

Supporting progression into Teaching, Leadership roles and Headship

Progression into Teaching:

ERW has worked proactively in conjunction with the Welsh Government and Carmarthenshire LA on the **#Discoverteaching #Darganfodaddysgu** strategy aiming to encourage more people to embrace a rewarding career in teaching. Numerous workshops and promotional activities have taken place to attract more people into A range of promotional materials have been shared with schools, Challenge Advisers, Further Educational colleges etc to ensure a united, collaborative approach and positive culture towards enhancing the profile and value of a teaching career in Wales. The following quote from the Discover Teaching Wales website sets the tone and essence of this crucial work ...

'As most teachers will tell you, there's no such thing as a 'typical' day at work. That's because no two days are the same – you're unlikely ever to be bored by a lack of variety. It's also a career that offers great benefits and gives you an opportunity to use a wide range of skills and inspire students to learn.' (Discover Teaching Wales)

<http://www.darganfodaddysgu.cymru/>

<http://www.discoverteaching.wales/>



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BUDDSODDWYR | INVESTORS
MEWN POBL | IN PEOPLE

Progression into enhanced leadership roles and Headship:

Both ERW and Carmarthenshire LA have worked hard to ensure a wide range of developmental leadership opportunities are regularly available to support our school workforce. These opportunities are purposefully provided at a variety of leadership levels, seeking not only to strengthen and upskill our workforce, but also reinforce the key message of the value and impact of effective distributive leadership within our schools. Much emphasis is rightly placed on the content of the revised Professional Standards to reinforce their value and impact across the workforce. Historically, we have been very active within the development of 'middle and aspiring leaders' through specific programmes of work. This has enabled us to implement a 'grow your own' approach to securing future senior leaders within our schools. Such work continues and is now complemented further by a range of additional leadership activities. We have set out further details of this work below and kindly suggest this area as a possible 'theme' for us to follow during the forthcoming round of 'School Visits' (July 2018).

1. ERW Leadership Development Opportunities:

Practitioners across our schools access a series of practice-based development programmes underpinned by the Professional Standards. In collaboration with other key stakeholders including the other regions, ERW have planned and prepared a comprehensive cross-sector Leadership Programme for practitioners at each stage of the Professional Development Pathway. For further details and information, please follow the links below:

<http://www.erw.wales/schools/leading-learning/leadership-development-opportunities>

<http://www.erw.cymru/ysgolion/arwain-dysgu/cyfleoedd-datblygu-arweinyddiaeth/>

Professional Learning Pathway (School Leadership)



2. NPQH: Carmarthenshire is proud of its track record within this regionally delivered, national programme. We have played an integral part in developing its content over time and ensuring we provide our candidates with high quality support and opportunities to gain the mandatory qualification for headship in Wales. The 2017-18 cohort witnessed an impressive sixteen candidates from Carmarthenshire undertaking the qualification. All successfully achieved the standards following their final assessment in February 2018. This unprecedented high number of candidates, (in comparison with other local authorities within the ERW region) evidences the positive impact that the many professional development opportunities have had on our Aspiring Leaders. These successful candidates will now be available to support our leadership agenda in line with the need of our schools.

3. Developing Leadership through Action-Research Projects:

Carmarthenshire has responded very proactively to numerous Headteacher requests to support the development of leadership and pedagogical skills across schools. Key areas of focus remain directly in line with analyses of 'pupil progress and outcomes' as well as schools' individual priority areas for development.

