

Introducing the Framework for Educational Leadership



We've designed a workshop to support understanding and engagement with the Framework for Educational Leadership in schools and early learning establishments.

The workshop includes the use of a PowerPoint presentation designed to highlight key features of the Framework for Educational Leadership and these facilitator notes provide background information to support delivery of the workshop. There are a few things you will need to do to prepare for the workshop session and these are outlined in section 1.

The word 'teacher' is used by SCEL to describe those who lead learning; this includes those who hold the post of teacher and also those who lead learning in early learning and childcare settings.

Planning and preparation

Decisions about group size, group structure and the relevance of certain slides can be made by the presentation facilitator based upon learning needs and time available within their context.

The collaborative task (Diamond 9, slides 4-6) provides an opportunity for participant collaboration. The activity aims to establish a shared understanding that educational leadership is relevant to all educators, not only those with a formal leadership role. The Framework for Educational Leadership is therefore relevant for all educators and includes learning activities for those working at teacher, middle, school and system level.

It may be helpful to consider the following in advance of this activity:

- Seating can be arranged in groups of 3-8 people.
- Participants require a *set of statements* which can be found on slide 6. Ideally slide 6 should be printed and cut into a set of cards for each group. If this is not possible, slide 6 can be shown and participants can use pen and paper to construct their responses.
- 20 - 30 minutes is required to complete the Diamond 9 activity. Where time is limited, this activity could be omitted and slide 7 used as a focus for discussion to establish a shared understanding of educational leadership (instructions for hiding slides can be found in Appendix 1).

Personal reflection (slides 8-9). It is suggested that copies slide 9 are printed in advance to allow participants to circle or highlight activities that may be relevant to them. The presenter can choose whether to print:

- an A3 document to facilitate collaborative engagement, discussion and reflection
- an A4 document as a stimulus for individual reflection

Slide 17 invites users to register and provides the web address of the Framework for Educational Leadership. Users can register immediately using mobile devices such as smart-phones or iPads. The Framework is funded by the Scottish Government for teachers working in Scottish schools. Users must therefore register using a school, local authority or Glow email address.

The workshop

Learning outcomes

- Facilitate an enhanced understanding of educational leadership and the relevance of the Framework for Educational Leadership for all educators.
- Allow educators to develop their knowledge and understanding of the Framework for Educational Leadership.
- Allow educators the opportunity to reflect upon how the Framework can be used to support professional learning.

Slide 2 – Objectives

In order to appreciate the relevance of the Framework, it is crucial that participants understand that all educators, regardless of whether they hold a formal leadership post, are leaders of learning. The first learning outcome articulates this concept and slides 4-7 include tasks to prompt reflection upon the concept of leadership in its broadest sense.

Leadership (slides 3-8)

Slide 3 -Teaching Scotland's Future (Donaldson, 2011, page 101)

Scottish education recognises that all teachers and early learning practitioners are leaders of learning and have valuable roles to play in leading the learning community.

The quotation on slide 3 highlights the importance of developing leadership qualities in all staff, as well identifying and supporting those who will become Headteachers.

This quotation also provides context for the work of The Scottish College for Educational Leadership (SCEL) and for the Framework for Educational Leadership. Further information about developing leadership capacity can be found in Donaldson (2011), page 79-81.

Slides 5-6: Diamond nine activity

This activity seeks to achieve a shared understanding that every educator engages in leadership activity daily.

Creating groups

Size and number of groups will depend upon the setting. The task could be completed in groups of 2-8. Facilitators can choose whether or not to group participants by leadership level. To foster productive discussion in groups that comprise a range of leadership levels, it may be helpful to encourage all participants to think generically about their role as leaders of learning, rather than focus upon formal leadership responsibilities.

Resources

It is recommended that slide 6 is printed and statements cut to provide a set of cards for each group to work with. If this is not possible, the slide could be shown and groups provided with pen and paper to write their responses.

Completing the task

Participants should:

- discuss each statement and agree nine that they believe are most important to the educator's role
- rank the statements; placing the one that they believe is most important at the top, then the next two and so on ... continuing to form the shape of a diamond.
- the facilitator can ask each group to report back using an approach which is appropriate to the context.

