



## **Middle Leader Development Programme (2017-18)** ***Hounslow C8 Cluster***

### **Course structure**

The course will take place over two terms and will involve participants in attending 2 full-day workshops as well as five half-day / twilight sessions (or a combination of..) as well as a half-day school-based working with the course tutor on their respective school improvement project.

**For 2017-18 this will be / per participant: = £675 + £135 (VAT) = £805 / participant**  
(to included all refreshments / catering)

### **Background**

Over the past ten years, in excess of 750+ primary & secondary school middle leaders have successfully completed variations of this Middle Leader Development Programme (MLDP) with many participants going on to attain assistant / deputy / headship in schools locally, nationally and internationally. Research and inspection evidence constantly re-emphasises the significance of the role of the middle leader in driving forward the schools' improvement agenda and as such the enhanced importance of high quality professional development to support colleagues as they progress in their careers.

*“Middle leaders have more day-to-day impact on standards than head teachers. Middle leaders are, simply, closer to the action. Teachers’ and pupils’ experience of leadership comes most frequently from their middle leaders. And the essential work of curriculum planning, monitoring and developing teaching belongs with middle leaders.”* **Russell Hobby, General Secretary National Association of Head Teachers (2014)**

*“The role of middle managers is crucial to the steady and sustained improvement of schools. The Headteachers and senior managers provide the vision but middle managers effect the long-term changes, which will raise standards and improve the quality of education. Having high-caliber people in middle-leadership posts is particularly important. Ultimately, the senior leaders and head teachers of tomorrow are the middle leaders of today.”*

**Mike Cladinbowl, National Director, Ofsted (2013)**

Feedback from Headteachers, coaches as well as course participants emphasises the importance of such a course addressing the fact that; inspection increasingly has, as its focus, the contribution & impact of middle leaders to school improvement; and in order to attain the highest grades the full engagement and contribution of middle leaders needs to be in abundant evidence.

## ***Head Teachers feedback from 2016-17***

- Through data analysis as well as staff and pupil surveys, both colleagues were able to successfully evaluate the impact/outcomes of their projects. The course has supported this with both middle leaders.
- The Middle Leader demonstrates an increased confidence in driving standards in her areas of responsibility by particularly enhancing her skills in monitoring and reviewing teaching and learning e.g. through the joint learning walks. ML was very keen to use the recommended research resources to relate it to her own practices.
- All three have mentioned that they feel more confident with certain areas of leading. This has been reflected as all three colleagues running or leading a staff meeting to share their findings with the rest of the school. Other areas such as data have been made clearer.
- The course encouraged both colleagues to step out of their phases and work with a wider range of professionals from across the school community. In doing so, this has raised the profile of their roles.
- One middle leader has worked very closely with the assessment coordinator in school to develop her subject area and present joint INSET with colleagues. The other middle leader has worked more closely with colleagues as a result of participation on the course.
- ML provides high quality information and support for her colleagues and has a high awareness of accountability to different stakeholders so consequently has high expectations of team members; has delivered a few excellent training sessions for all the teachers; is confident in sharing her views and equally listens to others' views openly and effectively; is now involved with implementing performance management of support staff and is effective in managing them within her team.
- As above, the fact that two out of three have already lead a whole school staff meeting around their chosen area/subject has proven they have worked more effectively with other colleagues. As well as this, I know that one of my colleagues (who is a performance manager) has found the feedback sessions helpful they've had to observe and deliver feedback.
- One colleague in particular has really raised the profile of their subject and is continuing to improve teaching and learning in this subject. Class teachers are feeling more confident in their delivery of the subject.
- It has enhanced one ML more so as they have developed an area of the curriculum which was highlighted during our recent OFSTED inspection.
- ML has: gained considerable knowledge and sound understanding of strategic direction and management of teams through her extensive reading in order to set high expectations in line with the School's ethos; has a good understanding of the Science curriculum and has disseminated this through the delivery of high quality training for staff. She is more reflective about barriers to learning and how to address these with determination and sustains a shared vision with key stakeholders; uses data analysis, evidence from monitoring and evaluation teaching practices to modify her action plans and hence raise standards in the quality of teaching; can assimilate information and communicate it in a variety of ways for different audiences; partnership with parents - able to sustain good relationships with outside agencies to deliver programmes for parents & hence to sustain our inclusive and nurturing ethos.

