

SL Highland

Support for Leadership in Highland

A Strategy for Leadership Support and Development

Aug 06

1. Executive Summary

2. Introduction

2.1 The Highland Council – Strategic Context.

2.2 Integrated Learning Communities

2.3 Succession Planning

2.4 Ambitious Excellent Schools

3. Aims of the strategy

3.1 Promote Integrated Learning Communities

3.2 Develop the competencies, confidence and capacities of staff

3.3 Inspire, excite and support staff in enhanced leadership roles

4. Key outcomes

4.1 Promote Integrated Learning Communities (ILC)

4.2 Increased development opportunities for aspiring and existing educational leaders:

4.3 Enhanced coaching and mentoring culture and capacity:

4.4 Increased availability of e-learning and alternative development strategies:

4.5 Structured support for service - based project work:

4.6 Using SLH to deliver the Standard for Headship and related standards.

5 Management

5.1 Steering Group.

5.2 Operational Team

6 Evaluation

7 Resources

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QDM

11.8.06

1. Executive Summary.

The Highland Council covers the largest local authority area in Scotland and has particular challenges of sustainability and fragmentation in dispersed and at times geographically isolated communities. As a consequence, there are difficulties of succession planning in some areas together with identified needs for ongoing support for leadership.

The Education Culture and Sport Service of the Council is evolving its locality based Associated School Groups into Integrated Learning Communities (ILC) through the closer involvement of Community Learning and Leisure staff in joint planning and delivery of strategies. Developing such groups into bodies that are genuinely integrated, learning and communities will present the service with significant challenges over the next few years.

In this context, the Support for Leadership in Highland project aims to:

Promote Integrated Learning Communities as a collegial environment for personal and collective leadership growth and as a context for transformation through the development of common purpose, ethos and action in support of community. Practical strategies for leadership development will involve engaging with leaders to work through current concerns using existing good practice together with a longer term and collective context within the community.

Develop the competencies, confidence and capacities of staff to be highly successful in the work that they do. Individuals wishing to develop their leadership skills will initially be asked to self assess their abilities in relation to the Highland Council competency framework. This will provide a basis for clarification of the leadership attributes that the person would hope to gain through leadership enriched projects. It would also clarify the skills that the person could contribute to the leadership development of others. The participant would be expected to grow their role and contribution to the Integrated Learning Community.

Inspire, excite and support staff at all levels in the Service in enhanced leadership roles in preparation for career progression. The project will explicitly seek to place professionals in ongoing contact and dialogue with contexts which demand a higher and wider level of leadership skills. Leadership support would extend the concepts of coaching and mentoring to engage with those professionals with the potential for more senior posts in order to transform this into well-founded aspiration to take up such posts.

In realising the three aims, the proposal outlines a set of key outcomes to include, the promotion of ILC's throughout the council area, together with the increased development opportunities for aspiring and existing educational leaders. Flexible development strategies will be developed in response to the anticipated leadership gains agreed with the participants. These will be individually matched with the resources and personnel available within the ILC and within the ECS service as a whole.

The programme will provide proportionate training to all staff in respect of mentoring and coaching. It would normally be expected that the person who expects to benefit

from coaching and mentoring will at the same time contribute to the coaching and mentoring of others.

The project will have an operational team whose members have already close and regular contact with the ILC's. The operational team will be charged with the promotion, development and support to ILC's as a whole and to members within them. The development of such a decentralised and distributed model for leadership support will present the greatest challenge and potential for innovation.

For the generic aspects of leadership support, the service will develop ICT tools in delivering desired outcomes and overcoming our geographical challenges. Best practice will be recorded, placed on the Highland Virtual Learning Community and shared with the national priorities library. Highland will develop a close relationship with the Moray Council in order to share experiences and best practices.

The ECS Service will seek partnerships with the Scottish Interactive Technology Centre (SITC) and other providers to deliver the generic aspects of leadership training. It will also seek a partnership with a Scottish Higher Education institution to develop e-learning support packages as part of the Highland Leadership Toolkit.

A high level Steering Group, led by the Director of ECS, will be charged with the overall supervision of the project, its strategic direction to include the direction of the work of the Project Leader. It will also maintain communication with other key partners and agencies. It will meet quarterly and receive reports from the Project Leader and from the operational team.

The Operational Team would be charged to engage in the operational work of the project, to promote the project throughout the ECS Service, to implement some of the practical ways forward and to make proposals for further work in the project. Each member of the Quality Development Team and the Area ECS management teams will be allocated to one or more ILC's in order to provide support challenge and stimulation to ECS professionals.

An external agency will be engaged to conduct an evaluation of the project. Evaluation will focus on the impact of the leadership enrichment and confidence of the individual and on the subsequent practice within the service. Evaluation of the added community capacity resulting from SLH will be undertaken. Year 1 evaluation will assess the impact of agreed deliverables in direct relation to the anticipated leadership gains identified by the participants.

Performance data will be collected relating to numbers of participants, together with outcomes overtaken together with the evidence for these. An overall judgement will be made relating to the extent that the project has met its aims.

Support for Leadership in Highland is a radical and innovative proposal which builds on the talents and strengths of individuals and communities in order to enrich the professional environment and further evolve the service through enhanced leadership.

2. Introduction

2.1 The Highland Council – Strategic Context.

The Highland Council covers the largest local authority area in Scotland and has particular challenges of sustainability and fragmentation in dispersed and at times geographically isolated communities. In order to more effectively meet these needs, Highland has adopted a more unified approach through the progressive integration of its services. For example, the development and consolidation of an integrated Education Culture and Sport (ECS) Service has facilitated a more holistic approach to achievement and the growth of our young people through schooling together with out of school activities.

The Highland Council has a clear set of corporate strategies aiming at the growth of sustainable communities and these are well-reflected in the ECS Service Plan. The operation of the Council's services in such a dispersed area and within limited financial resources has presented particular leadership challenges.

2007 will necessitate further evolution of our management arrangements as we move from individual wards, in the majority represented by Independent Members, to larger multi-member wards represented by groups of members. The balance between central strategic leadership and dispersed area or establishment based leadership will be a major challenge for the Council to meet.

2.2. Integrated Learning Communities

The ECS Service has encouraged its schools to overcome isolation through the formation of Associated School Groups and their work has involved elements of joint planning and project implementation. Progress in the Associated School Groups has been variable with some excellent examples of good practice in particular areas. However other Associated School Groups have more to do in order to develop the collegiate model envisaged. The Service has long planned to evolve these groups into Integrated Learning Communities (ILC) through the closer involvement of Community Learning and Leisure staff in joint planning and delivery of strategies. ILC's are also envisaged as a key driver for working with other partners in the public, private and voluntary sectors.

This is beginning to happen. Schools themselves are becoming more integrated through the close involvement of ECS and partner professionals. Sports and Cultural co-ordinators are well-established. The Youth Music Initiative has used the expertise of the Feisean movement together with ECS staff to extend the learning experiences of our young people. The Health Promoting Schools initiative in partnership with NHS Highland has had a significant impact in the lives of young people. The Integrated Children's Service approach has made a real difference to young people with particular needs. Highland is seen as one of the leading Councils in Scotland with respect to the development of integrated services for children and young people.

