

Education and lifelong learning



The Scottish
Government
Riaghaltas na h-Alba

Evaluation of Routes to Headship



EVALUATION OF ROUTES TO HEADSHIP
APPENDICES

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APPENDIX 1 LIST OF INTERVIEWEES

1 .List of stakeholder interviewees

Organisation	Interviewee(s) - name
AHDS	Greg Dempster
Education Scotland	Laura McAllister, Kate Paton, Lesley Brown, Jane Horsburgh
EIS	Stephen McCrossan, Edith Swinley, Margaret Smith
GTCS	Gillian Hamilton, Tom Hamilton
Glasgow City Council (Aspiring Heads)	Colin Crawford
National Parent Forum Scotland	Tony Rafferty
SLS	Jim Thewliss
SSTA	Alan Mackenzie
University of Aberdeen	Anne Halsall, Rachel Shanks, David Eastwood
University of Edinburgh	Deidre Torrance, Danny Murphy
University of Glasgow	Christine Forde
University of Stirling	Alison Fox, Val Drew, Cate Watson
University of Strathclyde	Margaret Penketh
Scotland Parent Teacher Council	Eileen Prior

2. List of local authority interviewees

Local authority	Interviewee(s) - name and role
Aberdeen City	David Laing (Head of Schools) Andrew Jones (Lead Officer CPD)
Aberdeenshire	Maria Walker (Director of Education, Learning and Leisure) Andy Griffiths (Head of Education)
Angus	Trish Torz (Strategic Support Manager)
Argyll & Bute	Anne Paterson (Quality Standards Manager, Depute Head of Service)

City of Edinburgh	Gillian Hunt (CPD Manager) Caroline Bayne (Leadership Development Officer) David Wright (Head of School Management)
Clacks and Stirling	Belinda Greer (Director of Education) Alan Milliken (Assistant Head of Education)
Comhaire nan Eilean Siar	Donald MacLeod (Learning Communities Principal)
Dumfries & Galloway	Rodger Hill, Education Officer (ICT and Leadership including SQH co-ordinator)
Dundee City	Tracey Stewart (QIO) Iris Thomson (QIO)
East Ayrshire	Graham Short (Executive Director of Educational and Social Services) Alan Ward (Acting Head of Schools Services)
East Dunbartonshire	Gordon Currie (Head of Education)
East Lothian	Darrin Nightingdale (Head of Education) David Scott (QIO)
East Renfrewshire	Mhairi Shaw (Head of Service) Marie Kelly (Quality Improvement Manager) Jim Duffy (HT)
Falkirk	Andrew Sutherland (Director of Education) Anne Pearson (Quality Improvement Manager)
Fife	Ken Greer (Director) Donna Manson (Head of Education West) Marjorie Kinnair (Leadership Development Off)
Glasgow City	Maureen McKenna (Director of Education) Colin Crawford (Quality Improvement Manager)
Highland	Hugh Fraser (Director of Education) Callum McSween (Head of Service)
Inverclyde	Albert Henderson (Corporate Director) Wilma Bain (Head of Education) Angela Edwards (Head of Educational Planning and Culture)
Midlothian	Peter McNaughton (Head of Education) Elaine Napier (Education Support Officer)
Moray	Laurence Findlay (Head of Schools and Curriculum Development)
North Ayrshire	Mary Doherty (Head of Service 0-18 Education)
North Lanarkshire	Irene Pandolfi (QIO Expressive Arts) with responsibility for SQH
Orkney Islands	Leslie Manson (Director and Depute Chief Executive)

Perth & Kinross	Peter McAvoy (Head of Secondary Education and Inclusion) Jean Cessford (Support for Staff Manager)
Renfrewshire	Robert Naylor (Director) Trevor Gray (Education officer) Gordon McKinlay (Resources) Joyce Young (HT Primary) Julie McCallum (DT Special School) David Nicholls (HT Secondary school)
Scottish Borders	Yvonne McCracken (Head of Schools Services) Jaqueline Morley (CPD Manager) Jacki Swanston (Head of Schools Services (shared post))
Shetland Islands	Maggie Spence (QIO) Sarah Henry (Training & Development Officer)
South Ayrshire	Douglas Hutchison (Head of Education Service) Harry Garland (Director)
South Lanarkshire	Jim Gilhooly (Director) Tony McDaid (Head of Education/Curriculum for Excellence)
West Dunbartonshire	Mary Devine (QI Manager) Margaret Mackay (QIO CPD) Lyndsey Fleming (Education Support Officer)
West Lothian	Moira Niven (Depute Chief Executive) Elaine Cook (Head of Education, Quality Assurance) Sheila Smith (CPD co-ordinator)

APPENDIX 2 LITERATURE REVIEW: DEVELOPING SCHOOL LEADERSHIP

Introduction

There is extensive literature on leadership and management in education. This short review focuses on a few international studies, mainly from other English speaking countries, and on the key policy and background documents within Scotland highlighting some key issues that these raise. It is set out in three main sections:

- International studies;
- a review of key policy and background documents within Scotland;
- concluding comments on key issues from the review to inform the remainder of the evaluation process.

Review of international studies

In its report on improving school leadership, the OECD (2008) suggested that:

“There is a growing concern that the role of school principal designed for the industrial age has not changed enough to deal with the complex challenges schools are facing in the 21st century.”

Implicit in this statement is a view that effecting successful change in schools depends to a significant extent on principals (headteachers). Bringing about transformational change in turn implies a change in the role of the headteacher for which serving and prospective headteachers must be properly prepared. Viewed in this way, leadership development emerges as a task of great strategic significance.

School leadership has become a matter of high priority for most national governments. As a consequence, it has been studied by supra-national organisations such as the OECD and international consultancies such as McKinsey.

The OECD is not an academic research organisation although it employs many researchers. It seeks to provide information that is practically useful, often by carrying out comparative studies of policies, practices and outcomes across a range of countries. Established in 1961 it now has 34 members, overwhelmingly highly developed western countries.

The best-known and, arguably, most influential of the OECD’s educational studies is the Programme for International Student Assessment (PISA) which measures the performance of students in participating countries and regions in literacy, mathematics

and science. The number of participants has steadily grown and now includes many countries that are not OECD members.

School leadership has emerged as a priority for the OECD. It carried out a large comparative study in 2006-2008 and subsequently published two volumes of findings; the first dealing with policy and practice across 22 participating systems from 19 countries and the second describing 5 national case studies. (The French and Flemish-speaking systems in Belgium and the national systems in England, Northern Ireland and Scotland participated separately.) The chosen examples of successful systems for volume 2 were Austria, England (UK), Finland, Flanders (Belgium) and Victoria (Australia).

The OECD's work is often based on self-assessments carried out by, or on behalf of, national ministries of education. Thus, information on, for example, leadership development programmes reflects the perceptions of national governments. This kind of information is supplemented by evidence of outcomes and/or from surveys.

The 2006-2008 study revealed that school leadership is a priority issue in most countries. However, in many cases, that priority is not translated into effective action. School leaders are often put under increasing and conflicting pressures. Pay relative to the teaching force as a whole is frequently poor, although this is not true of Scotland or England, and recruiting leaders is problematic. (15 countries are experiencing difficulties.)

The role of school leaders has expanded and is continuing to grow. In many countries schools are becoming more autonomous. They are being held more accountable for the results achieved by their pupils. Frequently schools are being expected to deal with more diverse student populations, in part because of policies of inclusion.

As a result, the roles of headteachers and other leaders have come to include elements of financial and human resource management, performance management and pedagogical leadership.

School leaders across the 19 countries were seen as facing a number of common challenges:

- increasing autonomy brings fresh responsibilities for which leaders were not always prepared;
- a climate of accountability requires better strategic planning and more effective use of data;
- leadership needs to be focused on improving outcomes for learners.

All of these challenges tend to bring increased workload. Therefore leaders need to:

- prioritise;
- distribute tasks to others;

- be properly prepared for the full range of their responsibilities.

The OECD concluded that the task of school leadership requires to be more carefully defined. Autonomy can lead to positive outcomes but needs to be properly supported. The study suggested that national policy makers should:

- provide higher degrees of autonomy with appropriate support;
- redefine school leadership responsibilities for improved student learning;
- develop school leadership frameworks for improved policy and practice.

It considered that the key responsibilities of leaders are:

- supporting, evaluating and developing teacher quality;
- goal-setting, assessment and accountability;
- strategic financial and human resource management;
- collaborating with other schools.

The OECD sees school leadership as extending beyond the post of headteacher or principal. Other members of staff have leadership responsibilities. A significant role should also be played by bodies the study calls 'school boards'. As might be expected, the powers, functions and composition of these bodies vary significantly from country to country. The OECD thus espouses the concept of distributed leadership (see later).

The study concluded that school leaders need specific training for their role and, in particular, to discharge successfully the responsibilities outlined above. Good leadership development is seen by the OECD as having three main characteristics:

- leadership development should be seen as a continuum, extending from initial early leadership training through induction into a leadership post to continuing professional development;
- while training may be provided by many providers, governments should ensure consistent standards;
- successful programmes involve a coherent curriculum, experience in real life contexts, mentoring and coaching, peer learning and opportunities for collaborative action between the programme and schools.

As well as providing support and training, governments have a responsibility to ensure that school leadership is an attractive career. Pay is an important component but attention needs to be given also to factors such as recruitment practices and opportunities for further career development.

Strategies for leadership development

Writing from the Australian and New Zealand context, Dempster, Lovett and Fluckiger (2011) argue that the international trend towards holding schools accountable for improving student performance has placed a new emphasis on the professional learning of school leaders (and aspiring leaders). Quoting Teaching Australia (2007) they contend that school accountability has given emphasis to two themes; the quality of teaching and the quality of school leadership.

This is in accord with the view expressed in the McKinsey report “How the world’s most improved school systems keep getting better” (2010). Two of the key ingredients for success are identified as being selecting the right people and then investing in their development. This is seen applying both to teaching and to leadership.

Although there are obvious connections between school leadership and leadership in other areas of activity, the literature stresses the need for interaction between theory and practice, between the learning and the work contexts. (In the context of developing school leadership this leads to an emphasis on the role of the leader in relation to pedagogical leadership.) Huber (2011) describes this as a relationship between knowing and doing. In this respect it is consistent with a view of adult learning as being more “problem-oriented than theme-centred”. Huber sees sound professional development as embracing six elements; concrete experiences, courses, self-study, collegial exchange, feedback and reflection, and planning.

Hopkins (2008) takes the view that professional development requires to be learner-centred; an opinion clearly consistent with that of Huber.

A strong feature of leadership development in recent years has been a focus on preparing aspiring leaders, sometimes from quite early stages in their careers. This is highly consistent with the notion of distributed leadership (see below). The McKinsey report gives several examples. Thus, in Singapore, schools are responsible for identifying potential leaders and offering them both training and experience. Similarly, in the Netherlands, encouragement is given to small groups of class teachers and middle managers to form self-directed learning communities aimed at developing potential headteachers.

Other examples are cited by Dempster et al (2011) who also discuss the question of whether such programmes should be voluntary or mandatory. Alberta and Singapore encourage participation in voluntary programmes that result in qualifications. New York runs both an extended leadership academy and a shorter apprenticeship programme. The latter is a summer school but with a requirement that participants initiate a school-based project. By contrast, Ontario has a mandatory qualification course for headteachers.

Aimed at a later stage of professional development, New Zealand runs a programme for ‘first-time principals’, developed jointly by the Ministry of Education and the University of Auckland.

Dempster et al (2011) suggest that professional development becomes less systematic after headteachers become established. They refer to Robinson (2007) who comments on the role of coaching and mentoring in this context. MacBeath (2006) also mentions the role of other headteachers as critical friends.

Some examples of these kinds of activities quoted in Dempster et al include:

- mentoring schemes in Alberta and Ontario;
- the role of principals in Singapore in supporting 'apprentice' leaders in their schools;
- the establishment of clusters or learning communities in Canada and in England.

Dempster et al outline a number of key messages that emerge from their review. These can be briefly summarised as follows:

- school leaders expect their professional development to be centred in practice;
- course work does not provide sufficient professional learning for leaders but can be part of a broader strategy;
- establishing effective 'learning relationships' with colleagues is important at all stages of a leadership career;
- these relationships can offer a suitable context for leaders to reflect on their learning and performance and plan for the future;
- leaders need to receive feedback on whether their activities are having a positive effect;
- no single strategy suffices -a blend of approaches is needed.

Distributed leadership

'Distributed leadership' is the notion that in an organisation, leadership may be exercised by a number of people, rather than just by a single individual. It is not, of course, specific to education. Thus Ancona and Backman in the Harvard Business Review (2010) refer to its relevance in the business context. They emphasise that distributed leadership does not dispense with the need for overall direction, referring to the strategic role of Linus Torvalds in relation to the open source operating system that he originated. Somewhat surprisingly, they indicated that 85% of contemporary business leadership literature takes the notion of individual leadership for granted. In this respect, schools appear to be better placed (see later).

Interest in distributed leadership appears to be more characteristic of English-speaking and EU countries. However, there is some degree of interest elsewhere, for example in a number of developing countries.

The term appears first to have been used by Cecil Gibb, an Australian psychologist, in 1950. However, the idea gained little currency for a further 40 years. It is referenced in a literature review by Hallinger and Heck (2003) and is commonly cited in later publications.

