LNCT Agreement
Teacher Leadership Framework
Building Capacity through Leadership Development

Rationale

This document supports and compliments the Professional Learning Framework and is designed to build capacity of teachers at all levels by identifying contexts that encourage professional leadership. This is driven by the GTCS Professional Standards **and** National Model for Professional Learning **promoted by Education Scotland.**

Developing Leaders at ALL Levels

This framework also seeks to support the development of leadership as a quality and an approach to be embraced by all even if they are not aspiring to promoted positions. Additionally, it will support critical aspects of professional development and succession-planning regarding school leadership.

Within the National Improvement Framework (NIF), leadership is confirmed as one of the key drivers that supports improvement:

"Leadership is recognised as one of the most important aspects of the success of any School. Leadership is key to ensuring the highest possible standards and expectations are shared across a school to achieve excellence for all"

Given that distributed leadership, alongside individual capability, underpins our cultural and organisational change journey, levels within Aberdeen City Capability Framework assume that everyone has a part to play in terms of a leadership role, whether they are paid to be a manager or leader of people or not.

It is also helpful to think of leadership as an approach and a set of behaviours that apply to all staff.

To ensure a consistent educational offer and build an empowered system, Improvement events are offered to all Schools over a year. There will be an expectation that all staff use these opportunities to engage in identified, key themes. Learning and teaching will feature heavily at all events to ensure a common understanding supports the Learning, Teaching and Assessment Standard for Aberdeen City.
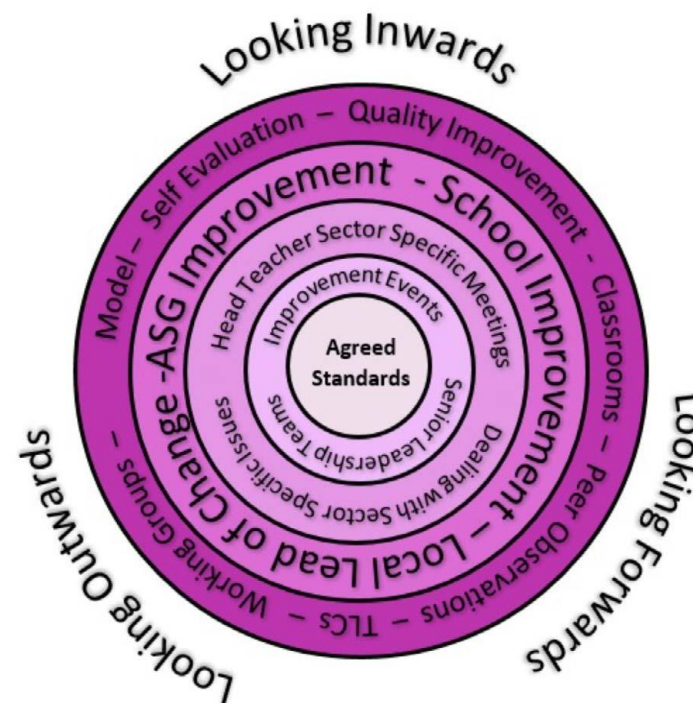
Building Leadership Capacity

"Headteachers and teachers who are empowered, and who empower others to take ownership of their own learning, have a strong track record of ensuring the highest quality of learning and teaching." National Improvement Framework

The development of leadership capacity in schools is dependent on there being a culture of trust, openness, and commitment to personal and professional improvement. Through a Coaching Approach (Appendix 1) support can be offered.

Opportunities for building leadership capacity for all colleagues can be found in the appendices below. These may assist in PRD /PU discussions and school improvement planning:

- Appendix 2 Building Capacity - Teacher leadership
- Appendix 3 Building Capacity - Middle leadership
- Appendix 4 Building Capacity - Senior leadership

Further leadership opportunities are offered to middle leaders and those aspiring to Headship through the Readiness for Into Headship programme.

Coaching for Improvement

Coaching Questions

- **Thinking about your achievements and professional learning over the last year, what have been your successes?**

- **How has your professional learning deepened your knowledge and developed you practice?**

- **What changes to your professional thinking and practice have you made over the last year?**

- **What has contributed to that?**

- **What impact, if any, has there been on:**

  - yourself as a learner?

  - on your pupils/learners?

  - on your wider professional community?

- **How do you know?**

- **What are your plans for the coming year in relation to the professional standards?**

  - What professional learning might be undertaken to support this?

  - What impact do you hope this will have and how will you evidence this?

