FULL PRACTITIONER ENQUIRY REPORT

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Talent Spotting:

Recognising and developing leadership potential

Different organisations recognise the potential of their employees in different ways. This report compares a private company programme, a civil service programme, the Fast Track Teaching Programme and a bespoke leadership development programme developed by one school.

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Introduction

A newly qualified teacher (NQT) joins your school; they arrive with a set of targets and areas for development constructed at the end of the PGCE year – their career entry profile. During the first year, the NQT has regular monitoring meetings and a report is written at the end of each full term summarising their progress. At the end of the year the NQT has 'passed'. Their probationary period has been fulfilled and they are a fully qualified member of the teaching profession who has successfully completed the induction period.

Contrast this with the teacher who arrives at your school having taught for five, 10, 15 or 20 years. The selection is based on a letter of application, an interview, possibly some lesson observations and other assessment tasks and a reference from the current employer. How much do we really know about the people we appoint? Do we know their strengths and weaknesses, their areas for development? How sure are we of their ability to do the job we appoint them to do? How reliable are the references that we read?

The huge amount of effort that goes into preparing teachers for that important first year; the effort that is applied to ensure that they know their strengths and weaknesses – and that the employer knows them too – is rarely matched in the years that follow. Schools do have performance management processes, but the benefits of these processes depend on the systems that schools develop. To some extent this benefit is uncertain. It depends on the willingness of the manager to engage with the concept of performance management, the time that is made for the meetings and discussions, and so on. It relies on the clarity that the school leadership team have of the function, purpose and outcomes of performance management systems and the interrelationship with professional development.

School A has a rigorous performance management system. Teachers are entitled to a minimum of 30 minutes individual discussion every half term on their work. The outcomes are recorded. Each teacher has a career plan; their annual review is conducted against agreed criteria and follows a standardised format. Teachers have career interviews with members of the senior team; opportunities are created for people to develop. This school has a development plan where the professional development of the staff is an aim in its own right – it is not just something that is the means to the school outcomes being realised. The result is that each year a teacher has an impressive record of professional discussion and development; individual aims and needs are linked to school planning procedures but there is, above all, clarity: what is needed for the school; what is needed for the individual; how the school evaluates its performance; how the individual's performance is evaluated.

A teacher employed at this school has a good deal. Their professional needs are known and taken seriously. Appraisal is not something that is put off until the last moment; it is something that is a natural part of the rhythm of the year. This is a school where teachers grow as professionals and whether they pursue their careers entirely at this school or at another, their work is recognised, challenged and their effort channelled.

Imagine going from this to School B; it is to one that doesn't have this clarity, a school where performance management is seen as a threat to a teacher's professionalism. A school that decides that it is not going to manage the teacher's performance as strongly as School A may risk complacency. School B is one that leaves professional development to chance and individuals risk neglect.

Organisations have their own ways of recognising talent and developing their human resources. For some organisations it is about stealing a march on the competition, for others it is about recruitment and retention. Some organisations need simply to find ways of managing the workload in the face of a workforce that does not match the present demands, let alone those of the future.

How do we achieve clarity? If we are going to evaluate performance do we do so on the basis of competence or on the basis of standards? How does what School X do relate to

School Y? Are there benefits to a system that is pervasive and in all schools? We may wish to argue that each school is unique and that no one system can suit all. This report is an attempt to highlight some of the practices that exist in other professions. It seeks also to describe and evaluate how one national strategy, the Fast Track Teaching Programme, has attempted to address the needs of recruitment, retention and promotion towards leadership positions.

Competencies, standards, profiles – these abound in the workplace, and performance management is one way in which leadership potential can be realised.

The first section of this report looks at recruitment and talent spotting in private companies and in teacher education. It includes an explanation of how the Fast Track programme operates in teaching and compares this with the assessment centre approach taken by a leading plc. The second section looks at a comparison of the competency models from the civil service (Cabinet Office) with the national standards for subject leaders (Teacher Training Agency, 1998) and the Hay McBer list of teacher competencies, which are used as part of the performance management system in schools. The report draws out lessons that can be learned in terms of performance management by taking the best from each. Thirdly, I present the management development programme run by Matthew Arnold School where I show how we try and tackle some of the development issues revealed through our performance management system. The conclusions I make are recommendations at perhaps two levels: one at the level of national policy in relation to a preferred model where there is a common system of performance management across all schools with a professional development portfolio belonging to the teacher; the second a recommendation focused upon practising headteachers about how they can make the best use of the system that currently exists by, perhaps, adopting a career development/ performance management/ management development programme.

Recruitment and talent spotting

The awareness that the leadership of our schools is subject to huge challenges, the paucity of applicants for some of the more challenging posts, together with a realisation that headship has recently changed radically has led to a re-think about how the profession prepares people for leadership. The core purpose of headship is to provide professional leadership for a school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement. The enormity of the task and the need for potential to be realised from the nation's children is considerable; if schools are to equip society with the next generation ready for the future then new ways have to be found to lead and to manage.

One response to this challenge is the Fast Track Teaching Programme, established by the DfES. The programme is in its infancy and I have discussed the aims and objectives with students in their PGCE year, talking frankly about what they seek to gain from the programme and how their training fits with their leadership ambitions.

Fast Track Teaching Programme

The Fast Track programme is a relatively new part of the Government's strategy to identify and promote people in the profession. The principle is that it will identify and reward existing teachers with ambition and potential. It focuses on the rapid development of professional excellence in the classroom as well as school leadership. The careers of teachers on the programme are centrally managed. The idea is that teachers will have access to specific mentoring and support and connection to a national network of teachers across the Fast Track programme. Teachers on the programme agree not to be bound by the same restrictions on working hours that apply to other teachers.

The Fast Track programme has three main elements. First, the job broking process, where the central support team work with schools to create Fast Track teaching posts and match teachers on the programme to these posts. Secondly, the central support team develops and delivers a wide range of professional development opportunities. Finally, the team also runs the overall management and implementation of the programme, monitoring and evaluating the services provided. The aim is to recruit the most talented teachers, with the intention that approximately five per cent of the teaching workforce in the future will have been developed via this route. Assessment is against a standard of performance measured by Fast Track competencies. The Fast Track competencies and values are as follows:

- analysis and problem solving – identifies solutions to problems and takes responsibility for making decisions
- conceptual thinking – thinks beyond the immediate solution and identifies new and improved ways of doing things
- ensuring the delivery of quality results – sets high standards for themselves and others and ensures that they are achieved
- communicating effectively – communicates effectively both orally and in writing, capturing the interest and enthusiasm of different audiences
- influencing others – is able to persuade and influence other people
- developing and enabling others – continually encourages others to perform at the best of their abilities and challenge under-performance
- team working and building relationships – builds and contributes to highly effective working relationships with individuals, within and across teams
- confidence and resilience – demonstrates self-confidence in their ability to succeed, maintaining energy and enthusiasm in highly-challenging situations
- commitment to self-development – shows a commitment to their own learning and takes responsibility for their own professional development

I interviewed participants on this programme, who were all in their PGCE year.