The idea of distributed leadership contrasts with the emphasis placed on individual leadership in earlier work. Thus, for example, writers such as Horner (1997) see the personal qualities and beliefs of the leader as crucial. Implicit in this view is a notion of leaders as born rather than made. However, elements of the concept of distributed leadership can be seen as emerging at an even earlier date in, for example, the work of Burn (1978) in which the relationship between the leader and others is seen as significant.

The move from a focus on the individual to notions of distributed leadership has more than one motivation. For some writers such as Ingvarsohn (2006), Marsh (2003) and Spillane (2006) distributed leadership is seen as a necessary response to policy shifts in developed countries making the leadership task more complex. Thus, Hartley (2007) argues that schools are complex organisations that can change only in response to multiple leaders with varying responsibilities. Firestone (1995) and others see distributed approaches as being necessitated by large size. Elmore (2000), drawing mainly on US experience, argues simply that distributed leadership is a vital factor in school improvement. Others, such as Hussain Sher Bahadur (2011), arguing from the context of countries such as Pakistan, suggest that individual leadership can be actively harmful, eroding trust and damaging school culture. In developed countries, writers such as Mujis and Harris (2007) and Lambert (2003) have similarly criticised 'heroic' models of leadership.

It is clear that notions of distributed leadership have spread widely. Camburn, Rowan and Taylor (2003) and Spillane (2006) note the prevalence of distributed models, for example in the United States. The former considered leadership to be formally distributed among three to seven people in a high proportion of US schools.

Nevertheless, the role of the individual is still generally accepted as important. Even within distributed leadership contexts, the significance of the overall leader is recognised (Melinda 2007). This is consistent with the emphasis placed on developing senior leadership, primarily headteacher leadership, in both Scotland and England.

Various ideas have been put forward about the nature of the distribution of leadership activities that distributed leadership implies. Thus, Bass (1985) sees the main determinant as being circumstance and need. This contingent view has attracted significant support in subsequent decades. Others such as Spillane (2001) argue that distributed forms of leadership place a greater emphasis on leadership practices as opposed to functions. Macbeath (2005) contends that leadership roles may be distributed in a number of ways; according to staff strengths and interests, formal roles, willingness to volunteer etc.

There is a general acceptance, as in Halverson and Diamond (2001) and Crow (2002) that distributed leadership calls for trust, reciprocal acceptance and accountability. Perhaps, the general view is appropriately summed up by Gronn (2002) as follows:

“Distributed leadership means leadership that is dispersed rather than concentrated. It is a leadership which is shared amongst a number of colleagues or peers, rather than leadership that is focused in one organisational role or at one level, or which is monopolized by only one individual.”

Nevertheless, the concept of distributed leadership is not an uncontroversial one. Other staff often see it as a device whereby headteachers are able to manage their own workload by increasingly the demands on others. The NCSL in England has, therefore identified five pillars of creating a distributed leadership culture as being:

- self-confident and self-effacing headship;
- clarity of structure and accountability;
- investment in Leadership capability;
- a culture of trust;
- a turning point.

And that in terms of making it real, staff need to have:

- Accountability – the person is formally held responsible for a specified outcome
- Authority – The person has the acknowledged right to make decisions in this area without undue interference
- Capability – the person is able to act on their accountabilities, possessing the requisite knowledge, skills, resources and time

Review of key policy and background documents within Scotland

This part of the literature review examines the following:

- the context for leadership development and routes to headship within Scotland;
- the construction of a leadership continuum;
- approaches to leadership development;
- leadership issues in the public sector;

The context for leadership development and routes to headship within Scotland

The GTCS Standards for Leadership and Management (2012) are identified in Scotland as the basis for leadership development programmes and qualifications. They set out leadership as the ability to:

“Develop a vision for change which leads to improvements in outcomes for learners and is based on shared values and robust evaluation of evidence of current practice and outcomes and to mobilise, enable and support others to develop and follow through on strategies for achieving that change”

The Standards describe the purpose of headteachers as to:

- establish, sustain and enhance the culture of self-evaluation for school improvement;
- develop staff capability, capacity and leadership to support the culture and practice of learning;
- ensure consistent high quality teaching and learning for all learners;
- build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners;
- allocate resources effectively in line with identified strategic and operational priorities.

These five elements have similarities to but also significant changes in emphasis from the previous National Standards for Headship (2005) that included the following professional actions for a headteacher as being to:

- lead and manage learning and teaching;
- lead and develop people;
- lead change and improvement;
- use resources effectively;
- build community.

The National Standards also contain three essential elements:

- strategic vision, values and aims;
- knowledge and understanding;

- personal qualities and interpersonal skills.

The GTCS Standards place emphasis on professional commitment and personal values.

The GTCS Standards recognise that effective leadership depends on the principles of collegiality: and that all teachers should have opportunities to become leaders. The Standards define leadership qualities and competences and thus assist in the design of programmes for aspiring or serving middle managers and of programmes leading to the attainment of the professional award and/or academic qualification leading to the Standard for headship. The Standards also offer an assessment framework for such programmes and a template to plan and enhance coherent leadership development pathways and programmes.

“Teaching Scotland’s Future” (2011), commonly known as the Donaldson Report, provides the backdrop in Scotland for the future professional development of teachers, including leaders and aspiring leaders. It states:

“the two most important and achievable ways in which school education can realise the high aspirations Scotland has for its young people are through supporting and strengthening, firstly, the quality of teaching, and secondly, the quality of leadership.”

Most recently the Report of the Commission on School Reform entitled “By Diverse Means: Improving Scottish Education” (2013) highlights the importance of culture for a true learning system and suggests this culture is described below:

“In a true learning system, all are conscious of being part of a common endeavour. Communication flows in every direction. Ideas are exchanged. Constructive criticism is offered and received gratefully. The culture is collaborative, purposeful, empowering. There is nothing of the consciousness of hierarchy and place that currently impedes progress in Scotland. The Commission considers its recommendations on culture among its most important.....Above all the Commission considers it essential to develop a sense of common endeavour where everybody involved feels able to contribute on equal terms.....The Commission takes the view that headteachers should be seen as the chief executives of largely autonomous bodies. At the same time it is imperative that a collegiate culture should exist within schools....”

The Scottish Government produced the Framework for Educational Leadership in Scotland in 2012. This is closely linked to both the Donaldson Report and the GTCS Standards and provides a model for professional growth in leadership learning. The model is based on four essential and interdependent processes:

- reflection on practice;
- experiential learning;

- social learning processes;
- cognitive development.

The Framework provides a definition of leadership roles covering: pedagogical; middle, school and systems as shown below.

“Pedagogical leadership

All teachers have a responsibility to lead learning and teaching in their classrooms, in order to meet the needs of all learners. This is achieved in a number of ways: the close scrutiny of pupil learning needs, the continued drive to develop effective and innovative approaches to pedagogic practice, the building of knowledge and understanding about learning and by leading and working collaboratively with colleagues to review and enhance pedagogic practice across the school.

Middle leadership

Middle leaders in schools will have different areas of responsibility which may include curriculum leadership, departmental or faculty leadership, pastoral leadership, leadership in additional support provision, or leadership of specific school improvement priorities. They may have line management responsibility for a team of staff; lead a team delivering a specific area of provision; or a team involved in development activities. In taking their particular areas of responsibilities forward, middle leaders will work and contribute to the school improvement agenda particularly in building a culture of learning to address the needs of all learners, while also contributing to the development of capability more generally.

School leadership

Leaders who have, or are seeking, overall responsibility for an aspect of leadership across an establishment. This includes curriculum/faculty leaders who aspire to membership of a senior leadership team and to established members of such teams, such as depute head teachers and head teachers.

Systems leadership

Leaders who have overall responsibility for the leadership of an establishment and/or strategic initiatives at a local and/or national level. This includes head teachers, and to those working more widely in the education service who have a strategic role in improving Scottish education and Scottish society.”

The construction of a leadership continuum

The literature emphasises the need for a leadership continuum from pre-service training onwards.

“Teaching Scotland’s Future” (2011) is clear about the current lack of leadership pathways.

Much attention has been paid to leadership training in recent years, with an increasing focus on leadership for learning and distributive forms of leadership. This extensive range of different types of leadership training contains much interesting and innovative practice. However, no clear and consistent pathway can be identified nationally and there is no guarantee that appropriate training can be accessible locally for those aspiring to formal leadership positions. (Page 100)

The report contains a raft of recommendations related to the need to construct an appropriate leadership continuum starting with the pre-selection process for teachers: The foundations of a high quality teaching profession lie in the nature of the people recruited to become teachers. Every effort must be made to attract, select and retain individuals with the qualities which are essential in a twenty-first century teacher and potential school leader.

Recommendation 2: education policy should ... address the need to build the capacity of teachers, irrespective of career stage

Recommendation 9: Teacher education needs to be seen as something where foundations laid in the initial phase continue to be built thereafter ... The early phase of teacher education should be seen as a five-year experience for undergraduates and as a two-year experience for postgraduates ... including the possibility of gaining academic recognition at Masters level

Recommendation 44: a greater range of CPD should be formally accredited. Masters level credits ... built into initial teacher education qualifications ... and CPD beyond the induction year

Recommendation 46: a clear, progressive educational leadership pathway should be developed ... Account should be taken of the relationship between theory and practical preparation, including deployment to developmental roles.

Recommendation 48: a greater range of CPD opportunities should be provided for experienced headteachersThe new national leadership pathway should not stop at headship, but should include ways in which experienced headteachers can continue to develop and refresh their skills and competences.

Recommendation 49: a scheme for national leaders of education should be developed to enable experienced, high-performing headteachers to contribute to system-level leadership

Recommendation 50: a virtual college of school leadership should be developed to improve leadership capacity at all levels within Scottish education.

The McCormac Report on Career and Management Structures (2011) argues

Teacher education should be seen as a continuum, building progressively across a career as proposed by the Donaldson Report.

It argues too for greater mobility of all teachers, including headteachers, between schools and more widely within the educational sector as a component of CPD to enhance professional development and improve understanding of issues related to the learner journey.

In a paper entitled “Leadership Development in Scotland after Donaldson” (2011) the authors (Forde, McMahon and Dickson) highlight the need to start the continuum at pre-service stage in the education of teachers so that all teachers understand that the role will include leadership. This should then continue through to professional development throughout the teaching career including those at middle leadership levels. It is acknowledged that some of this middle leadership development is now available but that it is not systematic across the country. The paper argues that this raises questions about the nature of approaches to leadership development adopted in programmes:

Wallace et al (2011) caution that acculturation via leadership programmes only leads to the limiting of opportunities to develop creativity, seek solutions to contextualise issues and to experiment, qualities which the Curriculum for Excellence demands. This then raises questions about the nature of leadership development in Scotland and “next practice” in the provision of leadership development opportunities, questions keenly debated in Scottish education since the publication of a “leadership agenda”.

Approaches to leadership development

The general literature on approaches to leadership across public and private sectors is focused on the need to find new ways of developing leaders fit for the 21st century. A quote from one paper, “Future Trends in Leadership Development” (2011) by the Centre for Creative Leadership illustrates a common theme:

“The environment has changed-it is more complex, volatile and unpredictable. The skills needed for leadership have also changed- more complex and adaptive thinking abilities are needed. The methods being used to develop leaders have not changed (much). The majority of managers are developed from on-the-job experiences, training, and coaching/mentoring-while these are still important, leaders are no longer developing fast enough or in the right ways to match the new environment.”

In relation to the approach to develop school leaders in Scotland, the Donaldson Report argues that teaching should gradually become a Masters degree-level profession.

Leadership for Learning: The challenges for leading in a time of change (HMIE, 2007) emphasises that effective leaders help everyone make an impact on the quality of learning, teaching and achievement. It advocates the distributed leadership approach and states that leadership for learning means putting learning and learners at the centre of the agenda and remaining focused on that. It sets out clearly the priorities for leadership development in the early years sector and the primary, secondary and special

school sectors. It highlights the importance of experiential learning for effective leadership development through opportunities such as coaching, mentoring, 360 degree appraisals, secondments to other schools etc.

Forde et al (2011) writing after the Donaldson Report set out three forms of approach to leadership development:

- a knowledge-based approach leading to a masters level qualification undertaken at university;
- an apprentice-based approach where the skills required for leadership are learned on-the-job;
- an experiential learning based approach where there is a focus on structured sets of experiences to acquire the necessary understandings, skills and personal development.

It is the third of these approaches, which blends theory and practice, that the authors claim is supported increasingly in international studies. The focus in this approach is on the dual aims of school improvement and the improvement of pupil learning and achievement.

Leithwood et al (2006) identified that among all school related factors that contribute to what students learn at school, leadership is second only to classroom instruction with leadership being about one quarter of overall school effect in securing pupil attainment (with classroom instruction accounting for three quarters).

Robinson et al (2009) undertook a detailed meta-analysis of studies to identify the leadership dimensions that make a difference to pupils. They examined two forms of leadership: transformational leadership and pedagogical leadership and found that the latter had an impact nearly four times that of transformational leadership. Although the authors caution against polarising these two concepts and indeed suggest some convergence, nonetheless this finding raises questions about the construction of leadership particularly “leadership at all levels” and the focus for leadership development programmes.

A particular issue in educational leadership development comes from the challenges faced in leading the many small primary schools in rural Scotland. The Scottish Government report on leadership in small Scottish Primary schools (2007) states:

“The duality of the role of teaching headteacher is the predominant feature of headship in small schools in both Scotland and abroad, but this is often not reflected in discussions about standards of headship.....431 primary schools (20%) had school rolls of less than 50 pupils Leadership in small schools is developed within a context of having to lead multiple innovations with few other staff and resource, while at the same time effectively teaching multi-age and stage classes...There are few examples of

development opportunities having been tailored to meet the specific needs of small school headteachers.”