2.3 Succession Planning

The ethos in the ECS Service is high and school ethos in particular is reported positively in school inspections and confirmed through the engagement of our Quality

Development Team with schools and establishments. A recent staff survey indicates general satisfaction with work in Highland Council. However we can have difficulty on occasions filling posts of responsibility in some areas. Reasons given for a reluctance on the part of some people to apply for such posts range from an impression of remoteness to a feeling that the responsibilities may be too heavy. This latter view has gained some ground recently and presents a need for the Council to develop higher levels of skills and confidence in our potential leaders.

The ECS service has had considerable success in recent years in recruiting a wide range of professionals including the attraction of students and probationary teachers to its schools. It has developed innovative approaches to growing its own professionals through partnerships with Higher Education Institutions. This is an approach that the ECS Service is committed to develop further in order to create a cohort of leaders and managers skilled and confident to take up more senior positions.

As a consequence of *A Teaching Profession for the 21st Century*, new middle management structures have been put in place in schools. The duties and responsibilities of Principal Teachers, in particular, have developed to meet wider management needs. This has required a changed set of skills that need to be collectively supported through leadership developments.

2.4 Ambitious Excellent Schools

The Scottish Executive's agenda for improving education represents a coherent set of strategies aimed to encourage local creativity and ambition through distributed and flexible approaches to improvement moderated by intelligent accountabilities. *A Curriculum for Excellence* (ACE) places the development of the child or young person at the centre of our endeavours. At the same time it recognises that learning goes far beyond its institutional setting and that a holistic approach will be more effective. The Highland Council has focussed on achievement and transitions as main themes for development under ACE and each of these will require significant partnership working for success. *The Journey to Excellence* from HMIe clearly emphasises the direct contribution that leadership makes to learning and teaching and presents a standard that we should all work towards.

3. Aims of the Strategy

For staff at all levels of responsibility in the ECS Service, SL Highland aims to:

- Promote Integrated Learning Communities as a collegial environment for personal and collective leadership growth.
- Develop the competencies, confidence and capacities of staff to be highly successful in the work that they do.
- Inspire, excite and support staff at all levels in the Service in enhanced leadership roles in preparation for career progression.

3.1 Promote Integrated Learning Communities

The support will focus on ECS professionals wishing to improve their leadership abilities. Individuals however cannot improve in isolation given that leadership is a social activity. Each person therefore has something to contribute to the community and something to gain from it. There are, of course, a myriad of reference communities to which the person may relate but often it is the most local set of professional associates that have the most direct influence on professional practice.

The idea of collegiality as a basis for professional support has been well established and many professionals have a trusted network of colleagues who help them meet the various challenges. These have tended to work very well within institutions or small teams where the professional actions are underpinned by personal trust and confidence together with physical proximity.

The support aims to develop these relationships further through closer professional interaction within 29 geographical localities based around the secondary schools together with their associated Nurseries, Primaries and other establishments. Resources will be invested in each ILC in order to develop projects with a common purpose. The strategy aims to promote the growth and evolution of the ILC as a context for collective transformation through the development common purpose, ethos and action in support of community. The development of interaction skills of members within ILC's will constitute a significant investment of SLH in order that individuals will have a developed capacity to build the confidence of others and in consequence the range of capacities within the ILC as a whole.

For example, each ILC is already responsible for planning its contribution to 2007 – a national celebration of Highland Culture and the delivery of the Cultural Pledge to young people. The **transitions and achievement** priorities which the Authority has identified in ACE will demand close working between Early Years, Primary, Secondary and Community as particular transitions are planned for and the scope for recognised achievement is significantly widened.

The leadership development seeks to develop solution focussed approaches to issues working from the premise that others are dealing with similar problems and can thus contribute to more collective support. The issues should be those that individuals are

already facing as a part of their work and which would benefit from additional investment from significant others. Leadership is thus about both receiving and contributing.

Practical strategies for leadership development in integrated learning communities will involve engaging with leaders to work through current concerns using existing good practice together with a longer term and collective context within the community.

See Appendix 1: Practical Strategies for Leadership Development in Integrated Learning Communities.

3.2 Develop the competencies, confidence and capacities of staff to be highly successful in the work that they do.

The Highland Council has developed a set of management competencies for its professionals within an overall corporate context. Key activities for the development of these competencies have been determined and appropriate training programmes have been established to support the development. The competencies expressed in the revised Standard for Headship (SEED 2005) have been integrated into this framework.

Individuals wishing to develop their leadership skills further will initially be asked to self assess their abilities in relation to the competency framework. This will provide a basis for clarification of the leadership attributes that the person would hope to gain through leadership enriched projects. It would also clarify the skills that the person could contribute to the leadership development of others. The participant would be expected to grow their role and contribution to the Integrated Learning Community.

Discussion would subsequently centre around the specific skills that the person would wish to further develop together with the ongoing work that the person was doing that could serve as a driver for such development. The anticipated leadership gains would form the purpose of the support that would be invested to both complement and transform the person's work.

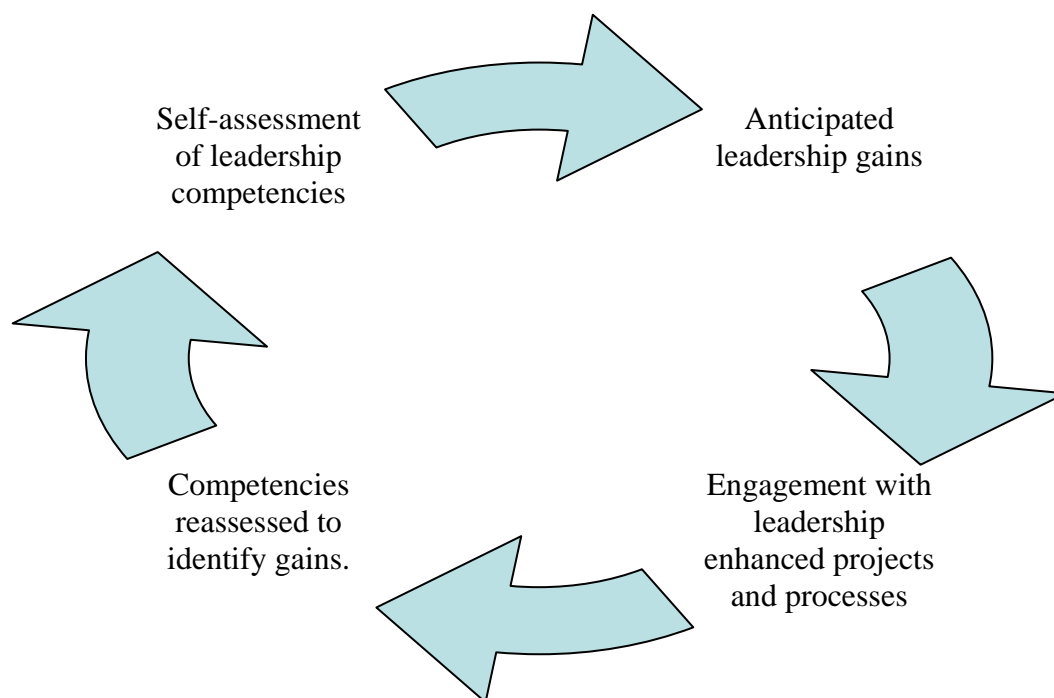
It is important to note that the interested professional would not be signing up for a leadership course or leadership project. Neither is it a series of hoops that a person would have to jump through in order to complete the course or assessment. Nor is it a commitment to a fixed time frame at a given level with a pre-determined set of skills constructed for the convenience of the provider. Time commitment, experiences, levels and skills would all be negotiated in the most flexible and person-centred approach possible.