Activities include:

- **Science Action Research Project:** this project has enabled senior and middle leaders to further develop the provision for science with schools working collaboratively across primary and secondary phases. By the end of 2017 / 2018 nearly all schools will have participated in this developmental work which is impacting positively on the standards that the pupils are attaining. In addition, valuable links have been established across school Clusters, enabling the proactive sharing of practice, resources and science laboratories. Following collaborative planning, teachers and leaders have led this strategy within their own schools and have shared their experiences through presentations within Headteacher meetings.
- **'Moving Forward' Project:** this project has focused on supporting teachers working in collaboration to plan effective lessons and thus establish effective developmental strategies for their learners. 'Best practice' has been purposefully shared through a wide range of school-to-school support visits. The strategy continues to develop leadership skills across our workforce with an emphasis on class teachers and middle leaders, ensuring they gain experience of planning,

evaluating and reviewing strategy within their own school and others. Supportive monitoring processes across our primary schools clearly evidence that the this project is having a very positive impact on improving leadership skills, provision and standards within the Foundation Phase.

- **‘More Able and Talented (MAT)’ Project:** this project is currently enabling teachers from eighteen of our schools to lead on this exciting strategy. Staff are being given opportunities to work together to develop innovative practice in relation to the MAT agenda, linking in to the areas of learning within the new curriculum. This experience is giving teachers and middle leaders the time to reflect on ‘Blue Sky’ practice and to refresh their approach to challenging and inspiring learners in an enthusing and progressive manner.
- **Foundation Phase to Key Stage 2 Pedagogy Project:** this project focuses on utilising pedagogical strengths and philosophy within foundation phase to further enhance provision within key stage 2. This has enabled teachers to lead on the ‘change elements’ required in relation to the new curriculum within their schools. The impact of this research work has been positive and has ensured greater continuity and improved transition from the foundation phase into key stage 2. An ‘unintended consequence’ of this project has been improved attendance amongst year 3 pupils within participating schools. They have responded well to the more engaging curriculum and attended more regularly as a result. The key strengths of this practice are currently being shared with other schools according to specific, individual needs.

4. Lead practitioner schools: Our schools have been invited to share best practice through the lead practitioner programme which is providing valuable professional development opportunities. Schools are funded to support others in line with the menu of support agreed through the categorisation process. For examples we have practitioners leading on effective self - evaluation processes or strategic development within a federation. These opportunities are enabling schools to share best practice and are providing purposeful leadership opportunities for aspiring leaders of the future.

5. Reducing teacher workload: We are wholly conscious of the need to support our teachers and leaders in managing increasing workloads in a positive and practical

manner. Such approaches obviously support a more effective and healthier level of practice. Challenge Advisers have therefore focussed in detail on the issue of 'teacher workload' during their core visits, thus supporting the Welsh Government campaign (which ERW informed both strategically and operationally) aimed at addressing workload issues in relation to marking and feedback processes. Advice and guidance has impacted positively on reducing teacher workload and is constructively informing a cultural change across the profession in relation to marking and feedback expectations. The 'impact of the feedback' - written or verbal, is now the clear focus. This ensures that pupils are very aware of how they can independently improve the quality of their work. Our Challenge Advisers routinely reinforce this message through their support visits.

6. **Directory of Leadership Support:** To support effective leadership across our schools, taking into consideration the particular challenges faced by our smaller schools, we have produce a range of exemplar resources including policies, examples of self-evaluation and monitoring strategies; health and safety information etc. The aim of this directory and bank of resources is to provide valuable reference materials for leaders, sharing best practice and alleviating workload pressures. We have used 'good practice' within the leadership community to collate and edit this work, sharing its content with Headteachers during recent meetings. The content has been warmly welcomed and we will continue to develop this model further.
7. **'Dolen':** We are all conscious of the fact that 'best practice' needs to be shared in an open, regular and practical manner. ERW have developed this model which identifies such practice through schools working in collaboration with Challenge Advisers during the core support visits. Agreed areas of best practice are shared through ERW's Dolen website, thus providing a directory for schools to refer to. School-to-school support ensues as a result, relying on leaders at all levels to share strategies and deliver support to participating schools. This mechanism provides staff with invaluable opportunities to develop their leadership skills whilst building effective networks and collaboration across our schools in ERW.

<http://www.erw.wales/schools/school-improvement/dolen/>

<http://www.erw.cymru/ysgolion/gwella-ysgolion/dolen/>