Cathy

Cathy is twenty-eight years old and holds a PhD in English. She has been working in a university context for seven years since graduating with a first class degree in English literature and politics. I spoke to her about her place on the Fast Track programme. Cathy is openly ambitious. She sees herself being a headteacher and wants to move eventually into a DfES role. She described the assessment process as being rigorous and difficult to get through. She thought that the psychometrics test, administered as part of the selection procedure, was one that very much measured her potential against a set of criteria She felt that if she met the personality profile for the programme that this would be the determining factor in her progress. The interview and two-day assessment process was underpinned by the criteria listed above. I asked her why she applied for the programme:

> I thought it would be a good way to get on a bit quicker having spent so much time doing my PhD.

I asked her if she thought that she should be given preferential promotion over others and her approach was more sanguine.

> Well, I don't think that the programme will really work in that way. I think it's going to take a bit longer than I or even the programme suggest, for me to learn all I need to know. And anyway teaching is a collaborative activity and I don't really want to be set apart from the others.

Some weeks into her first teaching practice Cathy spoke to me again about her experience:

> So much of teaching and, it seems to me, school leadership is about working together and working very closely with people. I'm not sure that just being in one place for two years is going to allow me to develop sufficiently.

Paul

Paul is twenty-five years old and has an MSc in mathematics. He started to do a PhD and, like Cathy, saw the Fast Track programme as a means of accelerating his career. His task on his second teaching placement was to undertake a project on primary transfer and how this could be improved in the school at which he was placed. I spoke to him after his placement and asked him about his project:

> Some of the teachers were quite cynical and hostile to me when they heard that I am on the Fast Track programme. I suppose I could have expected this but I was still surprised. I thought that they'd be willing to tell me about the primary liaison and that they'd be eager to hear my findings. But then I gave the Head of Year my report she was really cross. She said that all the things she'd said had been misrepresented and that my suggestions were naïve. I felt really bad about this – I think I took it a bit too far.

A lesson worth learning! Paul spoke to me about the learning opportunities he had had with fellow Fast Track participants:

> What has really struck me is that so much of what I do depends on my ability to work with other people and I don't know whether I just need to get a bit older and wiser.

He also made the point that undertaking the project whilst on teaching placement, or even in the first year of teaching, was very hard work and he could not see how he would accomplish it all.

One year on from the programme I spoke to these two people again. They are both in their first year of teaching in schools and enjoying their work tremendously. Cathy told me of her first few months since starting work as a teacher:

> I really enjoy my work. I've still so much to learn though. The work I did on the PGCE helped me a lot but I think that I'm not really able to think about being a manager yet. The enormity of what I have to do in terms of teaching kids is that I'm thinking about lessons, planning work and so on – the assignments I did as part of my PGCE just don't relate to the business of being a teacher.

Cathy has found that being a teacher with a full timetable (for an NQT) has been very demanding and has found the project expectations impossible to include in her schedule.

Paul has had a different experience however. He told me of the interview he went to:

> The school I went for interview wasn't part of the Fast Track scheme – it wasn't a Fast Track job. But the opportunities presented by this school meant that I thought I'd get my career off to a flying start. I really wanted to work here, and I haven't been disappointed, but it means that I've had to withdraw from the Fast Track scheme.

I also talked to some students on their PGCE in 2003 about their experience of the Fast Track programme.

Sue

Sue is a student doing her PGCE in 2003 on the Fast Track programme. She said that she'd applied for the Fast Track scheme because it was an opportunity to get on quickly. We talked about the demands of leadership roles and her first question was "How do you manage the work/life balance". She said to me:

> I don't know if the Fast Track scheme is for me. I'm really worried that the expectations that are made of me will be too much. I really don't think that I could do what you do and be what you are. I'm really worried because in school I've kept my status on the Fast Track scheme really quiet. I'm concerned that people will expect me to be some kind of super-teacher, and I'm not.

Any scheme that sets people up as being advantaged has to acknowledge the effect that it has on the people around them and on the individuals. The evidence presented by these three individuals is that their reasons for applying to be on the Fast Track programme relate less to their motivation for seniority and more to the pecuniary advantages that the process offers. The Fast Track programme is in its early years and is an attempt to create a centrally-managed programme that develops those with high talent. There are countries where the education management system is one where school leaders are posted to schools. There is not the application process that we have in our schools. School leaders have a fixed tenure in a school and are posted elsewhere. However, this is not the case in England, where promotion is decided at a local level. The Fast Track programme we have now seems at odds with the dominant process; the relationship between a headteacher and their school is such that a centrally imposed or originated process appears at odds with the dominant arrangements for promoting talented teachers.

Assessment of top talent in a private company

Talent spotting people with top leadership potential is a process that is in evidence in many employment areas. A leading multi-national company I visited (they asked to remain anonymous) has a Top Talent programme. This programme operates for people who have been in post for a minimum of two years and is only open to those with first class degrees and A-level scores of 28 points or more (under the old method of scoring that this

organisation still uses grade A=10 points, grade B=8 points, and so on). People have to be nominated by their superiors and have a consistently high level of performance throughout their time with the company. Although open to anyone with this two year minimum service, the programme has only recruited people with more than five but less than 10 years experience in the company.

The assessment process works in the following way.

There are a number of psychometric tests. First, the 16PF (Cattell) is administered by a psychologist. The applicant undergoes an interview based on the outcomes of this test. Typically the interview lasts for about two to three hours and focuses on the individual's values and principles. This is to assess the applicant against three core competencies: drive, values and principles. Secondly, the applicant takes a critical reasoning test. This is typically the Watson-Glaser Critical Thinking Appraisal Test. This test is designed to test a person's maximum rather than a typical performance (ie what the ceiling of their ability is). The questions in these tests include the extraction of data from complex numerical and verbal material (an example is reproduced in Appendix 3). The core competencies tested are inference, recognition of assumptions, deduction, interpretation and evaluation of arguments. Other tests include numerical reasoning. The outcome is an ability and aptitude profile. (For a fuller discussion see Edenborough, 1999.)

The final element in this assessment is a criteria based interview. The candidate has to select an event (a project or a significant incident) and evaluate it. At least two people interview the applicant about this event and the interview takes about three hours. The interview is an exploration of the leadership issues, the management choices and the implications of these decisions. The assessment is an analysis of all of these elements.