A network of support for this will be established consisting of fellow participants, members of the operational team and recorded training of a generic nature.

For example, one of the criticisms of leadership made by HMIE has been in relation to weak self-evaluation. Leaders have consequently had to grapple with the issues of practitioner observation, quality assurance and improvement actions. The Highland Council ECS Service Improvement through Self – Evaluation (SISE) approach has been a major project, piloted in Primary Schools and becoming extended through pre-

school, secondary and CLL. The particular competencies required to both systematically and sensitively evaluate the performance of others demands fairly sophisticated interpersonal and leadership skills that can be successfully coached and modelled. The Authority will work in partnership with others in the development of generic coaching capabilities.

The leadership competency development model would be at its simplest:



The ethos behind the above model will be primarily to confirm the existing leadership strengths of the individual and promote confidence in the expressed abilities. From this, the project challenge will be to journey with the person and individually tailor a leadership engagement that will promote new capacities and generate additional confidence. Achievement in the leadership areas will be recognised through *The Highland Council Management Passport*. See **Appendix 2: Highland Management and Leadership Competency framework**.

3.3 Inspire, excite and support staff at all levels in the Service in enhanced leadership roles in preparation for career progression.

As a result of the SL Highland initiative, we aim to have a cohort of skilled, confident staff, from a range of backgrounds, ready and willing to accept additional responsibility. They will be supported and challenged by a solution focussed framework for professional development which will sustain our ability to develop and improve. Staff can best be inspired and excited through them exercising the greatest degree of ownership and control over what they do together with formative experiences that enhance their horizons and capacities.

Formative experiences can come from a variety of areas and are generally internalised as the person formulates new ways to do things. In order to enhance these formative

experiences through leadership enrichment, the project will increase capacity for interpersonal and collegial support and challenge. The Highland Council ECS Service has already in place a set of resources for reflection in the Learning and Teaching Toolkit and in other areas such as quality assurance- all directly related to leadership and management. The development and use of such resources, together with the all-important professional interaction will be oriented to professionally stimulate the person in widening horizons.

The Highland Council ECS Service makes good provision for student experience and probationary teacher induction. It has a well-established programme for induction of staff into new posts of responsibility. In this context, after some initial training, the new post holder is paired with an established mentor who maintains contact.

The project will explicitly seek to place professionals in ongoing contact and dialogue with contexts which demand a higher and wider level of leadership skills. Leadership support would extend the concepts of coaching and mentoring to engage with those professionals with the potential for more senior posts in order to transform this into well-founded aspiration to take up such posts.

For example, a Faculty Principal Teacher in a secondary school may identify a curriculum project seeking to maximise pupil responsibility for their own learning through team action research and presentation at class seminars. Anticipated Leadership Gains may be in the area of promoting self confidence of individuals who are reticent to contribute. Leadership enhancement of such a project may place the PT for 2 days in a Primary School within the ILC which is itself far advanced in the methodology of the Highland Literacy project, together with an experience where ECS professionals work with the disaffected in order to generate confidence.

Support for Leadership may also engage a Depute Head Teacher experienced in supporting curriculum developments in a school as a whole. Work in this area might crucially focus on teamwork – bring forward staff who might initially be reticent with respect to the innovation. At the same time, the person would also be encouraged to capitalise on their existing skills through coaching an ECS professional who is keen to contribute to helping a group of youngsters and parents support homework more effectively.

See the Highland Learning and Teaching Toolkit and the Quality Assurance sections on the Highland Virtual Learning Community (at www.hvlc.org.uk).

4. Key products/outcomes

4.1 Promote Integrated Learning Communities (ILC) throughout the council area.

- Integrated Learning Communities are presently evolving from Associated School Groups. The 2005 – 06 staff forums have resulted in several workshops where local ASG's have been widened to draw on the important CLL contribution to the development of A Curriculum for Excellence (ACE).
- The programme will contribute to the successful sustainability of its network of Integrated Learning Communities throughout the council area.
- Increased opportunities for integrated development work and sharing of practice will be delivered by ILCs
- ILC's will become the vehicle for a number of related developments for example, The Highland Year of Culture, Determined to Succeed and ACE

4.1 Promote Integrated Learning Communities (ILC) throughout the council area.		
	From	To
(a) Produce guidance on leadership enhanced ILC based project work.	Sept 06	Oct 06
(b) Provide training on mentoring and coaching to support project work in ILC's.	Sept 06	Oct 06

4.2 Increased development opportunities for aspiring and existing educational leaders:

- Flexible development strategies will be developed in response to the anticipated leadership gains agreed with the participants. These will be individually matched with the resources and personnel available within the ILC and within the ECS service as a whole.
- Resources will be tailored to support the individual programmes (including e-learning options). The Leadership support will be focussed around developing the commitments, abilities and professional actions of effective leaders, clearly aligned to local and national priorities for children and young people. Developed centrally and within the ILC, these resources will be available for wider dissemination.
- Networking opportunities will be augmented by the use of the Highland Virtual learning Community (HVLC).

4.2 Increased development opportunities for aspiring and existing educational leaders		
(a) Establish Steering Group	June 06	
(b) Establish Operational Team	June 06	
(c) Publish briefing papers and development plan	March 06	Aug 06
(d) Launch leadership framework	Aug 06	Sept 06
(e) Engage with staff and identify participants and cohorts.	Aug 06	Sept 06
(f) Engage with participants to identify work to be undertaken and anticipated leadership gains and contributions that they might make to the leadership development of others.	Aug 06	June 08

4.3 Enhanced coaching and mentoring culture and capacity:

- The programme will provide proportionate training to all staff in respect of mentoring and coaching. It would normally be expected that the person who expects to benefit from coaching and mentoring will at the same time contribute to the coaching and mentoring of others. This model does not look to an elite of coaches but instead sees coaching and mentoring ability as vital leadership capacities to be developed in everyone.
- The programme will actively encourage and support practice which ensures accessibility for all staff regardless of location.

4.3 Enhanced coaching and mentoring culture and capacity		
(a) Identify and commission development providers in coaching and mentoring both internally and externally.	Aug 06	Sept 06
(b) Deliver coaching and mentoring training for all participants at a proportionate level	Sept 06	June 08

4.4 Increased availability of e-learning and alternative development strategies:

- Leadership support will develop the use of ICT in delivering desired outcomes and overcoming our geographical challenges. Best practice will be recorded, placed on the HVLC and shared with the national priorities library. Highland will develop a close relationship with the Moray Council in order to share experiences and best practices.
- The programme will facilitate participants in undertaking development work in contexts across the ECS Service, across the Council as a whole in pursuing comparative studies.
- The ECS Service will seek a partnership with the Scottish Interactive Technology Centre (SITC) and other providers to deliver the generic aspects of leadership training.
- Seek a partnership with a Scottish Higher Education institution to develop e-learning support packages as part of the Highland Leadership Toolkit.