Leadership in the public sector in Scotland

The themes of distributed leadership, a continuum for leadership and developing new approaches to leadership development in the 21st century run throughout recent leadership approaches in other parts of the public sector in Scotland.

The Scottish Police Leadership document (2009) describes the need to provide the police with a “tool box” of leadership styles and the ability to know when to use each style. The styles include:

- transformational and transactional leadership;
- situational and collaborative leadership.

“Although theoretical knowledge of these leadership styles is important it is essential that our people are able to develop the skills, behaviours and personal effectiveness required to be successful leaders.....at whatever level. Consequently an understanding of self-awareness, emotional resilience and interpersonal sensitivity is also needed. Therefore within leadership development activity, a greater emphasis will be given to expanding social and emotional skills and behaviours through the development of a coaching approach; the use of personal/professional development planning; and targeted personal development interventions.”

The Civil Service Values and Competency Framework (2012) identifies its core values as integrity, honesty, objectivity and impartiality and identifies ten core skills sets which are grouped in three ‘clusters’:

- Strategic cluster-setting direction:
 1. Seeing the big picture
 2. Changing and improving
 3. Making effective decisions
- People cluster-engaging people:
 4. Leading and communicating
 5. Collaborating and partnering
 6. Building capacity for all
- Performance cluster-delivering results:

7. Achieving commercial outcomes
8. Delivering value for money
9. Managing a quality service
10. Delivering at pace

The NHS Leadership document (2009) identifies similar themes:

- effective leadership at all levels is essential to delivering the goals of NHS Scotland;
- the model for leadership development is based on a core of “personal qualities” (being), with service excellence and future focus as key aims;
- leadership needs to span clinical leadership, general management, functional management and professional leadership roles.

In “Evaluating leadership development in Scotland” (2007), Tourish et al studied leadership development across the public, private and third sectors in Scotland and identified that leadership development assumes six main forms: 360-degree performance feedback; coaching; mentoring; networking; job assignments; and action learning. The research identified that coaching (56% of all organisations) closely followed by mentoring (55%) were the most widely used leadership development activities undertaken by Scottish organisations.

Concluding comments

The key questions and issues that we identify from this short literature review as being important for the remainder of the evaluation of the routes to headship programmes are:

- What is the proper balance among the study of relevant literature, experiential learning through practice and leading change and personal development through developmental processes such as coaching and mentoring
- Do the current programmes and the prevailing culture of Scottish education allow for the notion of developing distributed leadership and if so, what form does this take?
- In addition to the routes to headship that we are examining, what evidence is there of a consistent approach across Scotland to developing a continuum of leadership in education?
- How are emotional intelligence and resilience being developed within the programmes?

- How effective are the programmes in developing headteachers who can make an impact on pupil learning and achievement?
- Does the wider context in which the programmes sit foster some of these key leadership issues (distributed leadership, the continuum)?
- What support is in place for headteachers to continue learning beyond these programmes?
- What is the impact of culture in developing leaders in Scotland who are creative and who role model the qualities espoused in Curriculum for Excellence?
- What is the proper balance between developing leadership that is focused on improvement and leadership that is capable of bringing about more far reaching change?
- Is there a need to place educational purposes more explicitly at the heart of policy making, re-asserting the importance of educative dimensions of leadership and that the term 'leadership for learning' in both policy and programmes for leadership development explicitly points to practice that is founded on and enhances expertise in pedagogy?
- How receptive is the context and culture of Scottish education to the exercise of the kind of leadership that effective development programmes might promote?

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APPENDIX 3 SURVEY FINDINGS

Participants' Survey

We undertook a survey with current and past participants from the programmes the link for which was distributed by the programme providers. We wanted also to gather views from those who have not participated in a routes to headship programme but who are at a senior level, either Depute Headteacher or Principal Teacher. Rather than undertake this across all authorities we agreed to send this out through seven local authorities covering a range of sizes and geographical areas. We received 320 responses to the participants' survey.

Appendix 7 provides the questions the survey asked and the basic profiles of respondents. This section seeks to highlight some of the main points from the two surveys.

We asked each of the programme providers to send a link for the online survey to the participants' email addresses they hold. We received 320 responses. These break down into 70% from those who are undertaking or have completed the SQH, 21% from those who are or have undertaken the FRH and 9% who are or have undertaken Aspiring Heads.

Nearly two thirds of respondents (65%) have completed a programme and 30% are currently on a programme. A much smaller number 3% are taking a break and another 3% did not complete the programme.

Reasons for applying

We asked respondents to give a single response as to why they applied for the programme. The main reason given (38%) is to improve promotion prospects which suggests that the programmes are perceived by a significant number of applicants as being a good route to promotion.

A relatively small percentage (11%) selected the single reason as being to make a difference for children and young people and also a low percentage (8%) said it was to achieve an academic qualification. This latter figure is interesting as it shows that gaining a qualification in itself is not the main reason why people undertake the programmes.

77% said they had particular experiences prior to joining the programme which encouraged them to develop their leadership and management skills. These relate mainly to previous experience of senior or leadership roles in a school and/or taking part in other CPD opportunities. Two thirds (66%) said they had taken part in CPD relating to leadership and management prior to joining the routes to headship programme. These figures emphasise the importance of prior experience and the development of progressive CPD around leadership and management which the new Standards for Leadership and Management also advocate.

Role at start of programme and current role

We asked those who completed the survey to state their job role at the start of the programme and their current role.

- 223 people had undertaken the SQH programme: of these only 3% had been headteachers at the start of the programme (see Figure 4.1) but 30% were currently headteachers.
- 67 people had undertaken the FRH programme: of these 6% were headteachers at the start of the programme and 24% were current headteachers (see Figure 4.2).
- 30 had undertaken the Aspiring Heads programme: of these none were headteachers or acting headteachers at the start of the programme and 7% (two people) were heads at the time of the survey completion.
- There were increases in the numbers of Deputy Headteachers as well with SQH showing a seven percent increase (from 32=39%), FRH showing a six percent increase (from 43 to 49%) and Aspiring Heads a ten percent increase (from 40-50%).

We have calculated that of the 223 SQH graduates 78 were promoted between the start and the current position (35%) of the 67 FRH graduates, 18 were promoted (27%); of the AH participants 5 were promoted (17%). In these broad promotion terms the SQH can be seen to be slightly more successful than the FRH with AH coming in third.

There are other interesting points to note from these figures:

- The FRH programme appears to attract a slightly more senior level of participant than the SQH. This is borne out by the perception of SQH providers who have commented that they often have students who require more inputs than might be expected of such a programme. Over half the SQH participants from this sample are at Principal Teacher level or below (56%) while the FRH participants at these levels are at 41%.
- It is interesting to note that the programmes do not just lead directly to headships but lead to middle tier promotions as well: the programmes are routes to promotion not necessarily a route to immediate headship. This possibly reflects the lack of middle leadership development in many areas at present: these programmes are in a sense fulfilling both requirements.
- It is interesting that some teachers who participate in the programmes do not hold promoted posts.

Table 2.1 Job Role at start of programme compared to current role SQH (n=223) (percentages shown)

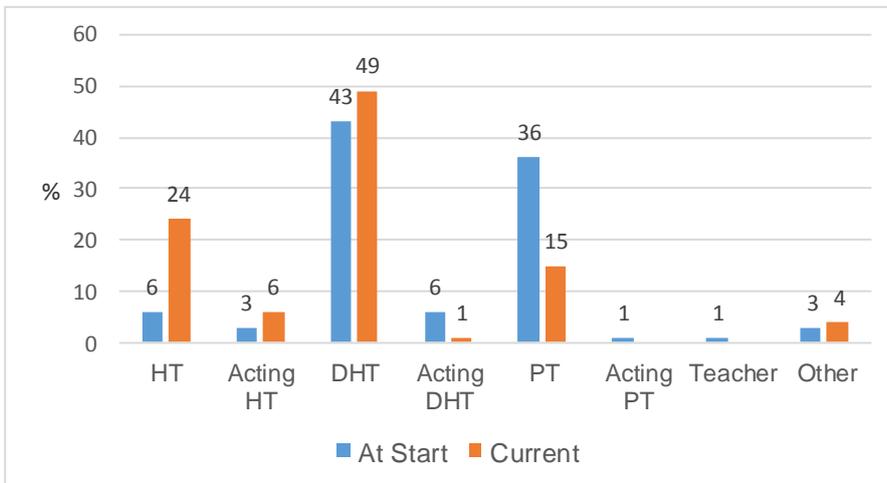


Figure 2.2 Job Role at start of programme compared to current role FRH (n=67) (percentages shown)

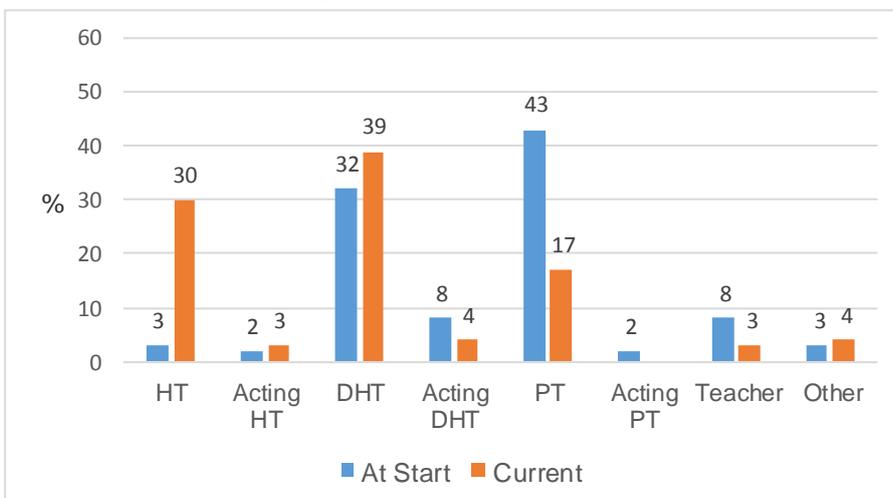
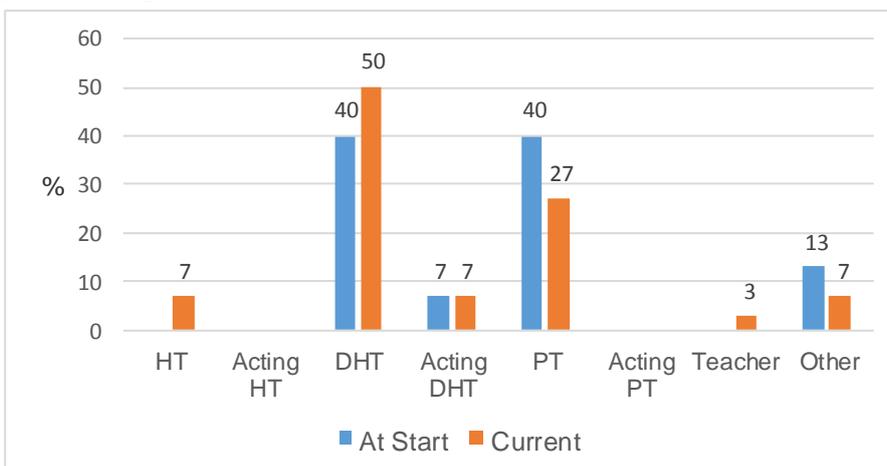


Fig. 2.3 Job Role at start of programme compared to current role - AH (n=30) (percentages shown)



Satisfaction with the programme

Nearly all respondents said the programme met (41%) or exceeded (53%) their expectations. Only 6% said it fell below their expectations. When we examine disaggregated information by programme, Aspiring Heads comes out as most positive in terms of meeting participants' expectations followed by SQH and then FRH. 93% of all respondents would recommend the programme they took part in to others.

The impact of the programme

We asked participants to rate a number of statements. The evidence shows that there was broad similarity in responses given to these across the programmes with slight variation according to which statement was being asked. We provide the table of statements and their percentage responses here and visual bar charts in the appendices.

Figure 2.4: Percentage responses from participants from each of the programmes in relation to statements of effectiveness

(SQH, n=223; FRH, n=67;AH, n=30)

	Strongly Agree			Agree			Disagree			Strongly Disagree		
	SQH	FRH	AH	SQH	FRH	AH	SQH	FRH	AH	SQH	FRH	AH
The programme developed my effectiveness in:												
- leading and managing learning and teaching.	59	49	50	33	37	43	3	3	3	6	10	7
- leading and developing people	61	55	60	31	33	33	3	3	3	5	9	7
-using resources effectively.	29	25	40	56	55	50	10	15	7	5	4	3
-building community	48	37	15	41	46	47	7	10	-	4	6	3
-knowledge and understanding	75	60	73	19	27	23	2	3	3	4	10	3
-personal qualities and interpersonal skills	47	42	43	40	42	50	9	7	-	4	9	3
-leading change and improvement	60	48	63	34	43	33	2	1	-	4	7	3
-strategic vision, values and aims	61	45	57	30	45	40	5	3	-	4	6	3

What is apparent from Figure 2.4 is that participants tend to rate their learning from whichever programme they undertook, highly. This is perhaps not surprising given the investment of time and effort that individuals have made to each programme.

If we examine the Strongly Agree ratings on their own we see that the strongest agreement comes from those who participated in the SQH programme but that in two statements (“using resources effectively” and “leading change and improvement”) the strongest agreement came from those who participated in the Aspiring Heads programme. The SQH has a particularly strong result for “building community” compared to the other two programmes.