Applicants are then plotted on axes: potential (horizontally) and talent (vertically). For those in the upper quadrant (high talent and high potential), their progress is closely monitored and regular reports are compiled. Where opportunities for projects arise then people on this high talent list are automatically considered. The emphasis is on developing people with leadership skills that can be transferred across any part of the corporate empire. Appraisal is six monthly (with monthly reporting sessions) and the appraisal statements follow the individual from one sector of the company to another. People who do not meet the exacting profile are given feedback on their performance in the assessment and can reapply for assessment after one year. The scheme is in its infancy; successful candidates are very well remunerated and enjoy a high level of development input. However, those who do not meet the criteria frequently feel that their careers will be limited under this scheme.

The strength of the Fast Track Teaching Programme is that it seeks to identify those people who have the necessary skills and attributes to be the school leaders of the future. It uses a range of assessment techniques, based on a set of defined characteristics that are judged important. The question is whether such people can be truly effective if their expectation is to be in post for a short time; indeed whether it is possible to have the kind of long-lasting effectiveness in such a short time at all. The corporate programme has the advantage of selecting people for the Top Talent programme when they have been with the company for a period of time. The enormity of the task that faces NQTs in their first years of teaching suggests that the Fast Track programme will be a lower priority in this time, and evidence from interviews confirms this. A key difference between our work in schools and that of other businesses (public or private sector) is that all of the planning for those outside the leadership team takes place alongside what is already a big job of being a teacher. In other spheres it is rare for people who are leaders to have this dual role. The corporate programme I inspected starts from the principle that talent is spotted from those already in post and known to be good at their present job, assuming that the people who are very good at their job are those with the potential to lead others. The Fast Track programme, on the other hand, places a huge emphasis on those with the potential to be very good at their job.

The company scheme runs into difficulties in relation to those who are unsuccessful in their application to the programme. These people can feel that they are 'finished' as far as the company is concerned; the Fast Track programme avoids this by being separate from the schools that employ the teachers.

The company I considered is a major player in the multinational corporate world. As such, people's careers can be planned strategically, and opportunities can be found to give people the development they need by sending them for a short or long period to work in a particular division. The nature of multinational commercial activity is that problems are of a broadly short-term nature. There are long-term strategic decisions to be taken and addressed (such as market change, product development, technological impact, and so on) but broadly the problems that need to be fixed fall within the scope of the company's own remit. Rarely are problems in education this straightforward. The cycle of the school year means you plan in year one, evaluate the outcome and develop your planning for year two; the cycle of planning, monitoring, evolution and review is one that in education has at least a 12 month duration. Also, teachers' careers depend hugely on the opportunities that arise; we do not have a system where teachers are 'posted' to schools. Schools decide for themselves who they employ and therefore a teacher's career has this interdependency with the system within which it operates.

What the Top Talent and Fast Track programmes have in common is an emphasis on skills attributes and competencies for the leadership of the company or organisation. This emphasis on competencies is an approach that is being developed in a number of organisations as they seek to address the issues of recruitment, selection, retention and career progression. One organisation is the civil service which has sufficient scope to develop schemes across the whole of the service but like schools has a longer time frame in which to solve its problems, some of which, as in schools, are located only partially within its own locus of control.

Competency models: Hay McBer and the Cabinet Office

The core competencies approach calls on companies or organisations to identify the distinctive and differentiating competencies that lie at the heart of their operation. There are clear drawbacks to an absolute adherence to the tenets of core competencies. Actually identifying an organisation's core competencies is fraught with difficulties. Part of the difficulty lies in the distinction between personal competencies and corporate competencies. There is a temptation to start with the personal – because these are relatively easy to establish. Then an organisation can synthesise the skills of its employees into the generic competencies that apply to the organisation as a whole. Crainer and Dearlove (2001) argue that a weakness to the core competency model is that an organisation's critical competencies and insights often reside amongst a small number of people, not necessarily senior managers. In a knowledge intensive and information intensive age, this is increasingly the case. Their contention is, that if the people depart, so too do the competencies.

The competency models that I am going to examine in this report are those from the Cabinet Office and from Hay McBer. The Cabinet Office Competencies Framework is for Bands C1– A in the Cabinet Office. The grade structure in the Cabinet Office is as follows:

- Grade 1: Head of Department (formerly Permanent Secretary)
- Grade 2: Director General (formerly Deputy Secretary)
- Grade 3: Directors (formerly Under Secretary)
- Grade 4: Specialist grade (for lawyers, statisticians, etc)
- Grade 5: Assistant Secretary

The competencies contained in the framework describe behaviours and attributes that the Cabinet Office consider important to the effective performance of the roles within the Office. The purpose of these competences is to enable:

- individuals to understand more clearly what is required of them
- individuals to identify their development needs
- the organisation to recruit and select the right people for jobs, and
- fairness and consistency in assessing individual performance

For each of the competences, clear indicators are shown which specify what is expected (effective behaviours). Also, the framework identifies behaviours that lead to poor performance (ineffective behaviours).

The Hay McBer model is based on characteristics. Hay McBer defines personal characteristics as how the individual does the job, and the deep-seated qualities they bring to the role. These have to do with self-image and values, traits, or the way they habitually approach situations and the motivation that drives performance. There are 16 characteristics and the levels of the characteristics are defined for each aspect: for the main professional grade, for threshold and for outstanding performance.

The table in Appendix 1 sets out the Cabinet Office Competencies Framework and compares and contrasts the associated Hay McBer characteristics. It is important to note at this stage that the behaviours in the Cabinet Office framework relate to all roles in the same way that there are behaviours for teachers that should be evident at all levels. It is difficult to compare teacher competencies with Cabinet Office criteria, but the analysis presented below does highlight pervasive themes.

- The Hay McBer competencies are presented very much as a hierarchy and the Cabinet Office model sets out a list of observable behaviours all of which are given equal weighting in the document. The consistent competency in this section is, however, the need for appropriate forms of communication at all levels. In order to achieve this, an individual needs to be communicating effectively with others. The

'top' competency in the Hay McBer information seeking list is strikingly at odds with the Cabinet Office. The emphasis for teachers is to have their own systems rather than shared processes.

- The idea of influence is introduced here also. In the Cabinet Office, there is an emphasis on conveying information clearly and accurately in order to gain commitment. A higher order skill is to the ability to explain complex issues, ideas and concepts clearly and persuasively to achieve clear outcomes. These are explicit behaviours that are considered to be the means of securing commitment; influence is secured in order to gain commitment. For teachers, the highest order competence is the ability to influence indirectly, to influence with and through others.

- The emphasis on customer focus is created through a list of behaviours centring on accuracy and precision. In teaching there is the analytical aspect to the task; what is tacit is that problems are there to be broken down and analysed.

