

**LEAP Action Learning Report 2014**

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| Topic area  (What) | Developing the capacity of classroom teachers aspiring to executive positions |
| Context  (Where and When) | Essex County School Board, UK  Maldon PS |
| Research methods  (How) | Interviews with teachers, middle executive and principals. |
| Findings  (So what) | School and aspiring leaders need to seek out professional learning from independent providers such as SSAT. There are a number of external courses, particularly the National qualification, that develop leadership skills that used to be run by the National College but are now run by a number of different providers.  PL is mostly organised by local communities of schools or networks. The growth of academies will lead to tailored PL for their own staff, especially in large academies, such as Harris Federation (35 schools).  Leadership development is primarily seen to be supported at the school level eg teachers taking on additional roles in the school such as literacy leader.    In school, teachers start off developing leadership skills through leading a subject and are supported by colleagues and School Leadership Team. At Maldon Primary school the DP runs in house training to support them in developing leadership skills which ranges from people management to analysing data.    They then take on the role of phase leader which means that they have some responsibility for standards within their phase and offer support to teachers within that phase to drive up standards. They then make take on responsibility for a wider ranging project like developing teaching and learning in KS1.    The level of support is gradually withdrawn their skills develop and their level of responsibility increases.  Implications for PL in NSW context: We currently see the move toward local delivery of PL. The devolution of a national or system wide approach means that there is no consistency of content, delivery or access. |
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