If we take the “strongly agreed” and “agreed” columns and add them together the results are interesting: Aspiring Heads comes out with the highest ratings in all but one area that of “building community”. Of course the Aspiring Heads respondents are much smaller in number but it still gives a sense of the positive regard in which those who have participated hold it.

We asked participants if they would recommend the programme to others. 100% of the Aspiring Heads participants (of whom there were 30 respondents) 93% of the SQH respondents (of 223) and 90% of the FRH ones (of 67) said they would recommend it to others.

In terms of the impact on their desire to become a headteacher 61% said this had increased, 36% said it had made no difference and only 3% said it had reduced their desire to become a headteacher. This is positive. Overall, the courses have increased motivation. A small number of participants have found that they do not wish to become heads.

Most helpful and least helpful about the programme

We asked free text questions about what had been found to be most helpful and least helpful about the programme. In terms of most helpful, the comments (313 of them) are around the following with the first three receiving the highest number of mentions:

- the tutor mentoring/the coaching/support from tutors
- reading/literature/directed reading
- professional discussions/dialogue/sharing views with others
- networking/meeting peers/being taught in a supportive cohort
- self-reflection/the 360 analysis
- leading and implementing school improvement/a change project

We have analysed the responses for each SQH providing university and for the FRH provider. Key points to note from this about what was most helpful are as follows:

- The top most frequently mentioned helpful element from across all the programmes is the FRH coaching which was mentioned 41 times

- The Glasgow and Edinburgh SQH programmes had a high rate of mentions for the tutor/s and teaching as being the most helpful
- the most frequently mentioned helpful element across all the SQH providers is the opportunity to learn in groups/discuss with cohort colleagues/build networks
- one SQH provider, Edinburgh, had a high frequency (15) for “guest speakers” which was not mentioned by any of the other SQH programme respondents

The following quotes provide a flavour of some of the several hundreds of comments we received about what was most helpful:

“Interaction with sector leading professionals and colleagues. The opportunity to engage with ideas out with the context of school. The focus upon connecting research with practice. The opportunity to be challenged and discuss ideas. The speakers. The accountability and support. The comparative study and the 360.”

“All learning linked to the SfH. Lots of opportunities to engage in professional dialogue with leaders from other LAs and other sectors. My interest in the political agenda was heightened. Listening to guest speakers helped to challenge and reinforce my thinking. The requirement of directed professional reading was most advantageous to pushing my thinking forward on many levels too.”

“Structured approach to sharing good practice both through theory and through other participants”

In terms of what was least helpful there were slightly fewer comments (252). The overwhelming point made by SQH participants was related to the workload/pressure of assignments and difficulties in managing this and a job at the same time. This was the highest mentioned element for all the providers except Strathclyde where slightly higher responses were recorded for “some taught days less focused/weak” and for “online learning/VLE”.

The least helpful element recorded most frequently in the FRH responses were “the taught sessions-weak/repetitious”.

Perhaps not surprisingly given its stronger reliance on distance learning, issues to do with technical IT problems had a high frequency of reporting as “least helpful” elements in Aberdeen.

Other “least helpful” points included the long gap in the summer, the e-learning/distance learning component (across other providers than just Aberdeen) and issues to do with changes of tutor or the tutor often being away and changes to the course which were disruptive. The final interview/viva was also mentioned a few times.

A few quotes provide illustration:

“It is very challenging balancing study, research and writing with a demanding professional remit and significant caring responsibilities. However, my tutors have

been extremely supportive and this has allowed me to complete the first year successfully.”

“There was a huge amount of reading, which sometimes was a bit 'open -ended' and students had to wade through material that was often irrelevant to the purpose of reading. Because I was so inexperienced, my PLP in course one was somewhat of a waste of time, as I gained more knowledge and experience, it became a paper exercise that was abandoned rather than something that grew and developed.”

“It seems to have made no difference to my promotion prospects.”

“As with all education in Scotland - the completely pointless assessment that did not help me to learn anything.”

“I felt being with some unpromoted primary colleagues was not beneficial. There a huge gulf in knowledge & experience which made some groupings difficult.”

Importance of different factors in being appointed a headteacher

Table 2.2 below shows the ratings provided by respondents to the question about the importance of different factors in being appointed a headteacher. This shows clearly that the most crucial factor rated by respondents (76%) is prior leadership roles in school while the next most crucial factor, achieving the standard for headship, was only rated as crucial by 38%.

Table 2.2: Importance of factors in being appointed a headteacher (n=84)

Factor	Crucial	Quite important	Not very important	Irrelevant	N/A
Achieving the Standard for Headship	38%	49%	6%	4%	4%
Prior leadership roles in school	76%	18%	1%	2%	2%
Other training/CPD	15%	50%	20%	6%	8%
Low demand for headship posts	4%	15%	44%	25%	12%

Important CPD for aspiring headteachers

We asked participants to specify which other training/CPD activities were important factors in being appointed. There were not that many comments given (50) and they tended to be around previous experience (as Depute Headteacher/in acting up positions) or about various cpd courses that had been undertaken. These included management

courses (health and safety, financial management, selection and recruitment) as well as those relating to specific skills such as coaching and mentoring. A couple of comments related to the experience of working with a very good headteacher. There were some general comments about leadership and management course provided locally /by the local authority as being useful.

Other important factors in being appointed

There was not a large number of comments made under the question about other important factors in being appointed as a headteacher (48 in total). A few quotes below provide a flavour of the range of what was given here:

“Being able to demonstrate measurable success in previous posts.”

“Experience of managing school in absence of HT - opportunities for secondment in promoted post.”

“Confidence in your ability to talk about leading others to effect change”

“To be given opportunities to develop in a structured and supporting environment.”

“Having been a classroom teacher for a good amount of time (16yrs PT for me) and DHT / SDHT. You need credibility and be able to have demonstrated ability also. However the SQH is a respected and admired qualification in the profession and to have that on top of the experience is in my view the gold standard.”

“I had the opportunity to be Acting Headteacher and time to see if it was the right job for me prior to the post in my establishment being advertised - that was probably the best indicator that headship was the right route for me professionally and personally.”

Non-participants' survey

The non-participants survey was sent out to Depute Headteachers and Principal Teachers in seven local authorities. We received 554 responses.

Most respondents have not applied for a headteacher's post (60%) but a considerable minority have (40%). Responses are split equally between those who intend to apply for a headteacher's post in the future (33%) and those who do not (33%). 34% said they would maybe apply for a headteacher's post.

Awareness of routes to headship programmes

We asked the 371 respondents who said they will apply or maybe will apply for a headteacher's post in the future about their awareness of routes to headship programmes and whether or not they would consider applying for these in the future.

The Scottish Qualification for Headship is the most well-known of these programmes (84% are aware of it) and 32% would consider applying to the programme in the future. Despite a lower level of awareness (35%), a similar proportion of respondents would consider applying for Flexible Route to Headship (29%). Similarly, only 40% were aware of Aspiring Heads (which is not surprising given that it is only Glasgow-based) but 23% would consider applying for this.

Access to CPD related to leadership and management

Over two-thirds (69%) of those respondents who said they will apply or maybe will apply for a headteacher's post in the future said they have had access to CPD related to leadership and management. This is a positive figure as it suggests that the progression towards becoming a headteacher is not just focused in the routes to headship programmes.

Why not applying for headship positions

There were 165 free text comments on reasons why the respondent was not applying for a headship position. We have analysed these and the most common reasons provided are as follows (with numbers who made a comment of this nature shown in brackets):

- I enjoy my subject area and teaching it too much to want to change (45)
- The stress and pressure of the headship role and lack of work/life balance (29)
- Close to retirement/too old now (27)
- My strengths lie in my current role (as DHT or PT)/happy with level of responsibility I have (23)
- Not interested in it/don't want that level of responsibility (21)

There were far fewer comments on other reasons for not applying including the salary being too low (7, with two from DHTs in large schools who said they would have to take a salary drop if they moved to a smaller school); a lack of support/failure at previous interviews/no clear route to joining the SMT (4); and the need for more experience first (3).

Encouraging applications to routes to headship programmes

Respondents would be more likely to apply and undertake a routes to headship programme if:

- there was adequate cover in their school (88% said this would be crucial or quite important in making it possible or encouraging them to apply for and undertake a programme);

- financial support was available from their local authority (87%);
- their headteacher supported an application (87%);
- it significantly improved their chance of getting a headteacher’s post (86%);
- the course could be completed flexibly (distance learning) (80%);
- the opportunities were more widely publicised (73%); and/or
- study leave was possible (72%).

Making the qualification mandatory appears to be less important to potential applicants – only 54% of respondents said this would make it possible or encourage them to apply and undertake a routes to headship programme.

Skills and competencies for the role of headteacher

We asked respondents about their views of the importance of various skills and competencies for the role of headteacher. The table below shows that nearly all respondents felt that the skills and competencies listed were crucial or quite important for the role of headteacher.

Table 2.3 shows that large proportions of respondents feel they personally need significant support or some support with most of these skills and competencies. However, only 51% feel they need support with personal dispositions and interpersonal skills and qualities.

Table 2.3: Skills and competencies important for the role of headteacher

Skill/competency	Crucial or quite important for the role of Headteacher (n=371)	Significant or some support required with personal development (n=371)
Professional knowledge and understanding	99%	77%
Strategic vision	99%	88%
Developing staff capability, capacity and leadership to support the culture and practice of learning	99%	88%
Ensuring consistent high quality teaching and learning for all learners	99%	79%
Building and sustaining partnerships with learners, families and relevant partners to meet the identified needs of all learners	99%	70%

Personal dispositions and interpersonal skills and abilities	99%	51%
Establishing, sustaining and enhancing the culture of self-evaluation for school improvement	98%	87%
Allocating resources effectively in line with identified strategic and operational priorities	98%	84%

Table 3 outlines responses to a series of statements about being a headteacher in Scotland from our survey of 554 non-participants at principal teacher and depute headteacher level, and from a survey which used most of the same statements in another Scottish Government-funded study in 2009 which aimed to examine the recruitment and retention of headteachers. (The comparison between these two studies was made at the suggestion of the first research Advisory Group and statements from the first study were purposely included in this one so that a comparison could be made.)

The respondents to the two surveys have some similarities but also some differences as outlined below and so direct comparison has to be treated with caution.

1218 teachers took part in the survey as part of a study undertaken in 2009 by researchers from the Universities of Cambridge, Glasgow and Edinburgh as compared to 554 teachers who responded to this current survey. Respondents to the 2009 survey were similar to the current one in terms of:

- age: 90% of the 2009 survey respondents were aged 31 to 60 years while 94% of our respondents were aged 30 to 59 years; and
- type of school: 37% of 2009 respondents worked in primary schools and 52% in secondaries, compared with 42% and 52% of our respondents.

However, there are some differences between respondents to the 2009 survey and respondents to this survey:

- 2009 respondents were less likely to have applied for a headship post in the past: 8% of the 2009 respondents had applied for a Head Teacher's post in the past compared with 40% of the current survey respondents; and
- Current survey respondents were more likely to occupy a senior role than the 2009 respondents: a large majority (94%) of respondents to this survey were either a Depute Head Teacher or Principal Teacher on a permanent or acting basis, but the equivalent figure for the 2009 survey was only 36%. The majority of 2009 respondents (58%) classified themselves as classroom teachers.

Despite these differences the comparison between the two surveys is interesting.

Table 2.4: Perceptions of being a headteacher in Scotland

No.	Statement	Respondents to 2013 survey who agreed or strongly agreed (n=554)	Respondents to Scottish Government 2009 study ¹ who agreed or strongly agreed (n=1218)
1	Headteachers have the opportunity to shape an educational vision for the school	92%	89%
2	Headteachers experience positive professional challenges	85%	80%
3	There are too many accountability demands by local authorities	81%	85%
4	Headteachers are generally effective managers	81%	n/a
5	The pressures of headship are too stressful	78%	80%
6	Headteachers are generally effective leaders	77%	n/a
7	The role of Headteacher intrudes too much on personal and family life	75%	81%
8	Headteachers have prestige in the community	73%	69%
9	The current routes to headship programmes in Scotland are a good preparation for headship	72%	n/a
10	The accountability requirements of national inspections are too demanding	68%	78%
11	Headteachers have to be accountable to too many 'bosses'	64%	72%
12	There is not enough autonomy for Headteachers	61%	57%
13	Headteachers have good salaries and benefits	60%	72%
14	Being a Headteacher is a lonely job	60%	61%
15	There is too much responsibility involved in the role of the Headteacher	60%	65%
16	Headteachers do not have enough contact with pupils and their learning	56%	68%
17	Training and induction processes for Headteachers are inadequate	54%	52%
18	Headteachers have autonomy over their School Improvement Plan	50%	44%
19	Headteachers receive sufficient support from their local authority	50%	37%
20	The position of Headteacher is often perceived to be 'filled' prior to advertising	47%	45%
21	Headteacher interview processes are often too demanding, intensive or rigorous	43%	43%

¹ MacBeath, J; Gronn, P; Opfer, D; Lowden, K; Forde, C; Cowie, M; and O'Brien, J (2009), *The Recruitment and Retention of Headteachers in Scotland*, Scottish Government.