- Common to both models is a recognition that a reflective practitioner needs to consider the outcomes and learn from them. The use of IT as a tool is explicitly stated in the Cabinet Office model, but the ability to analyse and present a professional view for teachers is not expressed anywhere as an IT competence.

- The need for value for money and planning is a key element of the Cabinet Office model and alongside these expectations is conformity to requirements. This contrasts sharply with teachers who, in their drive for improvement, often set their own standards and adapt procedures. There is of course a need for creativity in teaching. However, within a debate on workload and ever greater expectations, the benefits of this very individual approach have to be considered carefully.

- It is an explicit expectation that Cabinet Office staff have an awareness of their place within a system and the responsibilities that this places on the ways in which they work. The Hay McBer model locates the teachers' interest in the pupil and little account is taken of the place that the organisation, the school, has within the education system as a whole.

- The Hay McBer model has a strong imperative for teachers to work together to achieve shared goals. It states that co-operation and support are fundamental to continued success. The characteristics of an effective team are cohesion, integration and effectiveness. The importance of the team spirit is also highlighted in the Cabinet Office model where relationships are intended to be productive and co-operative.

The emphasis on production and a dominant customer focus are unsurprising features of the Cabinet Office model. However, there is weight given to the benefits of systems, of ICT and the imperative of teamwork within a performance management structure. The Hay McBer model lists teacher competencies predominantly pertaining to the interactions with pupils. There is a clear link between teacher performance and pupil response using the competency model. The model lacks an appreciation of the management and leadership dimension that is key to many teachers' work. There are many schools, particularly primary schools and smaller secondary schools, where the majority of teachers have some kind of leadership responsibility. Indeed, if the leadership potential of young teachers (young in terms of length of service) is to be recognised, then it seems to me that there has to be a model that embraces the leadership demands of most teachers.

National standards in education

Competencies are not the only way in which the work of teachers and school leaders has been referenced. In 1998 the Teacher Training Agency (TTA) published a set of national standard for headteachers, subject leaders, special educational needs co-ordinators (SENCO) and qualified teacher status (QTS). Since then they have been used widely to determine training programmes, for compiling job descriptions and as models for appraisal. The purpose of all four sets of standards was set down by the then chief executive of the TTA, Anthea Millett, as designed to help teachers and headteachers to identify and focus in-service training needs and set targets for improvement, as well as providing a basis for the recognition of expertise and a means of setting expectations for future professional development.

The national standards for headteachers and subject leaders are as follows:
(the standards form a large document and so small sections are highlighted below)

Standard	Headteachers	Subject leaders
Core purpose	To provide professional leadership for a school, which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.	To provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.
Key outcomes	This section is phrased in terms of schools where …, pupils who …, teachers who …, parents who …, governors who …	This section is phrased in terms of pupils who …, teachers who …, parents who …, headteachers and other senior managers who …, other adults in the school and community who …
Professional knowledge and understanding	For example, what constitutes quality in educational provision, the characteristics of effective schools.	For example, their school's aims, priorities, targets and action plans; the relationship of the subject to the curriculum as a whole.
Skills and attributes	Leadership skills, attributes and professional competence Decision-making skills Communication skills Self-management Attributes	Leadership skills, attributes and professional competence Decision-making skills Communication skills Self-management Attributes

Key areas of leadership	Strategic direction and development of the school	Strategic direction and development of the subject
	Teaching and learning	Teaching and learning
	Leading and managing staff	Leading and managing staff
	Efficient and effective deployment of staff and resources	Efficient and effective deployment of staff and resources

This table illustrates a progression from the subject leader standards to the headteacher standards. It is noteworthy that there are no national standards for members of the leadership group (for example, deputy headteachers, assistant headteachers – although Hay McBer has an excellence model for deputy headteachers) nor for year team leaders. All of these roles are significant in schools – many schools now have assistant heads and year leaders and therefore this is a significant omission from the competency portfolio.

In 2001 Hay McBer published Models of Excellence for School Leaders. This is a huge document and some sections are in Appendix 2. It is important to note at this stage that the behaviours in the Hay McBer framework relate to all roles in the same way that there are behaviours for teachers that should be evident at all levels. It is difficult to compare school leader competencies with specific outcome headteacher standards – but the analysis presented below does highlight pervasive themes.

The model is compared and contrasted with the national standards, with comments:

- The strength of the national standards is in some ways its conciseness. It emphasises that the core purpose is to secure improvement and success. The Hay McBer model acknowledges the leadership dimension in that it emphasises the need for effective teams and visionary leadership qualities. The national standards emphasis is on outcomes that can be assessed quantitatively whereas the Hay McBer model requires a more discursive and reflective analysis. Alimo-Metcalfe and Alban-Metcalfe (2000) write that transformational leadership has been found to have a significantly greater impact on individuals' motivation, satisfaction, commitment and performance than 'transactional leadership'. But where they are combined then they become the basis for many effective development programmes. They argue that one of the major reasons why transformational leadership research has been undertaken was a concern about the preoccupation in organisations with management competencies. Whilst they are essential for management effectiveness, they focus primarily on *trans-actional* (their emphasis) leadership components. What is needed is the identification of additional leadership dimensions which inform managerial development and the design of selection, and performance management processes.
- The emphasis in the national standards is on what constitutes effective provision. Implicit in the Hay McBer model is the view that understanding is the key attribute.

School model and civil service programmes

Identifying talent and having processes and ways of recognising those behaviours that are desirable is only one dimension of the leadership development discussion. What does a school do about it? This report seeks to compare the ways in which potential is developed. For this the management development programme run by Matthew Arnold School is compared with the civil service programmes. The context for the Matthew Arnold School Programme is explained first of all.

Matthew Arnold School Programme

The Matthew Arnold School has a well-developed performance management system. Each member of staff has a line manager who is responsible for their performance management. The context for this system is explained and an example of how this works in practice is described.

Matthew Arnold School decided that for those in middle management roles (subject leaders, co-ordinators, etc) there was a need to recognise the changing nature of leadership. A definition of teamwork was needed that will be sustainable in the current context. It meant thinking about the relationship in new ways. West and Allen (1997) introduced the concept of a 'work team'; this is characterised as follows:

1. team members have shared objectives in relation to their work

2. team members interact with each other in order to achieve those shared objectives

3. team members have more or less well-defined roles, some of which are differentiated from one another

4. teams have organisational identity, ie they have a defined organisational function and see themselves as a group within a larger organisation

5. teams are not so large that they would be better defined as an organisation

The role of the team leader is crucial here. It is about ensuring that there is sufficient clarity on the nature of the role and the function of the team. Before selecting personnel for a particular team, attention needs to be given to the design or structure of the work that the team members will do and the roles they will occupy. Typically teachers are recruited and selected to work as part of a group because they appear to have the particular set of technical skills and experience deemed necessary for particular aspects of the job. This is, of course, entirely reasonable. Also reasonable, however, would be an examination of the degree to which candidates have the personal characteristics necessary to work effectively as part of the team.