- **How might you support the development of colleagues?**

- **What professional development with regards to leadership at all levels or career progression can I support you with?**

Building Capacity - Teacher Leadership

Teacher Leadership - self-evaluation wheel *Teachers develop leadership through effective communication and collaboration with colleagues. Teachers as leaders demonstrate integrity, have a positive impact on their school community and model career-long professional learning.*	
a) Opportunities for leadership development	**Skills/qualities, GTCS professional actions to be developed**
Possible contexts for supporting leadership development **may** include: • Engagement with Education Scotland Professional Learning & Leadership Framework and associated learning activities e.g. Educator Leadership Programme, Stepping Stones, Applied Growth Mindset, Award in Leadership, Leading for Outdoor Learning, Aspiring to Middle Leadership • Self-evaluation against GTCS Standard for Career Long Professional Learning individually or with peers • Leading developments in an aspect of the curriculum • Leading a practitioner enquiry and collating findings to share • Leading developments in an aspect of teaching, learning and assessment • Mentoring Skills - probationers or other colleagues • Taking responsibility for a sports team or school club • Mentoring learners – out-with usual classroom contacts • Supporting the successful organisation of school events, e.g. sports day • Creating & presenting at staff meetings and assembly • Joining in with staff working groups e.g. Health & Wellbeing, TLCs, etc. • Supporting aspects of nursery/primary/secondary transition • Being mentored / coached by another colleague • Engaging in peer self-evaluation within own school, Quality Improvement Trios or wider ASG	• Skills, qualities and professional actions demonstrated by classroom leaders and supported through such activities can be identified under four main areas: - Values and commitment - Learning and teaching - High expectations and ambition - Communication and collaboration • Experience of decision-making in a professional context • The awareness of self as a leader will be developed • The awareness of the challenges of leadership will also be encountered • Engagement in such activities also allows for staff to work within different contexts and liaise with different colleagues
b) Preparation for promoted positions	**Expected impact/personal development**
Possible engagement that could support colleagues in preparing for a promoted position and gain specific qualifications may include: • Engagement with Education Scotland Professional Learning & Leadership Framework and associated learning activities Aspiring to Middle Leadership, Relationship Leadership, Leading & Managing from the Middle • Participation in Aberdeen ACC Learn courses and leadership training programmes • Self-evaluation against GTCS Standard for Career Long Professional Learning or Middle Leadership • Sharing leadership for learning reflections as part of an inter-school peer self-evaluation programme • Shadowing a Principal Teacher / DHT/ (faculty, cluster, learner support) • Seeking and receiving advice regarding applying for a leadership position • Taking part in practice interviews as arranged by senior leaders in school • Taking on department management and admin roles e.g. within Acting posts	• Increased self-confidence in personal leadership capacity • Enhanced awareness of the demands, expectations, and complexity of middle leadership • Experience of reflecting against professional standards for leaders • Experience of reflecting against aspects of the leadership QI's within HGIOS4 • Increased ability to apply and succeed in gaining a leadership position in a school

Building Capacity - Middle Leadership

Middle Leadership - self-evaluation wheel

"Middle leaders are key drivers in ensuring positive outcomes for all learners. Through working collaboratively with school leaders, members of their teams and partners, they devise and contribute to the school's vision and values, ensuring that the strategic direction of the school is communicated effectively with all stakeholders."

a) Opportunities for leadership development	Skills/qualities, GTCS professional actions to be developed

Possible contexts for supporting leadership development **may** include:
 	
• Engagement with Education Scotland Professional Learning & Leadership Framework and associated learning activities e.g. Middle Leaders – Leading Change, Leading in Professional Contexts, Leading for Outdoor Learning, Mental Health Champions – School Leaders, Relationship Leadership, Leading & Managing from the Middle
• Participating in ACC General Middle Leaders – Cohort 2 programme
• Participation in Aberdeen ACC Learn courses and leadership training programmes
• Self-evaluation against GTCS Standard for Middle Leaders or Headship individually or with peers
• Chairing or participating in staff working groups or whole school meetings, ASG or Local Partnership initiatives
• Leading a whole school development identified through SQUIP
• Mentoring / coaching colleagues including peer middle leaders
• Creating & presenting to staff, parents and or assemblies on aspects of school improvement
• Leading a practitioner enquiry project across a faculty or area of responsibility and sharing your findings
• Planning whole-school events, e.g. STEM Week, House Meetings
• Supporting SLT colleagues in improvement-planning, timetabling etc
• Attending and fully participating in SLT meetings   stakeholders and the wider community to meet the identified needs of all
• Representing the school at engagement events with parents
• Engage in wider ACC and Northern Alliance working groups e.g. NIF working groups
• Shadow SLT colleagues at another school
   • Participation in Quality Improvement visits to other schools
	• Skills, qualities and professional actions expected of middle leaders and supported through such activities can be identified under the following areas:
	  - Leading learning, teaching and assessment
	  - Leading, supporting and developing staff
	  - Leading improvements across a specific area/faculty
	  - Allocating resources to support equity for
	