4.4 Increased availability of e-learning and alternative development strategies:		
(a) Draft proposals for e-learning strategy	Sept 06	Oct 06
(b) Establish initial group of e-learning modules for the HL toolkit <ul style="list-style-type: none"> • How to use the competency framework and management passport for leadership • Identifying a project or work that could be enhanced by leadership support. • What are the main issues in leadership? • Using the HVLC and contributing to the Toolkit. • Developing a leadership community in Highland. 	Aug 06	Dec 06

4.5 Structured support for service - based project work:

- The programme will exemplify good practice in leadership enhanced project work and build this into a reference Highland Leadership Toolkit.

- The Highland Management Passport will be developed in close partnership with the Highland Council Employee Development Team, to accredit the leadership enhancements evidenced.
- A series of support materials and guidance to support staff in using the Highland Management and Competency framework will be developed.

4.5 Structured support for service - based project work:		
(a) Provide training on the Highland Council management competencies and the management passport to participants.	Sept 06	Oct 06
(b) Create “good-practice” network in project work across ILCs	Dec 06	-----

4.6 Using SLH to deliver the Standard for Headship and related standards.

- The central aims of SLH would be directly applicable to those who are head teachers or whom aspire to be head teachers.
- The professional actions and attributes in the Highland Management Competencies Framework will draw on and reflect the key elements of *The Standard for Headship*.
- Individuals would be encouraged to develop their competencies through the framework and to overtake those directly applicable to the Standard For Headship.
- Work will be done to integrate the Standard for Full Registration, the Standard for Chartered Teacher into the competency framework.
- Elements relating to a possible standard for Principal Teacher will be developed and integrated into the Competencies Framework.

4.6 Using SLH to deliver the Standard for Headship and related standards.		
(a) Integrate the Standard for Headship into the Highland Management and Competency framework	June 06	June 06
(b) Support a cohort in overtaking the Standard for Headship through SLH.	Aug 06	Dec 08
(c) Commission partnerships to develop generic support relating to the Standard for Headship	Sept 06	Oct 06
(d) Set up a small team to integrate the remaining standards into the Competencies Framework.	Sept 06	Dec 06

5. Management

5.1 Steering Group.

An overall steering group for the project will be established to include:

- The Director of ECS (Chair)
- The Head of Educational Services
- The Head of Community Learning and Leisure.
- The Quality Development Manager (Chair of Operational Team)
- An Area ECS Manager
- A Representative of the Project Evaluators.
- A Representative of Highland and Island's Enterprise.
- A Representative from SEED – Donald Henderson
- A Consultant on Leadership. – Professor John MacBeth
- A Representative from a partner Higher Education Institution.

The Steering Group will be charged with the overall supervision of the project and will determine its strategic direction. It will direct the work of the Project Leader who will be responsible to the Steering Group for his work in the project. The steering group will also maintain communication with other key partners and agencies eg HMIe, UHI, University of Aberdeen. It will meet quarterly and receive reports from the Project Leader and from the operational team.

5.2 Operational Team

Personnel		Area of work.
Tony McCulloch	QDT	Project Leader (Chair). Support to Directorate.
Margaret Crombie	QDT	Support for Learning
Bob English	QDT	CPD Co-ordinator, SQH
Clifford Cooke	QDT	Virtual staff College
Barry Northedge	QDT	Community Learning and Leisure
Susan Belford	QDT	Service Improvement through self-Evaluation (SISE)
Norma Young	QDT	Support to principal teachers in Primary Schools
Margaret Barclay	QDT	Support to Head Teachers in Primary Schools
Terry Kerr	QDT	CPD development Officer
Moira Shearer	QDT	Leadership in the Pre-school sector.
Graham Watson	CLL	Cultural projects
Cathie Christie	HC	Employee Development Manager
Secondary	HT	Support to secondary SMT's
Primary	HT	Support to Primary SMT's

The Operational Team would be charged to engage in the operational work of the project, to promote the project throughout the ECS Service, to implement some of the practical ways forward and to make proposals for further work in the project. Each member of the Quality Development Team and the Area ECS management teams will be allocated to one or more ILC's in order to provide support challenge and stimulation to ECS professionals.

Tony McCulloch will dedicate 0.6 FTE to the management of the project with the remaining 0.4FTE of his time devoted to strategic and operational Quality Development support for leaders in the ECS Service and across Integrated Children's Services. It is estimated that approximately 2.0 FTE of the management team will be devoted directly to the project with around 7.0 FTE devoted to leadership support to the Service through Quality Improvement. The majority of this capacity will come from existing commitments. In addition, leadership participants would be expected to contribute capacity to the development of others.

6 Evaluation Strategy:

- Year one report based on agreed deliverables and evaluated by an external agency
- The agreed deliverables will relate directly to the anticipated leadership gains identified by the participants.
- Performance data will be collected relating to numbers of participants, together with outcomes overtaken together with the evidence for these.
- Evaluation will focus on the impact of the leadership enrichment and confidence of the individual and on the subsequent practice within the service.
- Evaluation of the added community capacity resulting from SLH will be undertaken.
- An overall judgement will be made relating to the extent that the project has met its aims.

7. Resources

Council Input	
A considerable number of council staff will be involved in delivering this project. Some can be identified at present while others will be identified only when operations begin	
Bruce Robertson	Chair of Steering Group
Donnie MacDonald	Steering Group
Ian Murray	Steering Group
Tony McCulloch	Project Leader
Bob English	CPD Co-ordinator
Alan Stewart	ICT Support Officer
Jim Kane	Coaching/Mentoring
Terry Kerr	Projects/ Support for the Management Passport
QDOs	Operational Team
Senior School Staff	Operational Team & ILC Co-ordinators
ICT Technical Support Team	ICT Support
Clerical Support	QD clerical staff
HC Employee Development	Corporate input
HVLC	ICT input.
External Input	
This programme is predicated on the simple premise that we need to identify, develop and share successful solutions within the authority. However there are many agencies which can help us deliver knowledge and an understanding of the quality of excellence which we seek in leadership. External consultants will contribute to all elements of the programme in so far as they can assist in ensuring that quality.	

Moray Council	Working together to share learning where appropriate, particularly with respect to mentoring and coaching
Scottish Executive	Project funding and advice/feedback
University of Aberdeen	e.g. for mentoring/coaching support
Other councils	The other 3 pilot councils
External consultants.	Specific support for leadership aspects, coaching, mentoring, and evaluation.

Appendix 1: Practical Strategies for Leadership Development in Integrated Learning Communities.

In practical terms, the project team will engage with individuals wishing to further develop their leadership skills and competencies in the areas that they are working. Such engagement and support might involve the development of others within the ILC as supporters, colleagues, coaches and mentors. Leadership investment could be seen in this context as an enriching dimension resulting in extra value from work that would be done. For example, an ECS professional may wish to develop a small-scale project related to the delivery of the *Cultural Pledge* to a group of young people, while at the same time developing creativity and ambition under *Determined to Succeed*.