- All three projects have fed into our school action plan and many aspects have had a direct impact on data, progress and well-being of children and staff.

### **Participant *Feedback from 2016-17***

- *Personally I found this course to be one of the best I have attended and everything discussed was of relevance for the position I hold in school.*
- *A wonderful opportunity for constructive, positive time out of class. Sharing good practice, ideas, and meeting like-minded colleagues. The last session sharing our projects I got so much from. It really is incredibly beneficial to allow teachers who are experienced but not middle leaders yet to share best practise and build their confidence, this course did that. Thank you Andy!*
- *I really enjoyed the Middle Leaders course and for me it came at a good time as I took over as Early Years Manager during the course. I have since found that as a senior leader life certainly is different and this course has supported me in managing the team and finding ways to improving children's learning. Thank you Andy and any details which you have on the Middle Leaders plus course would be appreciated.*
- *It was a fantastic course and the skills and knowledge that I have learned over the sessions have been invaluable not only to my professional development but also my teaching. I would have liked a few more sessions/practice on observation sessions on providing feedback especially in difficult situations.*
- *Thank you very much. I found this course very valuable and it came at the right time in my career. A fantastic reading list too!*
- *I found this course extremely helpful in enabling me to focus my priorities as a subject leader and to implement strategies for improvement in a manageable and realistic way! Thank you.*
- *I thoroughly enjoyed the course and it has really helped to boost my confidence when moving forward as a middle leader.*

## **Overview**

This programme has been specifically designed for middle leaders in primary, secondary & special schools (including: subject / curriculum leaders; key stage managers: curriculum / pastoral). It would be of particular and practical relevance to those recently appointed to TLRs / posts of responsibility and accountability.

*Throughout the programme, priority will be given to building capacity in leading transformational change at both class and school level. The focus will be on action to improve Standards, Quality and Effectiveness highlighted by, and developed through, significantly enhanced monitoring, review and rigorous self-evaluation at all levels.*

Participants will be expected to undertake a school-based school improvement project, the findings of which, they will present to all participants during the final session.

## **Aims:**

- To develop highly developed *strategic* middle leaders;
- To enhance middle leaders understanding of leadership, management and holding others to account;
- To develop middle leaders professional skills in review and self-evaluation, making and recording judgements, and planning for improvement (with an enhanced foci on the impact and outcome of all that we do as leaders in schools);
- To consider the latest research into the effectiveness of leaders on pupils' standards of attainment and attainment;
- To plan and respond to CPD issues for school improvement.

## **Themes to be included:**

- the changing national (and international) context, including the latest research into highly effective school leadership;
- inspection arrangements and the role of the middle leader;
- how the role of the ML supports the strategic vision and direction of the school;
- leading your subject / curriculum area – high quality teaching & learning;
- observing learning & teaching; analysing and interpreting pupils performance data; book looks / work scrutiny and the views and voices of pupils, parents and other stakeholders);
- leading from the: middle, upwards, downwards, sideways (a heart-beat from being a SL);
- managing and leading others: roles, responsibilities, line management and accountability;
- strategies for modeling the year's (self-evaluation) activities;
- planning a school-based CPD programme for their school, sharing / disseminating best practice;
- emotional intelligence and leaders of tomorrow;
- managing change.

### **Participant expectations**

In order to successfully complete the course, participants will engage in a school-based, school-improvement project related to an area (subject / aspect / whole school) of the school for which they have responsibility, and which they will present the findings of during the final day's sessions.

### **School-based coaches**

It is recommended that each participating school nominates a 'senior' colleague (in many instances, these have been colleagues who attended an earlier version of this programme) and who are there to provide in-school support and encouragement to the work of the ML. The commitment for each coach is to attend the opening and final sessions as well as a dedicated session (2) which explores the use of coaching to promoting teacher development. In addition, we ask that they meet with the ML before / after each of the course sessions to ensure the ML are fully prepared / address any queries / issues.