All those working in schools are constantly engaged in change; there is no steady state. The continual drive to raise standards, the perpetual debate on how things can be done better, the imperative to add value means that, to an extent, all managers are 'turnaround manager'. By considering the expectations and the task focus of the teamwork as a whole, the leadership model becomes clearer.

At Matthew Arnold School the leadership structure is designed to support a coaching approach. To support the coaching paradigm there is an absolute expectation that each team leader will meet with each team member individually on a regular basis. The frequency depends upon the size of the team and (in the case of heads of department for example) the time available to carry out these meetings. The head meets with each member of the team once per week, the assistant head meets with heads of year every two weeks, and the

deputy meets with heads of department every four weeks. Each teacher has an entitlement to an individual meeting of 30 minutes with his or her head of department each half term.

The meetings are action-oriented. So the first meeting might be some analysis of the results at GCSE. The outcomes from the ensuing discussion are a set of actions that form the basis for the subsequent meeting. At the next meeting progress can be reviewed and new action points will emerge. The meetings are not only monitoring exercises but also more importantly coaching meetings. Through skilled questioning and probing, one outcome is the alignment of culture and thinking.

A fuller exposition of this principle is described in Percival (2002). In summary, however, the model is one that provides scope for individual staff development at this intensive level. Broadly speaking, the role of the leader is to manage the performance of all those in the team. It may be that there is a need for precise direction (for example, when a person is attempting a task for the first time), coaching (when thinking is being challenged), supporting (when a person is competent but needs the explicit support of the team leader) and delegating (where the team leader has delegated responsibility to the person). The diagram below (reproduced with kind permission from Adrian Percival) illustrates the concept.
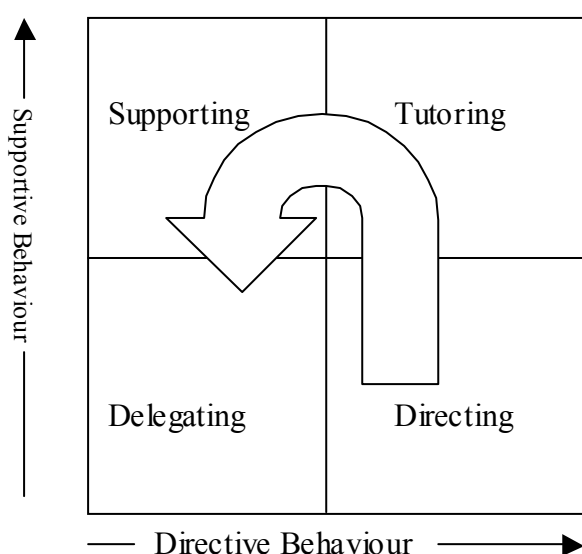
This method of performance management is one that has been embraced at a whole school level. It is one that requires skilled personnel leadership and a strong leadership culture. This represented a significant change for the school. But, moreover, it required significant management development of staff in order to achieve cultural alignment of the system.

Leadership and management development

Out of this work emerged a need for leadership and management development. The need was not only for those in leadership roles but also for those who had the potential for leadership. (The course outline is included as Appendix 4.)

The course was designed by the headteacher and deputy to meet the needs of middle managers and aspiring middle managers at Matthew Arnold School. It is a modular course and has an accompanying course book (see Tranter, 2000). In addition to the sessions listed below each participant had a study day to work through the course book and complete a research project.

The aims were to:

- increase understanding of organisational issues
- view themselves, their role and their team as part of the organisation

- develop self-knowledge and self-confidence to undertake leadership and management tasks
- review personal priorities and profiles
- explore different ways of being effective
- how to lead change

A total of 14 people were recruited to the course. These ranged from heads of major departments to a teacher in her second year of teaching in a small department. (For more information about the various aspects of the course, see Appendix 4.)

The responses to the various elements of the course varied a good deal; the evaluation of the whole course centred around three questions that were posed to the participants:

- what has been the impact of the course?
- what have you learned how to do better?
- what was the most valuable session?

Some of the responses are detailed below:

Participant	What has been the impact of the course?	What have you learned how to do better?	What was the most valuable session?
Cross-curriculum leader	"Some of the ideas were affirming what I already do and my strengths. However, the course has emphasised my accountability for the work I do."	"I'm better at planning now. I know that by planning more thoroughly and establishing clear processes that this reinforces my principles. I'm better at conflict resolution. The session we had on dealing with conflict made me think through what I needed to do."	"Importance of clarity. Having a defined role for me and those who I line manage. Setting up a structure."
Teaching assistant, with an inclusion role	"That taking stock of what I can do and thinking about what I need to do my job better."	"Preparing materials for others."	"Individual strengths and weaknesses. Thinking about the issues of leadership."

Head of major department	"To make me aware of my strengths and weaknesses – I can articulate them clearly now."	"Setting out job descriptions for my team. How to implement a policy change. How to involve others and gain followership."	"Visioning – being able to think about what I want the department to look like. How to communicate more effectively. How to share ideas – how to lead a discussion in a way that encourages others to participate."
Head of year	"I'm better at evaluating others' work than I am my own performance and I need to work on this."	"Expectations, rather than rules encourage people to do the right things."	"Looking at the big picture. It opened my eyes."
Member of a small department	"It's given me an overview of how all the pieces fit together."	"I'm running the area of my responsibility like a 'mini department'."	"Communication is key. Increased awareness of the enormity of school leadership. Thinking about the vision."
Head of small department	"The process of the course has made me think ."	"Collecting and analysing data. Being positive."	"Organisation of myself and others."
Head of department – in his first year in this role	"How much I do already but clarity and focus help to make what is still to be achieved manageable."	"That policy development starts with aims and visions. That success will come from increased and shared responsibility."	"Leadership is the most important aspect of my job and I have to make sure I'm always leading."
Second in major department	"I'm more aware of the tasks."	"Long-term planning and decision making are key development tasks for me."	"Values are the most important thing because they drive the work agenda. There are gaps in my knowledge about the change process that I can address."

Although these participants had a range of experiences of leadership and management before they joined the course there is a similarity in their responses. Broadly, the course increased their awareness of the leadership and management debate, provided skill input

that they were able to utilise (interestingly, this was independent of their hierarchical status) and gave them the skills to be more reflective about their own ability. The importance of the vision was mentioned by all of the participants.

More broadly, however, this course addresses the needs of middle mangers at various stages in their careers. It identifies the attributes and characteristics for the role and is part of a coherent performance management framework. The emphasis on teacher characteristics, performance management within the context of the overall vision is key to its success.