	• The adherence to a shared vision and the promotion of professional values
	• Develop a range of strategies for individual and collective self-evaluation which contribute to school improvement
	• Develop coherent approaches to professional learning which build and sustain teachers' practice
	• Lead and work collaboratively to enhance teaching which leads to high quality learning experiences
	• Build and sustain partnerships with colleagues, learners, parents/carers, other stakeholders and the wider community to meet the identified needs of all learners

b) Preparation for promoted positions	**Expected impact/personal development**

Possible engagement that would support colleagues in preparing for a senior promoted position and gain specific qualifications may include:
  • Engagement with Education Scotland Professional Learning & Leadership Framework and associated learning activities e.g. Into Headship – a statutory requirement for first Head Teacher post, Head Teachers Leadership Academy
  • Participation in ACC Readiness for Into Headship programme
• Participation in Aberdeen ACC Learn courses and leadership training programmes
• Self-evaluation against GTCS Standard for Middle Leaders or Headship
• Participation in collaborative activities with other middle leaders/faculties/schools including shadowing
• Shadowing senior leader colleagues
• Sharing leadership for learning reflections as part of an inter-school peer self-evaluation programme
  • Supported engagement in applications for senior leadership positions and coaching to assist in development of senior leaders
	• Increased confidence in scope, expectations and challenges of middle and senior leadership
	• Increased confidence and knowledge of leadership approaches and issues
	• Reflection against GTCS Standards for Leadership and Management leading to personal action-planning to develop capacity
	• Experience of leadership in a range of contexts
	  • Benefit gained through dialogue with other leaders in different settings

Appendix 4

Building Capacity - Senior Leadership

Senior Leadership - self evaluation wheel

"As lead learners, school leaders ensure that a strong and consistent focus is placed on learning and teaching in their schools. They have, and outline, clear and high expectations regarding the standard of learning and teaching which they expect to see throughout their school and drive improvements in attainment and achievement. They are adept in motivating teachers to meet these standards and work closely with middle leaders to provide effective on-going support and challenge for teachers to ensure excellence in learning and teaching."

a) Opportunities for leadership development	Skills/qualities, GTCS professional actions to be developed
Possible contexts for supporting leadership development **may** include: • Engagement with Education Scotland Professional Learning & Leadership Framework and associated learning activities e.g. In Headship, Excellence in Headship, Head Teacher Leadership Academy, Inspirational Leadership, Mental Health Champions – School Leaders • Participation in Aberdeen ACC Learn courses and leadership training programmes • Self-evaluation against GTCS Standard for Headship individually or with peers • Chairing or participating in staff working groups or whole school meetings, ASG or Local Partnership initiatives • Shadowing other senior leaders or head teachers • Mentoring / coaching colleagues including peer middle or senior leaders • Presenting aspects of school improvement to other senior colleagues (e.g. APHT, PT/ DHT Forum, ACC HT Meetings) • Presenting to staff and or assemblies on aspects of school improvement • Leading a local research project across the school/ other schools/ ASG / Partnership • Planning and delivering effective whole-school events • Arrange for involvement with other services that support learners • Supporting SLT colleagues in non-remit areas of improvement-planning, timetabling etc. • Attending or chairing SLT meetings • Representing the school at engagement events with parents or wider community • Leading developments within SQUIP or participate in wider service level developments	• Skills, qualities and professional actions expected of senior leaders and supported through such activities can be identified under the following areas: - Creating, sharing and epitomising a clarity of vision and values - Establishing, sustaining and enhancing the culture of self-evaluation for s school improvement - Developing staff capability, capacity and leadership to support the culture and practice of learning - Ensuring consistent high quality teaching and learning for all learners - Building and sustaining partnerships with learners, families and relevant partners to meet the identified needs of all learners - Allocating resources effectively in line with identified strategic approaches to ensure equity for learners • Increased experience of applying previously acquired leadership skills in a wider context, i.e., whole-school, cluster or wider system • Awareness of the complexity and breadth of school leadership • Knowledge of the varying political contexts in which senior leaders operate
b) Preparation for promoted positions	**Expected impact/personal development**
Possible engagement that would support colleagues in preparing for a senior promoted or head teacher position and gain specific qualifications may include: • Engagement with Education Scotland Professional Learning & Leadership Framework and associated learning activities or Northern Alliance Systemness Professional Learning • Participation in Aberdeen ACC Learn courses and leadership training programmes • Self-evaluation against GTCS Standard for Headship • Shadowing senior leader colleagues in other schools and engagement in collaborative evaluation activities • Participation in Quality Improvement visits to other schools • Sharing leadership for learning reflections as part of an inter-school peer self-evaluation programme • Participation in wider ACC, Local or National Working Groups	• Increased confidence in scope, expectations and challenges of senior leadership and of head teacher • Increased confidence and knowledge of leadership approaches, issues and dilemmas • Reflection against GTCS Standards for Headship, leading to personal action planning to develop capacity • Experience of leadership in a range of contexts including systems leadership • Benefit gained through dialogue with other leaders in different settings • Improved preparation for application/assessment centre/interview for senior leadership and head teacher positions