22	Recruitment processes for Headteachers are inadequate	41%	40%
23	There is sufficient monetary incentive to make the leap from Principal Teacher or Depute Head to Headteacher	41%	50%
24	Headteachers receive sufficient monetary reward for the job and all it entails	40%	56%
25	Headteachers have few close relationships with students and staff	38%	46%
26	There is sufficient protected management time to do the job of Headteacher	34%	40%
27	Within budgetary requirements, Headteachers have autonomy over staffing	32%	42%
28	Men seem to be more valued as Headteachers than women	27%	33%
29	Headteachers do more meaningful and interesting work than teachers	9%	11%

Comparison of our survey and 2009 survey

There are some differences between the responses to our survey and the 2009 survey. In some cases, attitudes towards being a Headteacher appear to have improved. Respondents to our survey indicated a more positive attitude to the following statements compared with the 2009 survey:

- (9) the accountability requirements of national inspections are too demanding (78% agreed or strongly agreed with this in 2009 but 68% agreed or strongly agreed in our survey);
- (11) headteachers have to be accountable to too many 'bosses' (72% compared with 64%);
- (16) headteachers do not have enough contact with pupils and their learning (68% compared with 56%);
- (19) headteachers receive sufficient support from their local authority (37% compared with 50%);
- (25) headteachers have few close relationships with students and staff (46% compared with 38%).

However, attitudes towards some other aspects of the headteacher's role are more negative in our sample compared with the 2009 survey. Responses to the following statements were more negative:

- (13) headteachers have good salaries and benefits (72% agreed or strongly agreed with this in 2009 but only 60% agreed or strongly agreed in our survey);
- (23) there is sufficient monetary incentive to make the leap from Principal Teacher or Depute Head to headteacher (50% compared with 41%);

- (24) headteachers receive sufficient monetary reward for the job and all it entails (56% compared with 40%);
- (27) Within budgetary requirements, headteachers have autonomy over staffing (42% compared with 32%).

Issues arising from the surveys of 2009 and 2013

While noting the overall relatively small changes in the two surveys, what stands out are the significant negative perceptions revealed in both about being a headteacher, which may well be a significant barrier to those considering a route to headship, or not.

More than half of the 554 Principal Teachers and Deputies who responded to the survey had negative perceptions of the headteacher role.

- 78% considered the pressures of headship are too stressful
- 75% that the role of headteacher intrudes too much on personal and family life
- 68% that the accountability requirements of national inspections are too demanding
- 64% that headteachers have to be accountable to too many 'bosses'
- 61% that there is not enough autonomy for headteachers
- 60% that being a headteacher is a lonely job and that there is too much responsibility involved in the role of the headteacher
- 56% stating that headteachers do not have enough contact with pupils and their learning
- Over half (54%) considered training and induction processes for headteachers are inadequate
- Only 50% consider headteachers have autonomy over their School Improvement Plan and that headteachers receive sufficient support from their local authority

In considering the effectiveness of current routes to headship, significant consideration will need to be given, to the perceptions, and the realities of the role of headteacher, if we are to ensure a good supply of excellent leaders in the future.

Respondents' current job role

There are few notable differences in responses from Deputy Headteachers and Principal Teachers. However:

- Principals are marginally more likely to consider applying for the Scottish Qualification for Headship than Deputes;
- Principals are more likely than Deputes to rate themselves in need of support with skills and competencies important for the role of headteacher; and
- Deputes are more positive about some aspects of the headship role than Principals, but the opposite is true for some other aspects.

Other local leadership programmes

We asked respondents whether they were aware of other local leadership programmes. There were 82 free text responses to this question. The main courses mentioned were as follows:

- Angus Council Introduction to Leadership levels 1 and 2
- Glasgow: many mentions of Project Leadership course/ASPECT Management course/Middle Managers Course
- Catholic Leadership Course
- SSERC Leadership for Excellence in Science
- Aberdeenshire Pathways to Excellence course
- Argyll and Bute Leadership course
- Highland Council Next Generation Leadership-preparing for headship and Lead On course

Other factors that make a good headteacher

There were 214 free text comments about what other factors make an effective headteacher. The main comments clustered around good communication and interpersonal skills, excellent management and organisational skills plus the ability to bring personal vision and values. Other factors mentioned included flexibility, trust, sensitivity, sense of humour, decision-making judgement, emotional resilience. Some quotes serve to illustrate the thoughtfulness of some of these comments:

“The ability to lead by example, to demonstrate the qualities that are desired in excellent classroom teachers: discipline, compassion, knowledge and presence. These are rare qualities perhaps but the job is not suited to everyone.”

“A strong sense of purpose - a moral imperative to ensure that the whole school community is empowered, equipped and looked after at a personal and educational level.”

“An educated, cultured individual who is interested in learning and young people's progress. It's obvious really, but too often Head Teachers are both obsessed with

management issues and the next HMI inspection to the detriment of everything else.”

“Interpersonal skills are crucial. Being able to bring out the best from the staff you have. Encouraging leadership amongst staff. Being able to view the 'bigger picture' and being decisive and proactive.”

“I believe that there are distinct differences between being a leader and a manager. An effective Headteacher should be a person who can manage the everyday running of the school but also have leadership qualities that ensure dispersed leadership, recognition of strengths with school, a quality and open listener, willingness to participate in new initiative and lead by example.”

“The ability to bring in new courses to inspire pupils from all levels to continue their education. To be forward thinking and take on new ideas that staff bring to them that will benefit pupils not only in qualifications but also that of wider issues such as building self esteem etc.”

“Willingness to continue to learn and develop in all aspects.”

APPENDIX 4 ANALYSIS FROM THE LOCAL AUTHORITY INTERVIEWS

Introduction

The face to face interviews with nearly all the local authority Directors/Senior representatives of Education have now been completed. These have provided a wealth of information and we cover some of the key themes and information emerging from our analysis here.

- The chapter covers the following:
- Local authority management structures for education
- Leadership development
- Identifying leadership needs in schools
- Use and views on the current programmes (SQH, FRH and Aspiring heads)
- Assessment
- Application processes for headteachers
- Views on the current and new Standards
- The future for leadership development: local and national

Local authority management structures for education

Within local authority organisational arrangements, school education sometimes forms a service on its own. More commonly, it is grouped with other, smaller services. The range of linked services includes:

- Social work
- Leisure and culture
- Children's services
- Criminal justice
- Skills/ Lifelong learning

Several interviewees mentioned that with the integration of health and social care there may be further re-organisation.

Leadership development

There is usually some form of corporate leadership development in place but it varies in terms of its scope and intensity. There are a very few local authorities where there is nothing much in place in terms of corporate leadership development.

Some of the detail on leadership programmes provided suggests that some focus more on management functions than on leadership as such.

Within Education there are around half a dozen local authorities that have developed comprehensive leadership development programmes covering early stages through to post appointment as headteacher. Examples of these include the Scottish Border's "Developing Our Leaders"; Perth and Kinross; Aberdeen City's Leadership Development Policy and Framework; East Renfrewshire's Leadership Development Programme, with a particular focus on coaching and mentoring; Falkirk, Edinburgh and West Lothian.

Identifying leadership needs in schools

Leadership development needs within schools are most often reported as being identified through the performance review schemes and the school improvement plans. In some areas, but by no means all, the performance review system (PRD) is analysed centrally.

Needs are also identified through feedback from Quality Improvement Officers (QIOs). Interviewees identified that some development needs are driven by national policy requirements such as GIRFEC and the Curriculum for Excellence.

One authority (Dumfries and Galloway) holds an annual Leadership Conference and an annual headteachers conference and uses these to identify needs alongside other methods mentioned above. Others stated that headteachers can raise needs as they identify them while others mentioned Teacher Learning Communities.

When asked about the main needs identified currently there was, as might be expected, a wide range of views: for some it is broad leadership capacity rather than management skills; some are aware of a significant gap in numbers to lead at primary schools and the fact they need to develop a lot of people's capacity at primary level to fill the future vacancies. Others mentioned the Curriculum for Excellence and ongoing development needs around this.

Use and views on the current programmes (SQH, FRH and Aspiring heads)

The table below sets out which local authorities are using which programmes. When taken in conjunction with some of the comments made (shown in the right-hand column) it is clear that the SQH is declining in use, partly because the Edinburgh SQH has stopped being available (due to lack of numbers – the initial FRH pilot had a significant negative impact on Edinburgh numbers) and partly because of cost and budget issues, since FRH costs appear significantly lower than those for SQH. At the same time there is growing interest in local authorities developing their own programmes and FRH has developed some capacity in local authorities through their involvement in providing coaches and assessors.

Table 1.1 Use of SQH and FRH programmes

	SQH	FRH	Own Course	Comment
Aberdeen	✓			
Aberdeenshire	✓	✓		We have added FRH
Angus	✓	✓		Trialling FRH
Argyll and Bute	x			Used to use SQH but no budget
City of Edinburgh	x	✓		SQH not available
Clacks & Stirling	✓			
Western Isles	x	x		No current driver for either
Dumfries and Galloway	x	x	✓	Used to use both but budget cuts this year
Dundee		✓		Due to budget
East Ayrshire	✓	✓		
East Dunbartonshire	✓			
East Lothian	x	✓		SQH not available as Edinburgh stopped
East Renfrewshire	x	✓		FRH cheaper
Falkirk	✓			
Fife	✓	✓	□	
Glasgow			✓	
Highland	x	✓		FRH seen as better
Inverclyde	✓			
Midlothian	x	✓		SQH not available
Moray	x	✓		
North Ayrshire	✓	✓		
North Lanarkshire	✓	✓		
Orkney				
Perth & Kinross	x		✓	
Renfrewshire	x			Want to do own thing
Scottish Borders	✓	✓		
Shetland	✓	x		
South Ayrshire	✓	✓	✓	
West Dunbartonshire	✓			
West Lothian	✓			
	16	15	4	

In terms of applying to undertake a programme most education departments have a process involving an application form, backed by support from the current headteacher. Sometimes potential candidates are identified through the PRD process. Some local authorities undertake an interview as part of the process and some do not.

In terms of effectiveness there was again a range of views. As might be expected these views tended to reflect the choice of programmes within the local authority. A general summary is that the SQH is academically very good but seen as 'taking over your life' for its duration and that the FRH is seen as more focused on the school and individual personal development with less written assignments but is more flexible and more practical. In particular the coaching element within FRH is commended. Some authorities such as West Lothian saw SQH as both a good course and good value. Others commended the course but saw it as too expensive, particularly in relation to what could be spent on other teachers' professional development.

In terms of the balance between leadership and management within the programmes the overall sense from local authorities is that the management side is less well served by the programmes than the leadership and leadership theory side. This means that some people can complete the programmes but still not be effective managers of a school able to deal with the daily detail of what is involved. Glasgow's Aspiring Heads programme is seen as having tried to redress that balance with more focus on management specific issues.

Overall the SQH and FRH are seen as good preparation for headship but with the proviso that there are always a few who come through the programmes without the necessary qualities for headship and that conversely there are examples of headteachers who do have not been through the programmes who are outstanding headteachers. This issue links to the answer given by local authorities as to whether the SQH/FRH is desirable or essential in appointing a headteacher: the answer was that it is desirable but not essential (see para. 3.25).

A few quotes help to illustrate the range of views:

"SQH is very effective and worthwhile. Reading is important and it is good to hear them quoting authors. But you don't have to do it to be a good headteacher"

"..the Council is not convinced that SQH qualified headteachers are better than others...However it considers SQH preferable to FRH which it regards as lacking rigour"

"FRH is not good for those who need their horizons challenged"

"FRH is practical and better...SQH is seen as more academic and does not necessarily make people ready to be headteachers."

The table below (Table 1.2) sets out some of the elements that were considered most beneficial and those considered least beneficial and where gaps were identified in the programmes.

Table 1.2 Interviewees' views on the most beneficial / least beneficial / lacking elements of the programmes

NB: the Glasgow course only received comments from the Glasgow local authority interviewees, so the comments here reflect their viewpoint alone. Likewise a comment from Perth and Kinross about their own course is included.

	Most Beneficial	Least Beneficial	Lacking Elements
SQH	<ul style="list-style-type: none"> Flexibility Taught basis Effective support Reading and reflection Research element Theoretical underpinning Networking across local authorities School based assignment 	<ul style="list-style-type: none"> Not everyone suits academic learning style Lack of practical focus Too pressured Not enough practical and interpersonal skills The school based assignment is not always relevant 	<ul style="list-style-type: none"> Needs to be overhauled Not responsive to change Lacks local perspective Lack of focus on practical management skills Modules on finance and managing resources Dealing with conflict /interpersonal skills
FRH	<ul style="list-style-type: none"> Coaching Self-evaluation process Flexibility 360^o appraisal Cheaper CPD benefits for the Headteachers being coaches Better assessment than SQH 	<ul style="list-style-type: none"> Coaching – can put pressure on the local authority Coaching – consistency? Lack of extended time together for candidates Poor communication from Education Scotland 	<ul style="list-style-type: none"> Masters credit for FRH FRH is under-managed
Aspiring Heads	<ul style="list-style-type: none"> Good balance of theory, practice and reflection 	<ul style="list-style-type: none"> “No obvious weaknesses – the Council would address them if there were” 	<ul style="list-style-type: none"> Short placements in other schools for participants
Perth and Kinross	<ul style="list-style-type: none"> More personalised and effective 		

Key elements that people liked were flexibility (wherever it occurred), the reading and reflection of the SQH course and the coaching of the FRH course, which although it can place pressures on those delivering it is seen as excellent CPD for those who undertake to be coaches.