Civil service programmes

What is described above is one school's response to the leadership demands placed on staff, an acknowledgment that such development was important to realise the school's shared aims and to develop potential leaders for the future. The issues faced by the school were similar to those facing the civil service, where the dominant culture was to be changed from a hierarchical 'mandarin' culture to one of collaborative teams. The civil service has an integrated package for its top management personnel. It seeks to help the new generation of leaders to develop self-knowledge and personal effectiveness through a better understanding of the issues surrounding leadership and organisational change. The aim is to provide the participants with the skills and resourcefulness they need and to broaden their understanding of the context in which they operate. It starts from the premise that organisations are in a constant state of change and therefore the premium is on skills and resourcefulness of those people that lead the change.

The aims are to:

- enable participants to reflect on their personal leadership style and develop their self-awareness and self-confidence
- develop mutual understanding and trust between those leading different parts of the public sector
- explore leadership challenges, including cultural change, risk, accountability and the balance between regulation and trust
- enable leaders to place their organisational challenges within a broader context
- promote open and fresh thinking on policy and implementation

The civil service has a range of courses that include:

- Leaders in Partnership
- Introduction to Corporate Leadership
- Cabinet Secretary's programme
- Developing Top Management

Participants on these courses identify a number of features that they find valuable. A common thread is the range of perspectives on leadership and that "it doesn't turn you into a good leader but gives you an insight into what you should be aiming at" (delegate from HM Treasury). Further, with an emphasis on self-knowledge, participants point to the impact of the individual focus and that this brings about "real learning – real insights into leadership: my own leadership style (with its strengths and weaknesses" (delegate response).

The methodology is diverse. One method is the case study. Participants visit organisations in the private and public sector – these are selected because they may be centres of excellence or alternatively because they are struggling. The Top Management programme has included case studies of the Royal Opera House, the London Underground, MI5 and Honda. This approach is developed through live simulations, forum sessions, group consultancy and skill workshops. The emphasis is very much on working as a team because a core aim – and this is underpinned by the competency model – is to develop team workers rather than the traditional 'mandarin'. The skills explored are negotiation, assertiveness and

personal presentation skills. There are high-level briefing talks from business leaders, ministers, public servants, commentators, academics and creative entrepreneurs. The mix of speakers is designed to give participants an understanding of the public sector from the private sector perspective and to encourage participants to use the experiences of other public sectors to improve practice. The creativity and the emphasis on the problem-solving approach through teamwork is the key aspect of development.

Comparisons, conclusions and recommendations

The *Annual Report of Her Majesty's Chief Inspector of Schools* (2001–2002) identifies that in over nine out of 10 specialist schools leadership and management is good or better. The contribution made by middle managers continues to improve but there are considerable variations in the quality of subject management of whole school aspects such as special educational needs and ICT.

The leadership of our schools is subject to huge challenges. One particular challenge is the realisation that leadership and management are all pervasive and embracing and are not located solely in the headteacher. This report has identified a number of ways that leadership and management talent is identified and developed. There are competencies and national standards for teachers and headteachers but there are significant gaps, for example there are no national standards for the school leadership group or for heads of year.

In this report I have described a number of responses to talent spotting and performance management. Organisations have their own particular ways of recognising talent and developing this human resource. In the private company and the civil service schemes there is clarity of purpose. For the private company there is a clear market performance criteria that underpins their activity, and therefore affects the skills and attributes they have decided are necessary for the organisations goals to be realised. People apply to the Top Talent programme after a short time in the company but the time interval is sufficient for them to have demonstrated a high level of competence in their present role. The interviews with those on the Fast Track Teaching Programme and their experiences suggest the need for talent spotting using a more sensitive system. The civil service has recognised the need for cultural change and established a set of competencies that match its goal. What both organisations share is the ability to strategically plan a person's career within the context of a large organisation. Is this possible in teaching? How do we achieve clarity? If we are going to evaluate performance do we do so on the basis of competence or on the basis of standards?

The conclusions I make are recommendations at perhaps two levels. One is at the level of national policy in relation to a preferred model where there is a common system of performance management across all schools with a portfolio of professional development being carried by a teacher throughout their career. The second would be a recommendation focused upon practising headteachers about how they can make the best use of the system that currently exists by, perhaps, adopting a career development/performance management/management development programme.

The attraction of the civil service programme for training and development is that it is a national programme and is linked to the competency models that drive the appraisal system. There is scope to manage the individual's development from a very early stage. In the annual report the Chief Inspector comments that the review of teachers' progress conducted at the end of the induction year was good or very good in four out of 10 schools, in the remainder it required significant improvement or was poor. Add to this the finding that in the majority of schools there is no difference in how the development needs of teachers in their second and third year of teaching were identified, compared with more established teachers, then it seems clear that the development needs of young teachers is in need of attention. At the other end of the spectrum, there is no formal baseline against which participants on the Leadership and Management Programme for Headteachers (Headlamp) measure progress. Between the two there is effective use of performance management in schools but there is some way to go in setting objectives that relate to a teachers' professional development other than through tasks and activities. A key recommendation of this report would be a continuation of the career entry profile into a career profile. If we are to nurture talent then there needs to be development programmes that provide teachers with the leadership development they need in pursuance of their careers. The National College for School

Leadership has recognised this in the development of its Leading from the Middle and Established Leaders programmes.

The purpose of appraisal or performance management is two fold. It is to provide teachers with the opportunity to assess their progress within a framework that ensures high quality practice and professional development, but also to provide the education service with the opportunity to develop teachers into high performing practitioners with opportunities for aspiring leaders. But when teachers move from one school to another the receiving school knows little other than can be gleaned from references and assessment for the new role. How much more useful would a system where professional reviews formed part of a teacher's portfolio that followed the teacher from post to post. There also needs to be a wider focus for judgements about teachers' competencies than their interactions with pupils. The national standards and Hay McBer competencies are a start, but there is a need to remember that most teachers require both development of their teaching (which is largely not provided outside the school, other than through national strategies in the last few years) and development of their leadership skills.

Such a system would be radical but the benefits of a unified system, within which teachers could achieve professional growth and career progression, could be considerable.

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Appendix 1: Comparison of the Cabinet Office Competencies Framework and the Hay McBer competencies

Cabinet Office Competencies Framework		Hay McBer competency
Effective behaviour	**Ineffective behaviours**	
Communicating and influencing: ▪ Communicates written and oral information clearly and concisely ▪ Listens carefully and asks questions to ensure understanding ▪ Uses the most appropriate method and style of communication for the situation ▪ Communicates the right information to the right people at the right time ▪ Maintains confidentiality	▪ Talks down to people ▪ Gives out unnecessary or misleading information ▪ Doesn't make reasonable adjustments in style or approach ▪ Doesn't use plain English ▪ Avoids giving bad news ▪ Retains information that should be given to others	**Creating trust:** ▪ Acts reliably – delivers what is promised ▪ Acts fairly and consistently **Respect for others:** ▪ Listens ▪ Values others ▪ Values others despite provocation ▪ Creates a community where there is mutual respect **Information seeking:** ▪ Finds out ▪ Digs deeper ▪ Gathers information ▪ Uses own systems – systematically gathers and stores information, day by day, that will be relevant to teaching or learning or to the school.

