and Management sub group of the national task group examining continuous profession development has included the identification of a number of principles of good practice. These are:

- A systematic approach to leadership and management development with identified progression is evident
- There are opportunities relating to professional self-evaluation and personal reflection
- Self evaluation is supported by appropriate support documentation
- There is an emphasis on leadership
- Development programmes encourage staff take charge of their own continuous professional development
- Involvement of local practitioners in planning and delivery is evident, thus building in dissemination of good practice
- Programmes have in-school tasks and local elements (eg local networking); formal programmes are supplemented by tasks and activities which constitute "on the job" learning and development
- There is accreditation at local and national level with assessment including workplace learning
- Mentoring is included for various elements of the development programme
- Delivery includes involvement of HEIs and the business world and other partners where appropriate
- Systematic and rigorous evaluation of the programme is undertaken (including annual review)
- There is flexibility in the provision available

- Access to programmes is supported by appropriate use of ICT.

The Glasgow programme meets the vast majority of these principles or pointers to good practice. However there is always scope for further refinement and development in the structure and content of the programme, the inclusion of tasks and activities which contribute to on going development, the nature of the delivery and the quality of support materials.

### **3 A Revised Structure**

To emphasise the focus on leadership the department will revise the terminology of the current programme and be clearer about the appropriateness of the major elements of the programme linked to the stage of development of the teacher. Currently the main components of the programme are:

- Introduction to Management,
- the On Track programme
- the Scottish Qualification for Headship
- Leadership and management development for Head Teachers

In line with the emphasis on leadership and to establish appropriate progression the current programmes will be recast within the following framework:

- **Level 1: Project Leadership**
- **Level 2: Team Leadership**
- **Level 3: School Leadership**
- **Level 4: Strategic Leadership**

A number of the elements of the Introduction to Management programme will sit well with level 2 - Team Leadership and the On Track and SQH programmes will form the main components of Level 3 - School Leadership, together with the head teacher induction programme. A number of existing programmes for senior management will come together under the heading of Strategic Leadership. While some elements of Introduction to Management will relate to Level 1 – Project Leadership, this is an area where further programme development will be required.

There is a need to ensure sustained credibility for the management route and establish a status equivalent to that of the route now proposed to support the development of chartered teachers. In addition, the focus needs to shift from training after appointment to effective preparation before appointment.

### **4 The Project Leadership Programme**

The department would therefore want to take the opportunity within the project leadership programme to develop approaches in which participants will undertake specific management or leadership activities as part of a fundamental approach to professional development in which on the job learning is seen as essential. The tasks and activities can include aspects of curriculum leadership, leadership in pastoral care or

other areas of pupil support, and specific whole school tasks such as the management of work experience or projects related directly to a priority within the school development plan or the authority's service plan. The project leadership programme will enable enhanced opportunities for leadership tasks to be further developed within a school management context. The department regards some of the current responsibilities of senior teachers and assistant principal teachers as good examples of activities or tasks that would qualify for inclusion in the programme.

The project leadership programme will be available to all unpromoted teachers. However, in the first instance during school session 2003/04, priority will be given to current assistant principal teachers and senior teachers who wish to consider school management as an appropriate career path to participate in this programme.

Accordingly, it is envisaged that teachers wishing to progress their career in schools along the management route will in future require to complete successfully the project leadership programme before they can apply for posts of principal teacher. Entry into the project leadership programme will be subject to the professional dialogue which takes place between the teacher wishing to enter the programme and his/her line manager through the professional review process and the overview of development needs and potential provided by the school's continuous professional development (CPD) co-ordinator. In determining appropriate CPD objectives and activities, account will be taken of the school needs, the experience and expertise of individual teachers and their career aspirations during the professional review.

There should be agreement on the time limit for the project at the outset. This would normally be either one or two school sessions. The project would be subject to evaluation, including an evaluation of the quality of leadership and management of the project by the teacher, at the end of the programme.

### ***The features of the Project Leadership approach***

**Project leadership** is the first, and essential step on the leadership and management route in school education. The programme will contain elements of centralised support from EdIS but the main development programme will be school based and will involve a teacher managing a project over a time limited period of one year or two years.

Where it is considered to be appropriate, **enhanced time** will be provided to undertake activities associated with the project leadership programme (subject, guidance or whole school). The provision of additional time will relate to the nature of the activity(ies), and scope for accounting for time within the normal 35 hour week or within the additional 35 hours of continuing professional development.

The activities will incorporate some management tasks but will be taken forward in the context of continuous professional development and under the clear guidance of a more senior member of staff. The overall **management responsibility** for an activity being undertaken through project leadership will remain with the appropriate principal teacher or depute head teacher.

This activity would be regarded as a very desirable element of the **person specification** for future management posts at principal teacher level. The authority will ensure this will be written into principal teacher person specifications for all new principal teacher posts.

Teachers following this route will have an entitled access to the authority's **leadership and management development programme**, commencing with project leadership, followed by team leadership. This, too, will be an important feature of CVs that teachers include in applications for future principal teacher posts.

As indicated above, teachers (including former assistant principal teachers and senior teachers) pursuing the management route in this manner by undertaking specific management tasks and activities as part of the development programme, will, where appropriate, be allocated some additional time beyond the contractual class contact for teachers commensurate with the nature of the task. This time element will be taken into account in calculating the staffing requirement for the school.

The **status** of teachers pursuing the management route in this way will be recognised through new terminology that this authority will introduce as the parallel to teachers pursuing the chartered teacher route: **project leader**.

### ***The Main Components of the Programme***

The programme will include the following elements:

- Project planning and development
- Working with and directing colleagues
- Implementing a project plan(s)
- Monitoring and evaluation

These are generic elements which will be applied to all projects included in the programme.

### ***Reviewing the Project Leadership Programme***

The department will review the programme in June 2004 with a view to:

- expanding the cohort of teachers involved
- adding more detailed specification regarding tasks and activities
- establishing formal links to the chartered teacher programme
- reviewing capacity to maintain enhanced time for development opportunities.

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