Assessment

In terms of assessment of the programmes this was generally regarded as good across the programmes. In the SQH there was a criticism about the recent reduction in the

assessment by field assessors (in the Western Consortium SQH) from both Units 3 and 4 to just Unit 4: two local authorities regarded this as less helpful while recognising that it has been done to reduce costs. The failure of some candidates at the viva stage was a concern raised in one authority.

The FRH assessment process was generally regarded as good too, though there were concerns that the first assignment was assessed by the same person who was coaching candidates. Criticisms voiced by several authorities included one about the standard of the GTCS professional interview and feedback but this was also seen as positive by another authority.

General points made about the assessment processes included how to monitor the standards of the assessors themselves. It was stated by one authority that they considered it positive that not all candidates pass. Several authorities commented that even people who do pass may not be fit to be headteachers.

Application processes for headteachers

We asked interviewees how difficult it is currently to recruit headteachers. Five interviewees stated that it is either easy or not very problematic. However the majority stated there were either difficulties generally or with particular sectors: 12 stated there are problems with recruiting for the denominational schools; 11 stated that recruiting for primaries is difficult and two said that recruiting for secondary schools is hard. Some rural authorities referred specifically to problems in recruiting to small rural primary schools. In addition six commented that it is generally hard at present.

Reasons given for these difficulties included rurality for some local authorities as it is not just the headteacher but also their partner who may have to find a new job; and, frequently mentioned, the lack of salary differential between Depute and headteacher levels.

There is great variability in the process for applying to become and being selected to be a headteacher. This ranges from a comprehensive and lengthy process over two days covering an assessment centre, psychometric testing, school visit and interview/group discussion with pupils, parents and auxiliary staff and teachers plus formal interview to authorities with a more traditional panel interview format. Many local authorities are trying to include parents and pupils in the process.

We asked how important the holding of a recognised qualification is for prospective headteachers. The majority of responses were along the lines that it is desirable but not essential. Two local authorities alone said that it was very important. One interviewee stated that it is “not very high up...some of the best headteachers don't have the qualification”. Another interviewee stated that what is important is that the candidates meet the Standards for Headship. One authority mentioned that parents tended to be impressed by applicants having an SQH or similar qualification but that officers and councillors were less impressed. Several authorities made the obvious point that they

had to be flexible about primary school appointments as insufficient qualified candidates are available.

Views on the current and new Standards

The general view on the existing Standards is that they have been useful and have increased the profession's knowledge on leadership. The new Standards are regarded as even better and many positive comments were made about them. In particular interviewees welcomed the progression from early through middle phases of development contained in them. They are being used already in some areas to guide the PDR process and interviewees commented on links to the Professional Update process. One person identified that they will help with quality assurance issues and another summed it up by saying "they are essential....the driver".

The future for leadership development: local and national

We asked interviewees for their views about how effectively leadership development can be taken forward both at local level and nationally.

At local level the types of response included:

- the need to provide opportunities across the different levels of staff;
- the need for robust plans for leadership development in place;
- increased school autonomy and for headteachers to build capacity;
- a clearer strategic pathway beneath the levels of Depute and headteacher;
- having local action learning sets.

At national level suggestions included several around the proposed College for Educational Leadership, saying that it should:

- share good practice
- be a portal for case studies, information, research and think pieces
- provide a national focus/provision of one route to the Standards for Leadership and Management/ provision of a bank of coaches
- not lead to prescription and inflexibility or seek to be the universal provider
- might provide Masters level learning but not necessarily a qualification

Other suggestions for national level inputs included:

- a focus on career-long professional learning

- links to the international perspective
- cohesion and a framework so that there is consistency across local authorities
- not a single path but a range of opportunities
- national standards but local flexibility on accreditation

One quote from an interview serves to highlight an impression gained from around a third of those interviewed that whatever comes nationally should not be too prescriptive:

“..leadership development is about much more than setting up a course. The Council...would see any move to establish a single formal path to headship as a disaster. Rather there should be a range of opportunities available. Even more important is linking these opportunities to development in the workplace in the course of the teacher’s work. A culture of personal and professional development is much more important than a course.”

At the same time there are a few local authorities that would like the two routes of SQH and FRH to continue.

APPENDIX 5 FOCUS GROUPS ANALYSIS

We conducted 13 focus groups spread geographically across Scotland involving participants who had undertaken SQH (52), FRH (10) and Aspiring Heads (9) courses. Three of the focus groups involved teachers who have not participated in one of the programmes. One of these was arranged with the help of the Association of Headteachers and Deputies in Scotland (AHDS) and involved primary and special school head teachers (7); the other two involved DHTs and PTs from across both secondary and primary schools (8).

Of those we spoke to 39 (55%) are either head teachers or acting head teachers.

Programme participants

We asked programme participants about their motivation to undertake the programme, their views on the programme they undertook and the impact it has had on them and their practice.

Motivation

Participants gave a range of answers as to what motivated them to participate in the programme they undertook. The range included:

- those who had been encouraged to apply to undertake the programme by a head teacher/someone in a senior position to themselves / the local authority actively encouraged it
- those in an Acting Head teacher position which made them consider taking the post on a permanent basis and they thought the programme would give them the theory to underpin their practice
- the fact it was a tradition within a particular school for senior teachers to undertake the programme (SQH respondent)
- they saw it as “a natural progression”
- the perceived “currency” of the programme (SQH respondent)

In terms of reasons for undertaking one programme over another, reasons for undertaking the FRH included the perceived shorter length of the FRH and the perception that it involved less reading than SQH. Likewise those who had opted for SQH sometimes chose it because of the reading and the perceived academic approach. For both programmes it was sometimes the availability: it was a case of taking what the local authority where they were based offered. One person said she had not been aware of FRH when she undertook SQH in 2010.

“I came into teaching to make a difference and the best way to shape the difference is through a leadership role” DHT

One participant stated that the McCrone Report – requiring qualification in leadership if a teacher wanted to be considered for depute or head teacher role was the motivation.

Views on the programme they undertook

Those who undertook SQH were generally very positive about the experience and valued it. The chief criticism was the amount of work and the pressure this caused. The things participants said they most valued were:

- the opportunity to read (and being forced to do it!)
One participant stated (now a secondary head teacher) that “it took me into territory I had never been in” and that he was now aiming to get that message about academic reading out to staff.
- the taught days
- the 360 degree assessment
- the critical incidents and reflecting on them
- inspiration and support from some named course lecturers who were described as outstanding and hugely supportive
- the networks with peers that they developed, in particular with those from other sectors (primary and secondary being mixed was appreciated) and from other local authority areas. Many commented that they still draw on their network for support.

There was some criticism voiced from those who had undertaken the Aberdeen MSc. This was partly to do with some of the technical mechanisms for the webinars and also to do with content where people said they thought the content was repetitive at times and more suited to middle level teachers than to aspiring heads. Interestingly the participants who were at lower levels in their school (Principal Teacher and class teacher) had found the course more useful and were more positive about it. Those at higher levels said the reading was useful but they had expected much more on educational leadership, educational management and educational change with the opportunity to talk it through. They felt there needed to be more practical elements, more face to face interaction to allow professional dialogue and networking and they would have liked the opportunity to do coaching.

Participants from s SQH courses raised the issue of leadership development versus management development and said that with hindsight they lacked some of the practical skills for being a headteacher around management and finance. However they generally thought that the leadership side had been well covered and they were more able to understand the difference between leadership and management.

Those undertaking the Edinburgh programme voiced some criticism of whether the comparative study was necessary.

Those undertaking SQH are supposed to have a mentor (often their headteacher). There was evidence from focus group participants that this had not always happened at all or that if it had not much had been gained from it. However there were generally positive perceptions of the level of feedback from their academic tutors/course leaders.

Those who undertook the FRH valued the 360 degree face to face detailed feedback they received and the school project as being highly positive. Most also thought the coach they worked with had been very valuable (meeting every week or fortnight with them) and that it was very relevant to their job role. However it was recognised that there was some variability in the capability of the coaches. Some participants commented that there was academic reading and that it was good because it was personalised and targeted.

There was some criticism of the first two taught days by one cohort but that the further third day was improved.

One FRH participant said she was jealous of the networking and practical aspects that were features of Aspiring Heads.

Those who had undertaken the Aspiring Heads programme provided the following feedback: about the most effective aspects of the programme:

- Networking across sectors (both informally and through groupwork)
- The fact that it was not hierarchical
- The 360 degree evaluation
- Understanding the Standards
- Of the taught elements, the opportunities to learn the 'practical' aspects (financial management, HR, legal obligations etc) of being a headteacher were seen as most effective
- Tutors were good at collating material from class discussions and sending it out to students
- The opportunities to discuss and shape the value base

The main criticism voiced was that the coaching and mentoring dimension could have been improved with clearer explanation of its purpose and more structure. Mentors should be obliged to 'check in' regularly with students. This was described by one participant as the 'downfall' the programme.

There was some feeling, that while participants had enjoyed Aspiring Heads, it let itself down because of the lack of nationally recognised accreditation, and had unclear criteria for 'passing'

Impact

The following summarise the examples given to us about the kinds of impact the programmes had had.

SQH

Impact on themselves: greater confidence; the ability to hold/face the tensions inherent in the system eg attainment versus inclusion

"It gave me the confidence to be sure what 'drives' me. It means that in different situations I know where to draw the 'lines in the sand'. I'm clear about my own values."

Specific things they gained from it:

- Knowledge and understanding: community building; distributed leadership; formation and the make up of teams;
- Techniques and approaches: conflict resolution; and have used the 360 degree assessment again
- Skills and abilities: writing position papers; evaluation; writing policies; preparing evidence for HMI inspections; team building skills.

One participant reported using team building skills she had developed on the course. *"There's a range of particular models I hold in my head. I work in a different way with my staff now - I apply the theory."*

"Skills in how to build a team - the SQH gave you practice in a safe environment."

- Connections and relationships: the cohort network still used

Impact on colleagues: started empowering others almost without realising it as a result of the course; inspired others to take the course.

"There is no better role modelling than a DHT/Head Teacher taking SQH. Because I undertook the 360 degree assessment, asking colleagues to comment on my performance, it created an interest amongst staff and I now have requests from staff to do the same" Head Teacher

Impact on children and young people: Yes through the fact that staff are improving what they do/reflecting on it; children seeing you as a learner is important.

One participant focused on the function of self evaluation, and the way it can be used for oneself, for staff, for pupils, and for parents. He wants them to all to be more challenging and reflective.

Another participant spoke about pupil voice and leadership. She had noticed the gap that exists between the primary school and secondary school experience, with pupils 'regressing' in SI with lots of untapped potential. She had helped create opportunities for pupil engagement with pupils now involved in changing the school's values statement, the school logo, workshops for S1, and running the school radio.

FRH

Impact on themselves: greater confidence; greater self-awareness; greater ability to take decisions; more able to take risks; self-reflection. .

"I would not be a head teacher today had I not undertaken FRH"

Early Years Head Teacher

Specific things they gained from it:

Knowledge and understanding: more concerned about staff and pupils' views; whole school ethos;

Techniques and approaches: using the evidence folder;

Skills and abilities: developing others more consciously; ability to deal with difficult staff issues;

Connections and relationships: the relationship with the coach;

Impact on colleagues: the school project and what it involved for colleagues.

Impact on children and young people: the school improvement plan is more focused on the impact on the children no. One participant who had taken up a new role as headteacher of a primary school offered an illustration of impact on pupils in terms of a 74% reduction in exclusions and successfully concluding a series of hitherto unsatisfactory follow-through inspections.

Other general points

Voiced perception in one focus group that FRH is good if you already have a lot of experience and that SQH is good for those with less experience (this point is borne out by the views of SQH providers that their programmes in recent years tend to have more participants with less experience on their courses, requiring more inputs). Participants generally thought that having choice was important.

Some participants voiced the view that development should not stop once you become a headteacher and that there should be scope for further development.

Programme non-participants

We spoke with primary and special education headteachers who had not undertaken any of the programmes. The reasons given for this included the fact that they thought it was too much work to do at the same time as their headteacher role/family commitments and for a couple of people they already had other qualifications (one had a Masters in Support for Learning; another had the NPQH from England) and did not see the point in undertaking the SQH. Several people had had the opportunity to take up an Acting HT role and this had allowed them to see if they could undertake the role. They spoke about the importance of experience and that this counts for a lot and in some people's view more than a paper qualification such as the SQH. They thought that part of leadership development should be ensuring that teachers have opportunities for a wide range of experience earlier on in their careers. However this was balanced by a recognition that in some areas the opportunities are reducing not increasing: for example in some local authorities the role of Principal Teacher has been removed altogether.

Some spoke about the short courses their own local authority ran (for example a five-day new headteachers course) which had helped them. Some of the focus group participants spoke about the importance of having an experienced headteacher as their mentor which in some local authorities is given to all new headteachers (although this varies from authority to authority).

Non-participants agreed that the Standards for Leadership and Management are what is important and that ways to demonstrate that someone reaches these Standards is what is required.

We also spoke with non-participants who are DHTs and PTs. Key points from these focus groups in addition to points already made above were the difficulty in finding out useful information (benefits/impact from doing the course, detailed course content) about the SQH from the websites; and the lack of salary differential between HT and DHT (particularly at PS level) as a disincentive to applying for HT posts.

APPENDIX 6 HOW OTHER SYSTEMS MEASURE IMPACT OF LEADERSHIP PROGRAMMES

We were asked to explore how other systems measure the impact of leadership programmes. This short paper provides a summary of our findings on this.