		Impact and influence:
		▪ Uses logic to persuade
		▪ Takes actions to persuade
		▪ Calculates and impact
		▪ Influences indirectly
Customer focus:	▪ Unnecessarily nitpicks about details; spends too much time trying to achieve absolute perfection	**Analytical thinking:**
▪ Pays attention to detail and ensures work is accurate	▪ Resistant to new ways of working	▪ Breaks down problems
▪ Identifies and acts to address own learning and development needs	▪ Makes same errors repeatedly; does not learn	▪ Recognises cause and effect – shows that he or she can analyse the reason for something
▪ Acknowledges own mistakes and learns from them; shares learning with others	▪ Dismisses others' ideas without consideration	▪ Prioritises
▪ Seeks and acts upon feedback		▪ Analyses variables – considers several possible causes for any given situation
▪ Optimises the use of IT to improve efficiency /quality		**Confidence:**
		▪ Shows confidence
		▪ Actively contributes
		▪ Expresses a professional view
		▪ Rises to challenge

Delivering results:	• Impolite or unhelpful to customers	**Initiative:**
• Knows who their internal and external customers are and works with them to identify there needs	• Doesn't put things right when they go wrong	• Seizes opportunities and sorts out problems
	• Deals with customers from the perspective of own needs rather than the customers	• Acts decisively
• Is approachable and helpful when dealing with all customers		• Thinks and acts ahead
• Acts with integrity and honesty	• Repeatedly misses customers deadlines	• Prepares for future opportunities – anticipates and prepares for possible problems or opportunities that are not obvious to others. Takes action to create an opportunity or to avoid a future problem.
Value for money, drive and energy:	• Easily distracted; loses sight of the objective	**Drive for improvement:**
• Takes ownership of work; demonstrates initiative, flexibility and commitment to get things done	• Fails to adjust ways of working in light of changed circumstances	• Wants to do a good job
		• Sets own standards
• Ensures work is planned, prioritised and delivered to meet requirements	• Does not deliver to agreed specification/quality/deadline	• Creates improvements
	• Does not comply with organisational procedures and legal requirements	• Sets and tackles challenging targets
• Resilient and determined		**Flexibility:**
		• Keeps an open mind
		• Adapts procedures
		• Changes tack

Leading and developing others:	▪ Holds staff back	**Holding people accountable:**
▪ Conducts performance meetings to set clear and realistic objectives, review progress and identify/evaluate development actions	▪ Is unaware of what their team is doing	▪ Makes expectations clear
	▪ Does not delegate	▪ Sets boundaries
▪ Seeks out development opportunities for individuals and provides a range of challenging work to stretch and develop them	▪ Is aloof, arrogant or unapproachable; intimidates staff	▪ Demands performance
		▪ Confronts poor performance
▪ Provides timely and ongoing constructive feedback on performance	▪ Takes credit for and/or presents others' ideas or successes as their own	**Managing pupils:**
▪ Motivates and coaches individuals to achieve their best		▪ Gets pupils on task
		▪ Keeps pupils informed
▪ Allows and encourages individuals to take on extra responsibility		▪ Makes every class effective
		▪ Takes actions on behalf of the class
▪ Praises and celebrates efforts and successes		▪ Takes the role of leader
▪ Promptly addresses poor performance or inappropriate behaviour		
Problem solving and judgement:	▪ Bases decisions on hearsay/rumours not facts	**Conceptual thinking:**
▪ Takes responsibility for resolving problems and deals with them promptly	▪ Displays personal bias	▪ Uses common sense
		▪ Sees patterns
▪ Remains focused in a crisis	▪ Is indecisive	▪ Uses concepts – creatively adapts and applies concepts, ideas and best practice from other schools or other situations
▪ Knows when to seeks help from and involve others	▪ Doesn't listen	
▪ Communicates decisions clearly to others and explains the reasons	▪ Doesn't communicate	▪ Makes the complex simple

Knowledge of the Cabinet Office:		Challenge and support:
Knowledge of the Cabinet Office: - Knows how own and team/unit's role and objectives serve the Cabinet Office, Civil Service and the public - Actively engages in team meetings and seminars to increase own understanding	- Fails to consider the impact of own actions on the rest of the Cabinet Office - Doesn't join up with other departments - Takes a confrontational position to other units/departments	**Challenge and support:** - Cares for the pupil - Expresses positive expectations - Strives for the best possible provision - Challenges others in the pupils best interest **Passion for learning:** - Creates a learning environment - Shows how - Supports practice - Drives for understanding - Motivates pupils to learn independently

Teamwork:	- Works to own agenda - Own behaviour affects others adversely - Causes complaints and lack of co-operation from others	**Teamwork:**
- Treats everyone fairly and with dignity and respect - Understands values and incorporates other people's needs, contributions and perspectives - Builds productive and co-operative working relationships with colleagues		- Helps and supports others - Shares information - Gets inputs from others - Builds team spirit **Understanding others:** - Is sensitive to body language - Understands meaning - Understands ongoing behaviour

Appendix 2: National standards for headteachers and Hay McBer Models of Excellence for School Leaders

National standards for headteachers	Hay McBer Models of Excellence for School Leaders
Core purpose: To provide professional leadership for a school, which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning an achievement.	**Transformational leadership:** This characteristic is expressed and the drive and ability to take the role of leader, provide clear direction and enthuse and motivate others. At its basic level it makes the school or team effective, and then takes care of the team, takes the role of leader and gains commitment to a compelling vision. **Drive and improvement:** The characteristic is represented by a person who sets their own standards, creates improvements, sets and tackles challenging goals, focuses effort and eventually takes risks for performance gains. This characteristic acknowledges that in large schools there are potentially lots of corners where poor performance might persist. Hay McBer write that special energy is needed to secure uniformly high levels of performance, and to take early action rather than let things drift, and to ensure team leaders also hold others accountable.
Key outcomes: This section is phrased in terms of schools where …, pupils who …, teachers who …, parents who …, governors who …	**Challenge and support:** A commitment to do everything possible for each pupil and enable all pupils to be successful. This characteristic moves from caring for a pupil to challenging others in the pupils best interest.
Professional knowledge and understanding: For example, what constitutes quality in educational provision, the characteristics of effective schools.	**Understanding the environment:** Understanding of the formal and informal processes, differing agenda, issues of school and society.