### **School expectations**

*What middle leaders will be able to do on successful completion of the MLDP*

- *understand that learning is at the centre of everything that happens in your school*
- *understand themselves and how they impact on others*
- *learn from evidence and experience when considering future leadership approaches*
- *articulate own values, beliefs and motivations with confidence*
- *identify strategies for building on strengths and addressing development areas*
- *inspire and motivate staff and create development opportunities*
- *evaluate and improve teacher performance*
- *support and coach individuals to perform at the highest level*
- *lead and manage the team's performance to ensure effective learning and teaching*
- *undertake accurate self-evaluation and identify improvement priorities*
- *develop a strategic plan to address improvement priorities*
- *plan a professional development strategy that leads to school improvement*
- *analyse and report on the quality of teaching and learning across the school*
- *analyse and interpret performance data, knowing which groups of pupils underperform nationally and why*
- *inspire, support and influence team members when there is a fear of/reluctance to change*

### **Tutor**

**Andy Phillips** (*Director, AP Associates*) has extensive teaching experience gained in multi-cultural secondary schools in West London. Andy specialises in leadership development; school inspection & school self-evaluation - including report writing / reading; training and coaching of middle & senior leaders in both primary & secondary schools. Andy has worked as a consultant to the British Council running their Headteacher Leadership Development Programmes for Estonia, Kuwait and Croatia. He also acts as a consultant to International Schools and has undertaken many consultancies in North America, Asia, Africa and Europe.

Andy works as an attached advisor to several London authorities and also conducts headteacher performance management reviews. In addition, he is also a team and lead Ofsted inspector for both Primary & Secondary schools, as well as Lead QAR for Challenge Partners.



- Session 1**      **13<sup>th</sup> November 2017** **(9:00 – 4:00) for participants & coaches**  
National context; roles & responsibilities, leadership / management, vision, accountability, working pattern / relationships during the programme; professional learning with impact – disciplined collaboration (*ML and Coaches to attend*)
- Session 2**      **22<sup>nd</sup> November 2017** **(1:00 – 4:00) for middle leaders**  
Analysing and interpreting data – interpreting performance data / how well are pupils taught / how high are standards in my subject / are we inclusive / how well is the subject led and managed? (Presentation by serving deputy / headteacher on use of data by all teachers / leaders). (*ML only*)
- Session 3**      **30<sup>th</sup> November 2017** **(9:00 - 12:00) for Coaches only**  
The use of coaching strategies for supporting middle leaders (*Coaches only to attend*)
- Session 4**      **30<sup>th</sup> November 2017** **(1:00 – 4:00) for middle leaders**  
Observing learning & teaching: developing colleagues' professional skills in applying the current Ofsted grade criteria as part of the middle leaders role in supporting school review and self-evaluation. Ensuring consistency amongst colleagues over making judgements (the balance between evidence and judgement) and working in paired observation situations. Developing a series of protocols for: providing feedback and what would an 'outstanding, good, satisfactory and inadequate' lesson look like. (*ML only*)
- Session 5**      **17<sup>th</sup> January 2018** **(1:00 – 4:00) for middle leaders**  
Work scrutiny / pupils work. Pupils' and parents' *views and voices* – current procedures and future developments - what do they tell us?  
What do the school's stakeholders tell us about how well we are doing? How can we enhance the importance of this work?  
To understand a model for accelerating teacher development through coaching. (*ML only*)

School-based sessions to take place between sessions 5 and 7

- Session 6**      **9<sup>th</sup> February 2018** **(1:00 – 4:00) for middle leaders**  
Mapping the academic year / line management and accountability arrangements. Working with and not to others. Having difficult conversations. (*ML only*)
- Session 7**      **16<sup>th</sup> May 2018** **(9:00 – 4:00) for everyone for final presentations**  
Presenting the findings of the school based 'school improvement' projects. evidence and evaluation judgements; managing change; Q&A with a serving Deputy / Head. Next steps. (*ML and Coaches to attend*)

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Key texts highlighted in yellow