Practical work in each ILC would aim to deliver:

- Increased opportunities for integrated learning and sharing best practice:
- Enhanced coaching and mentoring culture and capacity within the ILC:
- Structured leadership enrichment for project work within the ILC:
- Increased development opportunities for aspiring and existing educational leaders within a collegial context:

The opportunities, challenges and effects of these are outlined below:

Increased opportunities for integrated learning and sharing best practice:		
Outcome	Opportunities/ challenges	Effect
Work with the existing Associated School to help them develop into Integrated Learning Communities throughout the authority	Develop local support models supported by mentoring and coaching techniques	Provides better match to staff training and development opportunities
	More opportunities for community-wide development experiences	Increases staff skills and confidence
	Development of locally devised options – to be shared with other ILCs	Enhanced ownership by staff of their leadership enrichment.
	Greater opportunities to “talent spot” and create secondment and project management opportunities	Investment in time and expertise leading to positive impact in the person’s work.
	Greater opportunity for integrated ECS working to meet the outcomes of A Curriculum for Excellence 3 – 18 (ACE).	The development of learning through the ethos and life of the school as a community and through opportunities for personal achievement (ACE)
Enhanced coaching and mentoring culture and capacity within the ILC:		
Outcome	Opportunities/ challenges	Effect
Provision of mentoring/coaching training	Greater opportunity for staff to learn new skills in being coached and in coaching others.	Increases staff skills
	Opportunity to benchmark quality of performance against the management competencies.	Increases group working opportunities. Extends elements of the Council management competencies into the ECS service.
	Increased opportunity for dialogue and exploration of new strategies	Increases confidence and job satisfaction
	Opportunity for joint training with Moray	Provides an interesting contrast between the focussed pilot in Moray

	Council	and the wide approach in Highland.
Structured leadership enrichment for project work within the ILC:		
Outcome	Opportunities/ challenges	Effect
Accredited professional leadership development through the Highland Council Management Passport. Accreditation through the Standard for Headship and other standards.	Create opportunities for staff to practice leadership skills	Increases public recognition for leadership skills and practice of individuals
	Increased opportunity for identifying and recognising staff abilities	Increases personal awareness of strengths and development needs
	Provide vehicle for integrating projects on ACfE, AifL, etc	
Increased development opportunities for aspiring and existing educational leaders within a collegial context:		
Outcome	Opportunities/ challenges	Effect
Personalised Development Framework within a support network.	Commitment to personal professional development within the person's operational context and extending beyond it.	Higher levels of confidence in what is being done. Increases awareness of leadership responsibilities. Aspiration to extend further.
	Flexible development of leadership skills and professional actions to meet need and spark further potential.	Creates greater confidence in personal experiences of leadership and in personal abilities.
	More accurate targeting of CPD and interpersonal support by adopting variety of learning styles for delivery	Increases shared vision and values for leadership. Develops supportive personal networks.
	Integrated use of e-learning	Delivers generic training efficiently. Enhances ICT skills as necessary.

Appendix 2 Management Competency Framework

The following list of competencies have been developed from the Highland Council Competency framework together with those in the Standard for Head Teachers. Reference has also been made to the Leadership Competencies from the Virtual Staff College / ADES.

The behaviours and related attributes give an indication of what would be expected of a leader who was competent in the given area. On volunteering for Leadership Support, the person would self evaluate their own performance in relation to the competencies and identify the areas that they would wish to work on to achieve a given piece of work that they will already be committed to doing. At the same time they will identify areas in which they could be of help to others. Discussion arising from this would be with a mentor/coach or a member of the operational group.

A particular piece of work will undoubtedly cover competencies, behaviours and attributes from different parts of the framework. Evidence from the work can be used to support the person's judgement to be competent in the particular area. The Management passport would record this and be cumulative.

For example, if Head Teachers are to be effective, they require **both to lead and manage**. Leadership develops shared vision, inspires and creates commitment and embraces risk and innovation. (Standard for Headship – SEED 2005)

The aim is not to tick off the list of competencies but rather to use the competency framework to base a confident made by a person on their capacity to lead.

One of the strands of the project will consist of updating the set of competencies to reflect the standard for Full Registration, The Standard for Chartered Teacher together with the leadership criteria in QMIe and the Journey to Excellence.

Competency 1. Provides direction by promoting the Council's goals and values and within this framework promoting ECS service and school/community values.

Professional Actions and Attributes

Professional Actions	Attributes
1.1 Creates a clear sense of direction and communicates clearly what needs to be achieved	Understands corporate values and goals. Has a very good awareness of the authority's vision, values and aims and of their own specific roles in their delivery. Ability to lead in the creation of a shared strategic vision and aims which inspire and motivate children and young people, staff and members of the community and partners and sets high standards for every learner. Through own behaviour, an ability to persuade others that core values are shown in small-scale daily actions, as well as in strategic moral vision.
1.2 Generates enthusiasm and	The ability to communicate and reinforce

<p>commitment for the Council’s strategy, vision and values, those of the ECS Service and those of a school or community.</p>	<p>the Council’s strategy, vision and values and the place of the ECS Service / school/ community vision and values within this context.</p> <p>Ability to personalise the vision for the school/service and to innovate in line with that vision.</p> <p>Ability to embed planning for improvement to realise the vision at classroom/ playroom/ activity level.</p> <p>Ability to consistently demonstrate the inter-connectedness of all of the service activities in improving learning and outcomes.</p>
<p>1.3 Works collaboratively cross-Service, with partners and stakeholders to build community.</p>	<p>Understands the roles of Services and people in the organisation and the roles and responsibilities of our partners.</p> <p>Ability to work with children and young people, staff, families and others to promote participative citizenship, inclusion, enterprise democratic values and a culture of respect with the school community and beyond.</p> <p>Awareness of the capacity of young people to support each other.</p> <p>Ability to engage with the school community and beyond to build a learning community which supports achievement and attainment.</p> <p>Ability to actively contribute to the development of the Integrated Learning Community.</p>
<p>1.4 Develops and maintains partnerships with parents, young people, other services and agencies to embrace an agenda for lifelong learning.</p>	<p>Ability to create a culture of respect and inclusion and a common commitment to the broader community.</p> <p>Ability to promote the intellectual, spiritual, physical, moral, social and cultural wellbeing of children and young people and their families.</p> <p>Accords a high priority to the learner’s voice within a context of rights and responsibilities.</p>
<p>1.5 Embraces the principles of inclusion and takes action to promote diversity and prevents discrimination</p>	<p>Commitment to encouraging diversity and eliminating discrimination</p> <p>Strongly committed to the aims and vision for equality and promote social and cultural diversity.</p> <p>Understands the impact of discrimination and poverty and the need to develop strategies to counter these and provide pastoral care to children and young</p>

	people.
1.6 Applies legislation, regulation, policy and procedures to our areas of responsibility	Apply a critical understanding of contemporary developments in education policy, schools and schooling, including the vision of what integrated children and young people's services should offer. Understands equalities issues in service delivery and employment. Understands key parts of relevant Acts applicable to education, culture & sport. Understands of best value legislation and the Council framework
1.7 Shows political insight to include sensitivity to wider political management and organisational priorities.	Has a good understanding of the relationship between schools / services and society. Understands and takes account of the political and social context of educational policy. Understands the application of Council Policy
1.8 Analyses strengths, weaknesses, opportunities and threats	The ability to analyse the political, legal and business environments. Apply a knowledge and understanding of contemporary developments in society (including trends and changes in family patterns, work patterns, the media, leisure and politics), in the environment and in the wider global community.
1.9 Takes action to ensure Health & Safety at Work	Understands Health and Safety regulations and their application

Developments to promote the professional actions.

Core Developments	Elective Developments
Awareness of relevant sections of Education Acts	Own Choice of Project
ASL and Disability Discrimination Acts	Self Learning/Reading
Inclusion Equalities and Diversity	Developing a School Vision
Health and Safety	Community Planning and development
Promoting the Capacity Of Integrated Learning Communities	Highland Council Partnerships
	SWOT/PEST analysis
	Policies and Publications

Sources of evidence to support leadership and management competence.