Participants could be asked to:

- state which aspect was most important/top of their diamond and explain why

AND/OR

- identify statements that generated significant discussion or debate and summarise the key points

Slide 7: Diamond 9 plenary

To end the activity, key elements of discussion can be summarised, using any available opportunities to reinforce the key message that all teachers are leaders, and therefore the Framework for Educational Leadership has relevance for educators at all stages of their professional journey. Slide 7 can be used to support the plenary and comprises a quotation from the Standards for Registration (GTCS, 2012), this statement is also included in the Standards for Leadership and Management (GTCS, 2012, p2).

Slides 8-9: Reflection

Slide 8 asks participants to reflect upon their leadership and consider which aspects they might like to develop further. Slide 9 lists a number of learning activities that are currently available on the Framework for Educational Leadership. This text-rich slide is designed as a backdrop to the reflective activity, rather than a source of information. Facilitators are urged to print the slide and choose whether to:

- ask participants to analyse the information in groups (using A3 copies), each participant can then identify at least one activity that might support their next steps in leadership development or,
- provide participants with an A4 document that can be viewed individually to identify at least one activity that might support their next steps in leadership development.

Key features (slides 10-13)

Slides 10-13 are designed to be scrolled through quickly to summarise some of the key features of the refreshed Framework.

Slide 11

The Framework is an online resource that comprises:

- professional learning activities in leadership. As the resource is online, users can complete the activities at a pace, place and time of their choice
- information about leadership programmes that have been endorsed by SCEL

Slide 12

Key features include the following:

- Learning activities are available for educators at all levels – you do not require a formal leadership role to benefit from the learning offered by the Framework for Educational Leadership.

- Learning activities are mapped to the professional standards of GTCS and SSSC. There is an opportunity to capture learning in a summary document that can be uploaded onto CPD management systems or can be used as a focus for PRD discussion.
- The revised Framework provides a more personalised user experience than before. Learning activities are recommended based upon information provided by the user during registration. The system maintains a record of the learning activities completed by the user.

Slide 13

School improvement and school leadership are identified as two drivers of improvement in the National Improvement Framework.

Building the skills of educators through professional learning is recognised by researchers as an important means of achieving school improvement, which leads to improved outcomes for children and young people.

Learning activities (slides 14-16)

Slides 14 to 16 focus upon the learning activities contained within the Framework and how they could be used to support professional learning. It is anticipated that Framework content will constantly evolve to address the needs of the profession.

Slide 14: Independent learning

The Framework is a self-directed learning resource; users have complete control of which activities they wish to complete and the pace at which they work.

The user's personal account and all content (e.g. answers to reflective questions) is confidential.

At the end of the activity users have the opportunity to generate a summary of their learning in a pdf document.

Slide 15: Collaborative learning

Every learning activity comprises resources for study followed by a number of reflective questions. It is anticipated that this structure would allow groups of staff to work through a learning activity over a period of time using reflective questions as a focus for discussion.

Slide 16: Lead professional learning

Leaders of professional learning will find learning activities to meet their professional learning needs. In addition, it is anticipated that they will direct users to specific learning activities to help address development needs that arise during the PRD process.

It is anticipated that learning activities could be used to lead professional learning events such as in-house twilight sessions. An approach such as the one suggested in slide 17 could be adopted or the facilitator could adapt an activity to suit their context.

Learning activities could potentially be used to support the implementation of a whole-school improvement priority e.g. the learning activity “Exploring how to empower learners to lead in planning their learning” might be completed by staff to begin a process of school-improvement in this area.

Slide 17-18: Access the Framework for Educational Leadership

Slide 17 invites users to access the Framework and view learning activities. Access is possible using laptops or mobile devices. Those who have not already done so, need to register using a school, local authority or Glow email address or can login through Glow.

Slide 18 contains the web address for the SCEL Framework for Educational Leadership.

Appendix 1

Facilitators may choose to omit The Diamond 9 activity. Slides that are not required can be hidden from the presentation by selecting hide slide from the slide show menu as shown below.