We have examined a few studies looking at how leadership development in general is evaluated in order to provide perspective on the evaluation of leadership programmes within education. We then explored how the National Professional Qualification for Headship (NPQH) in England and the Professional Qualification for Headship (PQH) in Northern Ireland are evaluated.

Evaluating leadership development

A study on evaluating leadership development in Scotland undertaken by Aberdeen Business School in 2007² found the following:

- 26% of organisations do not evaluate leadership development at all.
- Of those who do undertake evaluation, only 15% evaluate leadership development across all the four main levels where evaluation can occur - namely, (a) the reaction of participants (b) the extent to which learning occurs (c) the degree to which knowledge/ learning is transferred to development on organisational performance and (d) the direct impact on organisational performance from leadership development activities
- 54% evaluated on the basis of participant reactions, 55% on the basis of learning, and 49% on the basis of learning transfer
- Arguably, the most important category is (d) the direct impact on organisational performance. However, only 32% of organisations evaluate the impact of leadership development in these terms.

While 74% of organisations do evaluate at some level, overall, the evaluation of leadership development does not sufficiently seek to establish whether and how it improves organisational performance.

² Evaluating leadership development in Scotland, Professor Dennis Tourish, Professor Ashly Pinnington and Sara Braithwaite-Anderson, Aberdeen Business School, 2007

The study findings state that organisations perceive the existence of a great many barriers that impede their ability to develop leaders. The most important of these is a perceived inability, in the eyes of senior managers/budget holders, to prove a direct impact on organisational performance from leadership development activities, raised as a problem by 79% of organisations surveyed. Interestingly, 68% reported that a lack of support and commitment from senior management created problems in implementing appropriate leadership development programmes, with 64% also citing a lack of interest on the part of those who participate in leadership development as a problem. Insufficient attention by senior managers to this matter also seems to be a concern. Lack of time, day to day pressures of work, and limited resources were also common issues that arose from the interviews.

They conclude that

“A much more rigorous approach towards the evaluation of leadership development programmes is required. In particular, all forms of development should be routinely evaluated, with a greater emphasis in particular on monitoring its impact on organisational performance.”

The data from the Aberdeen report is supported by the research Evaluation of Leadership Development and Training in the British Senior Civil Service (2007)³ which states that only about one third (36%) of UK organisations seek to capture the effects of learning on the actual performance.

The report further states:

Lewis (1994) provided a comprehensive list of why so little evaluation of training takes place especially at the highest levels. These include the confounding variables where it is impossible to unravel training outcomes from other stimuli such as pay increases or performance reviews; the non-quantifiable effect – where for example the results of soft skills training e.g. team building are difficult to quantify in tangible terms; costs outweighing benefits where the follow up evaluation study would actually cost more than the original problem; the act of faith effect where there seems to be strong sentiment that training is a ‘good thing’ and that evaluation is not necessary; the training sensitivity effect- where trainers recognise that evaluation may point to the ineffectiveness of the training; and the organisation political effect – where the inhibiting effect of authority counters sound training practice. Supporting evidence of this analysis was found in the CIPD annual survey data which confirmed that many training practitioners found that ‘serious’ evaluation was too time-consuming (CIPD 2007); that managers rarely show interest in ‘traditional’ evaluation data (CIPD 2007); and that 80% of HRD professionals believe that training and development deliver more value to their organisation than they are able to demonstrate (CIPD 2006).

³ Evaluation of leadership development and training in the British Civil Service: the search for the Holy Grail, Dr Sylvia Horton, University of Portsmouth 2007

When considering 'evaluation' of training programmes, one issue that might be considered is the difference between validation - measuring whether the training has delivered what it promised and evaluation - making a judgement about the effect of the training in practice and whether the objectives of the training were the right ones in the first place.

Evaluation of leadership development in education programmes

Within education, much of the literature appears to focus on school leadership training and development, and models of evaluation focus on 'validation' rather than 'evaluation' as outlined above of the effectiveness of leadership development programmes.

Littlewood and Levin in *Assessing School Leader and Leadership Programme Effects on Pupil Learning* (2005)⁴ state that

“few documented programme evaluations provide the type of comprehensive data we call for here and funding is part of the reason. If future leadership programme evaluations are to assess the direct and indirect effects of such programmes on pupil learning as well as leaders' practices, then a different level of funding will be required than has been typical to date”. (p. 10-11)

In an analysis of leadership preparation programmes across the United States, McCarthy (1999)⁵ concluded that we do not actually know whether, or the extent to which, such programmes actually achieve the goal of “...producing effective leaders who create school environments that enhance pupil learning?” (p. 133). This gap in our knowledge is not because leadership preparation programmes are never evaluated; rather, the vast majority of such evaluations do not provide the type and quality of evidence required to confidently answer questions about their organizational or pupil effects. Most evaluations are limited to assessing participants' satisfaction with their programmes and sometimes their perception of how such programmes have contributed to participants' work in schools (McCarthy, 2002).

One concludes from this that current methods of evaluating leadership development programmes rest upon the perception of participants as to the benefits it brings to them, rather than its impact on organisational effectiveness - improved learning and teaching and improved quality of education and qualifications for students.

⁴ *Assessing School Leader and Leadership Programme Effects on Pupil Learning*, Leithwood and Levin, University of Toronto, Government of Ontario, 2005,

⁵ The evolution of educational leadership preparation programs, McCarthy, M. ,1999. In J. Murphy & K. S. Louis (Eds.), *Handbook of research on educational administration: A project of the American Educational Research Association* (pp. 119-239). San Francisco: Jossey-Bass.

Summary of evaluation/assessment processes for NPQH in England

The National College for Teaching and Leadership's Senior Manager for Analysis and Evaluation (Melissa Powell) has provided the following detailed description of their approach to evaluating the impact of their leadership programme.

- Using the Schools Workforce Census (a dataset from the DfE which lists all school employees and their roles annually) the College's Evaluation and Performance Team tracks the proportion of maintained schools led by an NPQH graduate – currently 61%.
- The team compares the performance of schools (key stage 2 and 4 results, Ofsted) of schools led by an NPQH graduate compared to those which are not. The school has to be led by an NPQH graduate for four years for it to be included in the sample. Previously they have compared this group to all schools not led by an NPQH graduate but this year they are comparing them with a sample of schools not led by an NPQH graduate which is similar to the NPQH led schools on a number of variables (progress, Ofsted, previous performance) using the statistical methodology of propensity score matching.
- A commissioned longitudinal evaluation led by CFE which has just completed. This involved interviewing participants as they started, completed and 18 months post completion about opinion towards the programme, whether it met their leadership needs, skills developed and impact on their career, i.e, are they now a headteacher and their school. Qualitative, exploratory research was also conducted through depth interviews with participants, learning coaches, substantive headteachers, LDS headteachers, governors, delivery centre staff and professional partners.

With regard to the leadership curriculum, they have started a new evaluation of NPQH (level 3 of the leadership curriculum). This will involve internal analysis (as specified at 1 and 2) and also an externally commissioned programme (very similar to that of the third bullet point above but not interviewing participants as they start the programme only on completion and then 12 months post completion). In addition to this they are carrying out the following;

- Embedded online surveys which participants are asked to complete as they complete a module and as they complete the qualification
- Mystery shopping of licensed providers
- A customer panel made up of participants as they complete the qualifications and which will allow them to go back to the same participants for further research.

- Internal analysis of the reach and engagement of the leadership curriculum

In addition to this work, they have commissioned EDS to survey all schools advertising for a headteacher. The postal survey asks the following questions:

- If they successfully recruited did the candidate hold NPQH
- When advertising for a headteacher, was NPQH essential, desirable or not required

From the above it is clear that the National College for Teaching and Leadership has committed significant resources to evaluating the NPQH at all four levels described in the Aberdeen Business School study.

Approach in Northern Ireland

Background

The Regional Training Unit in Northern Ireland is licensed by the National College in England to provide the Professional Qualification for Headship (PQH).

In the document **PQH (NI) - Lessons Learned**, the Northern Ireland Regional Training Unit provides significant information about its assessment of candidates applying for PQH e.g.

- A total of 138 people applied in Cohort 15 and of this number, 108 (78%) were successful in being deemed ready for the second part of the application process, the Assessment and Development Event.
- 90% of applicants who attended the Assessment and Development Event in Cohort 15 become Trainee Head teachers
- In the case of applicants deemed not ready to proceed in previous application rounds, the Key Areas which proved to be most challenging were Key Area 5 (Securing Accountability) and Key Area 6 (Strengthening Community).
- Successful applications share common features: clarity, focus and succinctness in presenting the best example for each key area, and why action was necessary; a clear leadership role; clear description of the applicant's unique role in achievement in that example with quantifiable evidence of impact, particularly in Key Areas 1, 2, 4 and 5.

They also provide an extensive report on the Placement experience of those undertaking the PQH programme, though this depends mainly on the perception of the receiving schools and those undertaking the Placement.

Dr Tom Hesketh, the Director of the RTU, provided the following information about their approach to evaluation.

He made the point that in terms of the programme delivery they have thorough quality assurance systems in place. These include protocols and standards for all the processes involved from the careful assessment of prospective candidates to the graduation boards which undertake the final assessment prior to award. The RTU is both the lead body and the award body so they have had to create careful “Chinese walls” to separate the different aspects with which they are involved:

- training
- assessment
- overall quality of the qualification

In terms of measuring impact the RTU uses a range of indicators:

- the key indicator is to examine the percentage of PQH graduates who go on to gain headships. The PQH is not mandatory in N Ireland and so it is of interest to see how well PQH graduates do in gaining promoted positions. Dr Hesketh reported that in the last year 82% of all new head teachers had the PQH.
- school inspections: the inspectorate has started rating schools on whether the leadership of the Principal (head teacher) is good or outstanding and then looking at what percentage of these hold the PQH (covering the years since PQH was introduced in 2005). This has only been happening in the last year in a systematic way.
- The Belfast Telegraph produces an annual Top 50 schools and the RTU examines how many of the head teachers of these schools hold the PQH.

The cost of undertaking the PQH in N Ireland are met centrally at an estimated £4,000 per trainee head teacher. They aim to train three times as many people as there are vacancies available in any year. He compared this to the NPQH where a quarter of the cost is met centrally and the remainder is met by the individual or his/her school.

Dr Hesketh added that it is unlikely the PQH will be made mandatory as there are already high numbers taking it in terms of those who become head teachers.

Blake Stevenson

September 2013

- Q5** **Number of years teaching**
- | | | | |
|-------------|--------------------------|--------------|--------------------------|
| Less than 5 | <input type="checkbox"/> | 21-25 | <input type="checkbox"/> |
| 5-10 | <input type="checkbox"/> | 26-30 | <input type="checkbox"/> |
| 11-15 | <input type="checkbox"/> | 31-35 | <input type="checkbox"/> |
| 16-20 | <input type="checkbox"/> | More than 35 | <input type="checkbox"/> |

- Q6** **Area in which you worked while undertaking the programme**
- Aberdeen City
 - Aberdeenshire
 - Angus
 - Argyll & Bute
 - Clackmannanshire
 - Dumfries and Galloway
 - Dundee City
 - East Ayrshire
 - East Dunbartonshire
 - East Lothian
 - East Renfrewshire
 - Edinburgh City
 - Comhairle nan Eilean Siar
 - Falkirk
 - Fife
 - Glasgow City
 - Highland
 - Inverclyde
 - Midlothian
 - Moray
 - North Ayrshire
 - North Lanarkshire
 - Orkney Islands
 - Perth & Kinross
 - Renfrewshire
 - Scottish Borders
 - Shetland Islands
 - South Ayrshire
 - South Lanarkshire
 - Stirling
 - West Dunbartonshire
 - West Lothian

- Q7** **Area in which you work currently**
- Aberdeen City
 - Aberdeenshire
 - Angus
 - Argyll & Bute
 - Clackmannanshire
 - Dumfries and Galloway
 - Dundee City

- East Ayrshire
- East Dunbartonshire
- East Lothian
- East Renfrewshire
- Edinburgh City
- Comhairle nan Eilean Siar
- Falkirk
- Fife
- Glasgow City
- Highland
- Inverclyde
- Midlothian
- Moray
- North Ayrshire
- North Lanarkshire
- Orkney Islands
- Perth & Kinross
- Renfrewshire
- Scottish Borders
- Shetland Islands
- South Ayrshire
- South Lanarkshire
- Stirling
- West Dunbartonshire
- West Lothian

Q8 Job role at start of the programme

- | | | | |
|---------------------|--------------------------|---|--------------------------|
| Head Teacher | <input type="checkbox"/> | Acting Head Teacher | <input type="checkbox"/> |
| Depute Head Teacher | <input type="checkbox"/> | Acting Depute Head Teacher | <input type="checkbox"/> |
| Principal Teacher | <input type="checkbox"/> | Acting Principal Teacher | <input type="checkbox"/> |
| Teacher | <input type="checkbox"/> | Other (please tick box and specify below) | <input type="checkbox"/> |
-

Q9 Your current job role (substantive post)

- | | | | |
|---------------------|--------------------------|---|--------------------------|
| Head Teacher | <input type="checkbox"/> | Acting Head Teacher | <input type="checkbox"/> |
| Depute Head Teacher | <input type="checkbox"/> | Acting Depute Head Teacher | <input type="checkbox"/> |
| Principal Teacher | <input type="checkbox"/> | Acting Principal Teacher | <input type="checkbox"/> |
| Teacher | <input type="checkbox"/> | Other (please tick box and specify below) | <input type="checkbox"/> |
-

Headship programme

Please tell us about the programme you participated in.