Key Indicators

Strategy for area of responsibility with success criteria

Evidence of communicating strategy and plans to staff

Evidence for the development and communication of a vision.
 Evidence that work plans reflect organisational and legal requirements
 Evidence that workplace meets Health & Safety requirements

Competency 2. Focuses on Service Delivery: Lead and manage Learning and Teaching.

Professional Actions	Attributes
2.1 Ensures that effective learning and teaching takes place.	Ability to set high expectations, support and encourage good learning. Ability to apply an up to date knowledge and understanding of research in learning and teaching and its implications for improving practice. Ability to encourage staff to contribute suggestions to enhance the quality of learning and teaching and of service provision.
2.2 Creates an appropriate ethos of respect and good behaviour.	Retains active personal responsibility for effective approaches to positive behaviour, understanding what motivates learners. Establishes or contributes to co-ordinated and integrated support for learners.
2.3 Embraces the principles of inclusion	Ability to create activities and systems which signal to every child his or her worth as a learner and as a person, enabling all to experience success.
2.4 Leads and manages (an aspect of) the curriculum.	Knowledge of A Curriculum for Excellence. Ability to assert and reassert the purposes of the curriculum/experiences in developing young people's capacities and attitudes.
2.5 Communicates Effectively	Ability to relate well to children and young people and to the wider community. Ability to listen well, give clear expression to their ideas and feelings in person, give feedback well and shape effective organisational communication. Comfortable in using a variety of modern media. The ability to prepare and communicate effective service and operational plans to stakeholders.
2.6 Contributes to the production of the service, sector, team or project plan.	The ability to analyse business options and recommend solutions. Ability to develop effective and strategic business plans and identify key actions, intended outcomes and major targets. Ability to make learning a central focus

	for team/schools/service improvement plans. Ability to link learning priorities to teaching approaches.
2.7 Produces Operational Plans with clear priorities, objectives, resources and methods	Ability to make the practical implementation of the learning and teaching policy the central driver to team/school/service improvement. The ability to improve business processes to best meet customer requirements
2.8 Anticipates and manages risk	Ability to apply the principles and practices of risk management to proposed changes and innovations. Understands the wider impact of decisions and actions. Ability to take full account of the need for succession planning, securing accountability, making appropriate use of data for informed decision making and evaluating impact and outcomes. Ability to balance risks against the benefits that may arise from taking these risks. Ability to engage with relevant partners and stakeholders in relation to risk management.
2.9 Implements monitoring and evaluation approaches to ensure effectiveness and efficiency	Ability to regularly monitor and evaluate the quality of learning. Ability to be a lead learner, visiting learning and teaching situations, sharing insights widely and stimulating self-evaluation. Understands the application of the Business Excellence model. The ability to identify, analyse and solve business problems Ability to effectively promote and evaluate the impact of leadership programmes, sustainable developments and succession planning.
2.10 Monitors, interprets and responds to stakeholder information, feedback and complaints	The ability to manage successful stakeholder consultation

Developments to promote the professional actions.

Core Developments	Elective Developments
Service Improvement through Self-Evaluation (SISE)	Own Choice of Project
School Development Planning Guides	Self Learning/Reading
CLL Peer Review	Best Value
Involving Stakeholders in Decisions	Risk Management
	Classroom Observation

	Conducting Annual Professional Reviews
	Reviewing Service Delivery
	Business Excellence Model
	Community Engagement Guide

Sources of evidence to support leadership and management competence.

Key Indicators

Evidence of effective self-evaluation

Evidence of contribution to service, sector, team or project plans

Production of an effective Operational Plan

Availability of meaningful performance indicators and quality standards

Evidence of effective stakeholder consultation

Competency 3. Achieves results through working with people.

Lead and Develop People

Professional Actions	Attributes
3.1 Demonstrates a clear commitment to collegiality.	<p>Ability to build team/school/service capacity by developing leadership in others.</p> <p>Ability to apply a knowledge and understanding of leadership concepts and practice and of operational/ strategic management.</p> <p>Ability to develop a culture where staff learning is collaborative and collegiate, and led by valued and respected practitioners.</p> <p>Ability to act with others as a collective collaborative group in support of the Authority's vision, values and aims.</p>
3.2 Provides effective support and advice and keeps everyone informed of progress and outcomes	<p>The ability to lead a successful team</p> <p>Ability to draw on the collective knowledge, experiences, and personal interests of a wide range of stakeholders.</p> <p>Ability to develop a supportive work environment in which people share a sense of responsibility to improve the quality of services.</p>
3.3 Promotes collective and distributed leadership.	<p>Ability to encourages and respond positively to contributions and feedback from others, to promote and praise achievement.</p> <p>Widely celebrates excellence and innovative practice.</p> <p>Ability to reinforce a culture where staff and pupils feel able to and confident to take lead roles within and beyond the</p>

	<p>classroom.</p> <p>Ability to create conditions where staff have confidence in exercising their initiative and in grasping opportunities to share knowledge and assume responsibility.</p> <p>Ability to build capacity through developing talents and skills, providing opportunities for shared and distributed leadership and nurturing expertise in its staff.</p> <p>Ability to recognise complementary forms of leadership and the capacity of people and teams to achieve a positive impact.</p> <p>Develops an empowering culture of improvement and an understanding that all staff, at whatever level have a key role to play in taking forward the work of the authority.</p>
3.4 Establishes productive working relationships and develops effective teams	<p>Ability to develop, empower, and support effective teams and individuals.</p> <p>Ability to use a range of leadership styles to mobilise people and to adjust these styles to context, setting and relationships.</p> <p>The ability to recruit and select the best staff. Ability to identify and promote talent.</p> <p>Committed to partnership working and team development. Able to mobilise and focus the commitment and enthusiasm of staff in establishments and services and of key partners and stakeholders to secure continuous improvement.</p>
3.5 Protects the health, safety and well-being of colleagues, staff and young people.	<p>Ability to take due account of audit, child safety, and health and safety requirements.</p>
3.6 Undertakes annual Personal Development Plans with staff	<p>Skills at interpersonal review.</p> <p>Ability to promote the view that continuing critical inquiry and creative approaches should be integral to the thinking and practice of all staff and learners.</p>
3.7 Plans staff development and provides learning opportunities to improve the service	<p>The ability to manage the human aspects of change</p> <p>Ability to provide staff development which has a central focus on learning, teaching, and meeting needs and their impact on pupil achievement.</p>
3.8 Provides clear goals and objectives	<p>The ability to design jobs, post structures</p>

and monitors and assesses performance	and workflows The ability to allocate and delegate tasks to make best use of resources Where required, the ability to drive action forward directly. Prepared to challenge individual staff and pupils. Ability to lead and challenge staff at all levels in schools and services.
3.9 Tackles poor performance or inappropriate behaviour	The ability to manage under performance and inappropriate behaviour
3.10 Allocates and manages workload to best use skills and abilities and to promote flexibility and a work life balance	The ability to recognise and manage stress in self and others Ability to implement flexible working arrangements to meet staff and service needs Ability to avoid overload, innovation fatigue and potential division among staff. The ability to manage staff attendance at an acceptable level.
3.11 Recognises and resolves conflict among staff	Ability to display confidence and courage in the way that they deal with criticism and conflict. Ability to establish and oversee systems to help people tackle problems, share information and deal with difficulties.