Skills and attributes ▪ Leadership skills, attributes and professional competence ▪ Decision-making skills ▪ Communication skills ▪ Self-management ▪ Attributes	**Confidence:** A real belief in one's ability to be effective and taken on challenges. This characteristic incorporates the ability to speak with authority to one who thrives on challenge. **Integrity:** This is about consistency and fairness because these lead to a climate of trust. **Respect for others:** Key characteristics are the ability to listen value others and be considerate of others. **Analytical thinking:** The ability to break things done, recognise cause and effect and think logically. There is recognition of this as an enabling characteristic in that it facilitates a focus on action to create and achievable agenda for change. **Information seeking:** Finding things out. There is mention again (as in the teacher model) of the ability to develop own systems to provide good information about the school and the wider environment. **Understanding others:** The drive and ability to understand others. This is a key characteristic because it acknowledges the importance of ongoing behaviours and requires an understanding of group dynamics. **Impact and influence:** The ability and the drive to produce positive outcomes by impressing and influencing others.
Key areas of leadership ▪ Strategic direction and development of the school ▪ Teaching and learning ▪ Leading and managing staff ▪ Efficient and effective deployment of staff and resources	**Strategic thinking:** This characteristic is concerned with the ability to see patterns and make links. It recognises the complexity of the educational environment – this includes the need for comparative benchmarking, connections with the 'outside world' and so on. **Initiative:** The drive to act now and anticipate and pre-empt events. **Developing potential:** The drive to develop others capabilities and help them realise their full potential. **Holding people accountable:** Setting clear expectations and parameters and holding others accountable for their performance.

Appendix 3: Example of type of question asked in a critical reasoning text

In the centrally planned state of Rurigraria farmers are given subsidies by the Agriculture Ministry to grow certain crops. If they achieve certain production quotas they also receive a production bonus. Subsidies and quota levels vary by size of farm and crop grown. The table shows the amount of money paid out in a four-year period. The national unit of currency is the zipka.

Farm size

Year	Under 200 hectares				200 to 1,000 hectares				Over 1,00 hectares			
	1	2	3	4	1	2	3	4	1	2	3	4
Grapes: Subsidy	155	165	360	360	1000	1000	1500	1800	20	30	10	40
Bonus	10	25	30	40	10	200	150	200	10	80	90	100
Brassicas: Subsidy	50	60	60	60	45	0	35	0	80	80	80	80
Bonus	70	30	30	50	30	20	100	100	45	80	70	75
Corn: Subsidy	50	50	0	0	400	600	800	700	50	170	180	200
Bonus	200	200	20	0	800	1000	1200	1500	300	400	450	600

Notes: 1. All figures in 000,000 zipkas

2. Grape vines planted in Rurigraria take four years to become productive

3. Brassicas and corn can be harvested in the year of planting

Answer the following:

1. Some farmers grew grapes before the start of the four year plan

2. There are few large farms

3. The largest amount paid out to the small farmers was in year 3

Reponses are either Definitely True, Probably True, Can't Say, Probably False or Definitely False.

Appendix 4: Middle Management Development Course at Matthew Arnold School

The course was designed by the headteacher and myself to meet the needs of middle managers and aspiring middle managers at Matthew Arnold School. It is a modular course and has an accompanying course book, *From Teacher to Middle Manager*. This was the first time that we had put together such a course but both of us had experience of delivering staff development sessions both at Matthew Arnold and in other forums. In addition to the sessions listed below we proposed that each participant had a study day to work through the course book and complete a research project.

The aims were to:

- increase understanding of organisational issues
- view themselves, their role and their team as part of the organisation
- develop self-knowledge and self-confidence to undertake leadership and management tasks
- review personal priorities and profiles
- explore different ways of being effective
- how to lead change

This was the programme we put together.

Module 1: Managing the vision: creating the vision

Core: Part 1: Saturday in January at a hotel venue

- Understanding the role of a middle manager
- Creating a vision for the team

Task 1: Prepare a five-minute presentation on your vision for the team

Optional: Part 2: Twilight session at Matthew Arnold School in March

- Development planning
- Review – how to write the department report throughout the year as the development plan is implemented

This session is to coincide with the development planning that team leaders do in May, and prepare for the results analysis in September and the department report in January.

Task 1: Complete a development plan that clearly shows how the vision for the department will be implemented

Task 2: Complete an analysis of your department's results using Excel

Module 2: Managing people

Core: Part 1: Twilight in May

- Managing people

Core: Part 2: Study day in July

- Managing change

Task 1: Complete the department audit of skills from the course book

Task 2: Prepare a presentation on the issues raised from the readings for this module

Task 3: Complete a small-scale research project and present your report to the course leaders

Module 3: Managing yourself

Optional: Part 1: Twilight in September

- Organisation skills and time management

Task 1: Prepare a calendar of tasks for yourself and for your team. The latter will be part of your department handbook

Core: Part 2: Twilight in November at a hotel

- Improving your own performance
- Enhancing your own professional development

A total of 14 people were recruited to the course. These ranged from heads of major departments to a teacher in her second year of teaching in a small department.

An important aspect of the course was the readings and the course book. The sessions required participants to read a number of articles as preparation for the course sessions and also to work on tasks in the intervening periods.

The study day formed an important element to the course, as it required a significant commitment from the participants. This task was set out as follows.

Middle management development study day

The purpose of the study day is to give delegates the opportunity to conduct a small piece of research on an aspect of teaching and learning.

The outcome will be a 1,500 word piece on the research topic with recommendations for teaching practice or further research. The research data should be presented separately.

It is intended that the research digests will be collated into a booklet celebrating the course and delegates contributions. A copy of the booklet will be awarded to all delegates.

Topics

The list below is intended to be illustrative:

- the experience of Year 7
- the impact of work experience for Year 10
- how much do able boys read?

- do children draw for recreation?
- the effect of the classroom layout on behaviour
- evaluation of the staff induction programme
- reflecting on a critical incident – how children deal with major issues
- coping with homework – how much homework do Year X do
- teacher talk – how much teacher talk goes on in lessons
- effective use of ICT
- teaching strategies for bottom sets
- use of support
- effectiveness of tutorial time (for head of years)
- Key Stage 2 and 3 transition
- taking a piece of research from the TES and testing it out

The research

The research can be conducted using a questionnaire or interview or lesson observation. The research is small scale.

Delegates may wish to do a literature search to inform their thinking.

The report

The report should have the following sections, as a minimum:

- title
- why you decided to research this topic
- what are the issues for students at Matthew Arnold School
- research methods – with some justification
- analysis of results
- recommendations

Optional sections would include the literature search summary, comparing published research findings with your own.