- Q10 Which programme did you participate in?**
- Scottish Qualification for Headship - Aberdeen University
 - Scottish Qualification for Headship - Edinburgh University
 - Scottish Qualification for Headship - Glasgow University
 - Scottish Qualification for Headship - Stirling University
 - Scottish Qualification for Headship - Strathclyde University
 - Flexible Route to Headship (Education Scotland/Scottish Government)
 - Flexible Route to Headship (other)
 - Aspiring Heads - ASPECT/Glasgow City Council
- Q11 When did you enrol on the programme?**
- 2005
 - 2006
 - 2007
 - 2008
 - 2009
 - 2010
 - 2011
 - 2012
 - 2013
- Q12 What was your main reason for applying for the programme? (Please tick one).**
- To improve my promotion prospects
 - To achieve an academic qualification/award
 - General interest
 - To make me more effective in my current job
 - I wanted to make a difference for children and young people
 - Other (please tick box and describe below)
-
-
- Q13 What is your current status in relation to the programme?**
- Currently on the programme
 - Completed the programme
 - Taking a break from the programme
 - Didn't complete the programme
- Q13a Have you received accreditation as a result of the programme?**
- Yes
 - No

- Q13a1** If yes, which type(s) of accreditation did you receive? Please tick all that apply.
- Masters
 - Postgraduate certificate
 - Postgraduate diploma
 - GTCS certification/Standard for Headship
 - Other (please tick box and specify below)
-

Q13b If you are taking a break from the programme, please say why

Q13c If you didn't complete the programme, please say why

- Q14** Prior to joining the programme had you undertaken any continuing professional development relating to leadership and management?
- Yes
 - No

Q14a If yes, please list any prior leadership/management courses

- Q15** Prior to joining the programme, were there any particular experiences that encouraged you to develop your leadership and management skills?
- Yes
 - No

Q15a If yes, please note what these were

Impact of the programme

Please comment on the extent to which the programme helped to prepare you for headship. Questions 16 to 23 constitute the professional actions and essential elements from the Standard for Headship (2005).

- Q16** **The programme developed my effectiveness in leading and managing learning and teaching**
- Strongly disagree
- Disagree
- Agree
- Strongly agree

Comments

- Q17** **The programme developed my effectiveness in leading and developing people**
- Strongly disagree
- Disagree
- Agree
- Strongly agree

Comments

- Q18** **The programme developed my effectiveness in using resources effectively**
- Strongly disagree
- Disagree
- Agree
- Strongly agree

Comments

- Q19** **The programme developed my effectiveness in building community**
- Strongly disagree
- Disagree
- Agree
- Strongly agree

Comments

- Q20** **The programme developed my knowledge and understanding**
- Strongly disagree
- Disagree
- Agree
- Strongly agree

Comments

- Q21** **The programme developed my personal qualities and interpersonal skills**
- Strongly disagree
- Disagree
- Agree
- Strongly agree

Comments

- Q22** **The programme developed my effectiveness in leading change and improvement**
- Strongly disagree
- Disagree
- Agree
- Strongly agree

Comments

- Q23** **The programme developed my effectiveness in developing a strategic vision, values and aims**
- Strongly disagree
- Disagree
- Agree
- Strongly agree

Comments

- Q24** **To what extent did the programme meet your expectations?**
- It fell below my expectations
- It met my expectations
- It exceeded my expectations

Q31	If you are currently a Head Teacher, please say how important you feel the following factors were in being appointed					
		Crucial	Quite important	Not very important	Irrelevant	N/A
	Achieving the Standard for Headship	<input type="checkbox"/>				
	Prior leadership roles in school	<input type="checkbox"/>				
	Other training/CPD (please specify in Q32 below)	<input type="checkbox"/>				
Low demand for headship posts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Q32 Please specify which other training/CPD activities were important factors in being appointed

Q33 Please note any other factors that were important factors in being appointed

Thank you for taking the time to complete this survey. Please click '[Submit](#)' below to return your completed questionnaire.

Participants Profile

We received 320 responses. A profile of the respondents is below:

- Age: 40-49 year olds make up the largest proportion of respondents (45%).
- Gender: 50% of respondents are male and 50% are female.
- Type of school: 47% work in secondary schools, 45% in primaries, 6% in special schools and 3% in 'other' schools.
- Sector: 98% work in state schools and 2% in independent schools.
- Teaching experience: Most respondents (57%) have been teaching for between 11 and 20 years.
- Place of work at the start of the programme: Respondents worked in areas across Scotland when they undertook the programme. Glasgow and Edinburgh account for the largest proportions: 11% each. No respondents were working in Angus, Western Isles or Renfrewshire when they undertook the programme.
- Place of work now: Respondents now work across the country. As above, Glasgow (11%) and Edinburgh (10%) account for the largest proportions, and no respondents work in Angus, Western Isles or Renfrewshire.
- Job role: Most respondents are either a Head Teacher (26%) or a Depute Head Teacher (43%).

Routes to Headship

Online survey for staff in promoted posts who have had no involvement with a routes to headship programme

Introduction

Blake Stevenson has been commissioned by the Scottish Government on behalf of the National Implementation Board to evaluate the currently available routes to headship in Scotland (these are the Scottish Qualification for Headship (SQH) and the Flexible Route to Headship (FRH) plus, in Glasgow, the Aspiring Heads programme).

With the agreement and support of your Director of Education, this online survey is being sent to all staff in promoted posts (Depute Head Teachers and Principal Teachers) in selected local authorities in order to gather your views about the current training programmes for headship. These local authority areas have been chosen in order to gain views from a cross-section of Scottish schools. Your views will help us identify how we can find better leaders for Scottish schools.

This survey is for those who have had no involvement with any of the above programmes. If you have already completed a survey from Blake Stevenson as a current or past participant in a programme, please do not complete this survey.

We appreciate your time and comments, and would ask you to complete the survey by Friday 21 June. We expect the survey will take 10 minutes to complete.

All responses will be kept confidential and no individual identity will be disclosed. If you have any questions about the survey or the evaluation, please contact Simon Jaquet at Blake Stevenson on 0131 335 3700 or simon@blakestevenson.co.uk.

Profile

Please give us some details about yourself.

- Q1 Age**
20-29 30-39 40-49 50-59 60 or over
- Q2 Gender**
Male Female
- Q3 Type of school**
Primary
Secondary
Special
Other (please tick box and specify below)

Q4 Sector
State Independent

Q5 Number of years teaching
Less than 5 21-25
5-10 26-30
11-15 31-35
16-20 More than 35

Q6 Area
Aberdeenshire Glasgow
Angus Highland
Argyll and Bute South Lanarkshire
Dundee

Q7 Job role
Depute Head Teacher
Acting Depute Head Teacher
Principal Teacher
Acting Principal Teacher
Other (please tick box and specify below)

Q8 Have you applied for a Head Teacher's post at any time?
Yes No

Q9 Do you intend to apply for a Head Teacher's post in the future?
Yes No Maybe

Q9a If no, please give your reasons

The headship programmes

Q10 Please tell us about the headship programmes you are aware of. Please tick all that apply.

	I know about this course	I would consider applying for this course in the future
Scottish Qualification for Headship - Are you aware of it and would you consider applying?	<input type="checkbox"/>	<input type="checkbox"/>

Flexible Route to Headship (Education Scotland/Scottish Government) - Are you aware of it and would you consider applying?

Aspiring Heads (ASPECT/Glasgow City Council) - Are you aware of it and would you consider applying?

Other local leadership and management programmes (please specify in Q10e below) - Are you aware of any and would you consider applying?

Q10e Please specify any other local leadership and management programmes you are aware of

Q11 Have you had access to continuing professional development related to leadership and management?
 Yes No

Q11a If yes, please give details

Q12 What would make it possible/encourage you to apply for and undertake one of the routes to headship programmes? Please select one option in each row.

	Crucial	Quite important	Not very important	Irrelevant
They were more widely publicised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial support was available from my local authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course could be completed flexibly (distance learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was adequate cover in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Head Teacher supported an application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study leave was possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

It significantly improved my chance of getting a Head Teacher post	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The qualification was mandatory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q13 The following elements make up the new GTCS Standards for Leadership and Management. The various headship programmes will be aimed at developing these. Please indicate the extent to which you consider these to be important for the role of Head Teacher. Please select one option in each row.

	Crucial	Quite important	Not very important	Irrelevant
Strategic vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional knowledge and understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal dispositions and interpersonal skills and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish, sustain and enhance the culture of self-evaluation for school improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop staff capability, capacity and leadership to support the culture and practice of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure consistent high quality teaching and learning for all learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allocate resources effectively in line with identified strategic and operational priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q14 What other factors contribute to a person being an effective Head Teacher?

Q15 Which personal areas of development would you consider you need support with in order to reach the GTCS Standards for Leadership and Management? Please select one option in each row.

	Significant support needed	Some support needed	No support needed
Strategic vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional knowledge and understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal dispositions and interpersonal skills and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish, sustain and enhance the culture of self-evaluation for school improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop staff capability, capacity and leadership to support the culture and practice of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure consistent high quality teaching and learning for all learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allocate resources effectively in line with identified strategic and operational priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q16 Please indicate to what extent you agree or disagree with the following statements about being a Head Teacher in schools in Scotland.

	Strongly disagree	Disagree	Agree	Strongly agree
The current routes to headship programmes in Scotland are a good preparation for headship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Teachers are generally effective leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Teachers are generally effective managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Teachers receive sufficient support from their local authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Teachers have to be accountable to too many 'bosses'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Teachers do more meaningful and interesting work than teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is not enough autonomy for Head Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pressures of headship are too stressful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are too many accountability demands by local authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The role of Head Teacher intrudes too much on personal and family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

There is too much responsibility involved in the role of the Head Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Teachers experience positive professional challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men seem to be more valued as Head Teachers than women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is sufficient monetary incentive to make the leap from principal teacher or depute head to Head Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Teachers have prestige in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Teacher interview processes are often too demanding, intensive or rigorous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Teachers have good salaries and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment processes for Head Teachers are inadequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Teachers have few close relationships with students and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Teachers have the opportunity to shape an educational vision for the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being a Head Teacher is a lonely job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The accountability requirements of national inspections are too demanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training and induction processes for Head Teachers are inadequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Teachers receive sufficient monetary reward for the job and all it entails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The position of Head Teacher is often perceived to be 'filled' prior to advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Teachers do not have enough contact with pupils and their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Teachers have autonomy over their School Improvement Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within budgetary requirements, Head Teachers have autonomy over staffing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is sufficient protected management time to do the job of Head Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for taking the time to complete this survey. Please click 'Submit' below to return your completed questionnaire.

Non participants Profile

We received 554 responses. A profile of the respondents is below:

- Age: there is a fairly even spread of responses across the 30-39 (29%), 40-49 (32%) and 50-59 (33%) age groups.
- Gender: there are more female respondents (57%) than male (43%).
- Type of school: 52% work in secondary schools, 42% in primaries, 5% in special schools and 1% in 'other' schools.
- Sector: All respondents work in state schools.
- Teaching experience: There is a fairly even spread of responses across those who have been teaching for five to ten years (18%), 11 to 15 years (19%), 16 to 20 years (15%) and 21 to 25 years (16%).
- Area: Most respondents (54%) work in Glasgow. 19% work in Aberdeenshire, 9% in Highland, 8% in Dundee, 6% in Angus, 3% in Argyll and Bute and 1% in South Lanarkshire.
- Job role: Most respondents are either a Principal Teacher (54%) or a Depute Head Teacher (29%). 7% are Acting Principal Teachers, 4% are Acting Deputes and 6% have an 'other' role.

Routes to Headship

Topic schedule for participant focus groups

[Note to interviewer: we plan to hold some focus groups with people from the same cohort of the same route to headship so they should know each other but the usual introductions for your own sake will be good]

Introduction

As you know Blake Stevenson has been commissioned by the Scottish Government on behalf of the National Implementation Board to evaluate the different Routes to Headship Programmes. These include the Scottish Qualification for Headship, the Flexible Route to Headship, and the Aspiring Heads Programme.

We are undertaking a number of focus groups with current and past participants on the different programmes in order to help us understand the nature and impact of each of them.

We are due to complete the evaluation by December of this year.

The topics to explore are around the following headings shown in bold: the questions are provided as guidelines for the discussion.

Motivation to undertake the programme

1. What factors encouraged you to consider a leadership role in your school?
2. How did you hear about the programme?
3. What motivated you to apply for the programme?
4. What support did you receive in applying for the programme?

Participation in the programme

5. How effective were the following aspects of the programme (as appropriate for each programme)?
 - The taught elements
 - The distance learning
 - The school based project
 - The assignments
 - The opportunity to become an enquiring and reflective practitioner
6. Which elements of the programme were most beneficial? Why?
7. Which elements were least beneficial? Why?
8. Was anything missing from the programme that should have been included?
9. How effective was the assessment process? (formative and summative)

Support during the programme

10. What were the biggest challenges you faced while undertaking the programme? Why?
11. What factors were most effective in providing support to you during the programme? Why?
12. (For focus groups of same cohort/ people from the same cohort within a focus group) how consistent was the support you received?

Impact of the programme

13. What leadership roles have you taken on since participating in the programme?
14. How well did the programme prepare you for headship?
15. To what extent did it foster your ability to be a creative leader/manager?
16. Were there other outcomes for you from the programme?
17. Did your school colleagues benefit in any way from your participation?

Thank you.

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