Developments to promote the professional actions.

Core Developments	Elective Developments
Making Teams work	Own Choice of Project
Developing People	Self Learning/Reading
Personal Development Planning	Mediation Skills
Managing Performance to Prevent People Problems	Facilitation Skills
Recruitment & Selection	Delegation & Empowerment
	Flexible Working/WLB
	Management of Stress
	Discipline and Grievance - Policy and Practice

Sources of evidence to support leadership and management competence.

Evidence that all staff have a current Personal Development plan
Evidence that all staff have copies of, and understand the Operational/Work plan
Evidence of positive team working.
Team members reporting a positive ethos and the use of praise.
Evidence of interpersonal problem solving through effective leadership.

Competency 4. Manages resources to achieve objectives.
Use resources effectively

Professional Actions	Attributes
4.1 Analyses and structures information to develop shared knowledge	The ability to identify and manage issues and risks
4.2 Considers the potential and impact and makes use of ICT	Understands the benefits of ICT and develops and implements action plans to improve service delivery
4.3 Procures products and services in compliance with legal requirements and Council policies	The ability to achieve best value through the procurement of goods and services
4.4 Works within the structure of employment legislation, national and local agreements and policies governing employment.	Understanding of human resource management and other legislative and policy requirements in relation to public service and public spending.
4.5 Schedules appropriate resources to deliver services effectively	The ability to schedule the most effective use of physical and staff resource Ability to make best strategic and operational use of available resources to create, maintain and monitor an appropriate learning environment for effective learning and teaching and to support continuous improvement. Ability to target resources at key agreed objectives and achieving Best Value. Evaluates and improves the sustainable use of resources
4.6 Organises work to time, budget and agreed quality standards	Ability to appropriately delegate tasks to team members and other staff. The ability to implement the Council's Best Value framework The ability to develop and monitor meaningful performance and quality indicators.
4.7 Monitors expenditure and accurately reports performance against budget	Ability to organise and present information in a way that is easy to use
4.8 Analyses relevant reports and other financial information	The ability to analyse financial information and manage budgets effectively

Developments to promote the professional actions.

Core Developments	Elective Developments
Financial Management for Budget Holders	Own Choice of Project
Strategic Use of ICT	Self Learning/Reading
Risk Management	Procuring goods and service

DSM Scheme for schools	Financial Regulations
	Budget Reporting
	Contract Standing Orders

Sources of evidence to support leadership and management competence.

Evidence of a current Risk Register

Evidence of Resource Schedules and Work Plans

Evidence of budget monitoring, forecasting and effective corrective action

Analysis of Service Delivery and plans for improvement

Competency 5. Manages improvement and facilitates change

Lead change and improvement

Professional Actions	Attributes
5.1 Demonstrates personal commitment to continuous improvement through self-evaluation.	Ability to support and maintain existing good practice and encourage and promote constant improvement in the development of children and young people. Challenge staff and teams to improve their performance, including their own team, monitor performance and outcomes and support continuous improvement and the pursuit of excellence.
5.2 Involves staff in identifying and progressing improvements	Understands and applies project management techniques Ability to continuously reinforce an atmosphere of collective responsibility and mutual support between stakeholders. Ability to create, review and improve structures for formal management, learning and support in order to secure the relationships necessary for improvement. Ability to help steer individuals and teams successfully through the difficulties and challenges associated with strategic planning.
5.3 Uses quality improvement strategies to develop better ways of working	Skilled in the use of quality assurance strategies to judge the need for and effectiveness of change. Ability to encourage and enable individuals and groups to engage in innovative activities where evaluation has indicated that this would lead to improvement. Ability to routinely use the results of self-evaluation exercises, Best Value and other service reviews to consider new methods of service delivery and innovative approaches aimed at enhancing the quality of provision.

5.4 Describes, specifies and justifies the need for change	The ability to identify, analyse and resolve barriers to change Skills in problem solving, creative thinking and strategic planning in implementing change. Understands that change management is about people learning and adopting new ideas and changing practices. Regularly explores, researches and adopts innovative practice being taken forward in other organisations.
5.5 Communicates and gains acceptance of the need for change	The ability to plan and deliver effective communications to support change Ability to create the conditions for all staff to initiate, and be committed to change.
5.6 Takes ownership of change issues	The ability to influence, motivate and support staff and colleagues Ability to manage challenge and disagreement in order that staff come to a shared awareness of the key issues and the way forward.
5.7 Plans change and sets achievable objectives	The ability to analyse existing arrangements and present options for improvement Ability to guide and manage the pace of change. To win hearts and minds. Ability to manage change effectively and strategically by prioritising and focussing on a manageable number of high priority initiatives and communicating them to staff at all levels.
5.8 Analyses communication and training needs and prepares staff	The ability to present information and ideas to promote understanding Ability to stimulate intellectual curiosity and the creation and sharing of knowledge.
5.9 Monitors and evaluates progress against plans	The ability to monitor and evaluate change implementation
5.10 Ensures identified benefits from the change are realised	Ability to develop project management at all levels. Ability to create more capacity for improvement.

Developments to promote the professional actions.

Core Developments	Elective Developments
Effective Change Management	Own Choice of Project
Project Management	Self Learning/Reading
Service Improvement	Benefits Management
Development Planning	Risk Management
	Option Appraisal

	Change Management
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Sources of evidence to support leadership and management competence.

Evidence of involving staff in identifying improvements
 Evidence of reviewing business processes
 Business case with identified benefits
 Project Plan
 Development Plan

Competency 6. Manages personal development and improvement

Professional Actions	Attributes
6.1 Displays accountability for own decisions	Ability to apply learning within own work role Ability to regularly review own practice and implement change in their leadership and management approaches. Confident in seeking feedback on performance
6.2 Displays awareness of own strengths, weaknesses and motivations	Ability to recognise own strengths and weaknesses Ability to self-manage effectively. Willing to learn from others and to acknowledge mistakes.
6.3 Acts as a positive role model for own staff	Ability to sustain personal credibility though working effectively. Models a commitment as a leading learner to learning for life. Ability to model a wide range of effective leadership skills and motivate others to give of their best.
6.4 Displays awareness of the impact of own behaviour on staff	Ability to demonstrate a strong personal commitment to furthering their own learning and to modelling learning for others.
6.5 Behaves with integrity and articulates an ethical perspective in relation to practice.	Ability to convince people and cement the trust of others by their actions. Ability to sustain an optimistic outlook about the potential of the school community to achieve success and make a difference.
6.6 Develops own knowledge, understanding and skills	Understands own personal and professional development requirements
6.7 Takes responsibility for own learning and continuing professional development	Ability to take responsibility for own learning and development needs
6.8 Adapts quickly and flexibly to change	Ability to meet demands of changing situations
6.9 Develops self to meet changing circumstances and organisational	Ability to define problems clearly and take a positive, solution-focussed

priorities	approach to their resolution. Ability to know how and when to make decisions and use evidence and information to support and inform their judgements.
6.10 Applies learning from our own and others' experience	Ability to learn with current and future leaders and others, formally and informally, prompting reflection and change. Shares ideas and information with others

Developments to promote the professional actions.

Core Developments	Elective Developments
Personal Development Plan	Own Choice of Project
Management Passport	Self Learning/Reading
Professional Accreditation (eg SQH, Chartered teacher)	Professional CPD
	Management Intranet Site

Sources of evidence to support leadership and management competence.

Written evidence of CPD

Evidence of Progression towards Management Passport standards

Evidence of professional accreditation.

The Highland Council Management Passport:

Management Passport Update

Please look at these and decide on those that are directly relevant to you. You might want to take a small group of these further forward.

If you are completing your Management Passport for the first time please use the form below, when you have finished click on 'update passport'.

Remember also to update your CPD record, you can use the Highland Council template if you don't have one from a professional body.

Name

Post Title:

Overview of Job:

1. Provides direction by promoting the Council's goals and values

Source of Evidence	Available	Validated
Strategy for area of responsibility with success criteria		

Appendix 3: Inputs, Outputs and targets.

The Highland Council will create a Leadership Programme for the whole service which recognises the need to develop capacity at all levels. This Leadership Programme will:

Promote Integrated Learning Communities as a collegial environment for personal and collective leadership growth.

Develop the competencies, confidence and capacities of staff to be highly successful in the work that they do.

Inspire, excite and support staff at all levels in the Service in enhanced leadership roles in preparation for career progression.

We have provisionally entered numbers of participants, experiences etc though this will change in the course of the project as the capacities of leaders to contribute to the development of others are realised. At present, this enhanced capacity is not precisely known.

Targets for the project:

- All 29 Integrated Learning Communities to demonstrate increased capacity for collegiate support for leadership developments within those communities. We will begin with an engagement with all 29 ILC's.
- Dedicated development programmes throughout the service to match each participant's anticipated leadership gains. We aim to have around 400 dedicated programmes by Aug 2008.
- Programmes, activities and experiences focussed around the growth of commitments, abilities and professional actions of effective leaders. We aim to begin with quarterly batches of 50 participant programmes.
- Sustainable CPD programmes and practices to meet ongoing leadership needs in the service. This will include training in mentoring /coaching and the creation of greater opportunity for wider leadership experiences. We will deliver a coaching and mentoring programme to all 400 participants.
- Well-developed staff skills and good practice in professional review using the Highland management competency framework. We will promote the framework with all staff with a management and leadership role.
- Leadership enhanced activities available to all staff who wish it. We aim to increase the number of participants from 400 to as many as possible over time.
- High levels of satisfaction from more than 90% of participants in achieving their anticipated leadership gains.
- The development of a Highland Leadership Toolkit to include resources designed to deliver the generic aspects of leadership.

Year One Inputs and Outputs

Promote Integrated Learning Communities as a collegial environment for personal and collective leadership growth.

Inputs: What we will do:

- We will provide an infrastructure to support and develop the programme with dedicated events. We will run 3 central launch events with follow-up meetings in each ILC before October 06.

- The authority will build on established network of school CPD co-ordinators to develop wider learning communities. Meetings of CPD co-ordinators within ILC's will be held before Oct 06.
- We will invest in dedicated officer support from the operational team to be allocated to each ILC. Each ILC will benefit from at least 0.2 FTE operational support.
- Each officer will be trained in group dynamics and interpersonal interaction in order to get the best out of each ILC. All officers to be trained by Oct 06.
- Officers will explicitly promote distributed leadership and collegiate working using solution focussed approaches.
- All staff involved in ILC's will be encouraged to develop locally based solutions for leadership enhanced activity. All ILC's to have at least 3 locally-based leadership leadership enhancements in operation by Dec 06.
- We will share best practice across all ILC's.
- We will develop a central Leadership Toolkit as a resource for the generic aspects of leadership development. We will complete the SISE project for integration in the Leadership Toolkit by Jan 07.
- We will promote the Highland Management Competencies framework across all of the ILC's.

Outputs: What we anticipate as a result:

- A vision, ethos and way of working will become established for each ILC.
- A higher level of staff confidence in sharing concerns and approaches will be demonstrated.
- The ILC becomes more progressively integrated.
- The ILC becomes collectively dedicated to supporting the learning of its members.
- The ILC increases its capacity as a community.
- Staff find an increased level of challenge and stimulation within the ILC context.
- The ILC becomes a powerful vehicle for delivering the themes of Achievement and transitions of the Curriculum for Excellence.
- All staff become confident in using the Highland Management Competencies framework as a vehicle for eliciting anticipated leadership gains.

Develop the competencies, confidence and capacities of staff to be highly successful in the work that they do.

Inputs: What we will do

- We will initially involve 100 participants from the ECS service in the first 2 quarters of the SL Highland project with a view to subsequently increasing access to all who wish it.
- Each officer will be trained in interacting initially with 10 participants. Existing competencies and anticipated leadership gains through the work that they are doing will all be reviewed in addition to the skills that the person can bring to the development of others.
- Individual leadership pathways will be established for each participant in order to tailor the particular experiences that will lead to the anticipated leadership gains. We will have around 200 pathways in place by the end of year 1.
- Support environments for individuals taking forward leadership experiences will be established within the ILC's. We will have at least three such dedicated environments established in each ILC by the second quarter of year 1.
- Coaching and mentoring experiences will be made available to all participants.
- Individuals will be encouraged to work with others in similar contexts e.g working for a time in another establishment or team.
- Cognate groups will be established for those individuals working in similar or related areas. We would plan to establish 10 – 15 cognate groups in year 1 of the project.

- All 100 participants will be trained in mentoring and coaching with a view to each of them working with one or two others within the phase 1 cohort.

Outputs: What we anticipate as a result:

- The phase 1 cohort would become self-sufficient in what they were doing, exchanging support with their colleagues.
- The positive experiences of the first 200 participants will lead to a continuing and sustainable demand for a further 200 who would wish to become involved in Phase 2 of the project.
- Identified skills in participants will be matched to the needs of other participants.
- The negotiation of individual leadership enhanced projects gives a high degree of ownership to participants and a closer match to anticipated leadership gains.
- All participants will benefit from both contributing and receiving coaching and mentoring experiences.
- Experiences in other establishments and teams will enrich the person and the context.
- Cognate groups will provide mutual support and collective expertise in taking forward common leadership issues.
- A pool of experienced phase 1 participants ready to take their leadership development further and contribute to the phase 2 cohort.

Inspire, excite and support staff at all levels in the Service in enhanced leadership roles in preparation for career progression.

Input: What we will do

- We will encourage staff to aim as high as they can in their aspirations to lead. We will run at least 3 central events, work in all 29 ILC's and develop appropriate resource and video materials to support this.
- We will discuss with participants their particular career aspirations and use these as a context to the clarification of anticipated leadership gains in relation to the competencies. All participant discussions to take place at enrolment.
- We will reflect higher level issues and contexts through the leadership enhanced participant projects.
- We will place participants in teams and establishments with a view to stretching their experiences, competencies and confidence. We anticipate around 50 such placements each year.
- We will help them best demonstrate the leadership qualities that they possess. We will organise a wide range of workshops to support such demonstrations. At least one workshop will take place in each ILC.

Output: What we anticipate as a result:

- An increased number of individuals expressing a desire to proceed to more senior levels of the service and to take on additional responsibilities.
- Higher levels of confidence expressed in relation to the anticipated challenges in relation to posts of greater management responsibility.
- Individuals more easily able to demonstrate their leadership capabilities.
- Succession planning made easier through a wider cohort of capable aspirants equipped with the skills and competencies to meet the appropriate standards.