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Leadership at all levels

Argyll and Bute Conference 8 November 2018 Queen's Hall Dunoon
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For Scotland's learners, with Scotland's educators

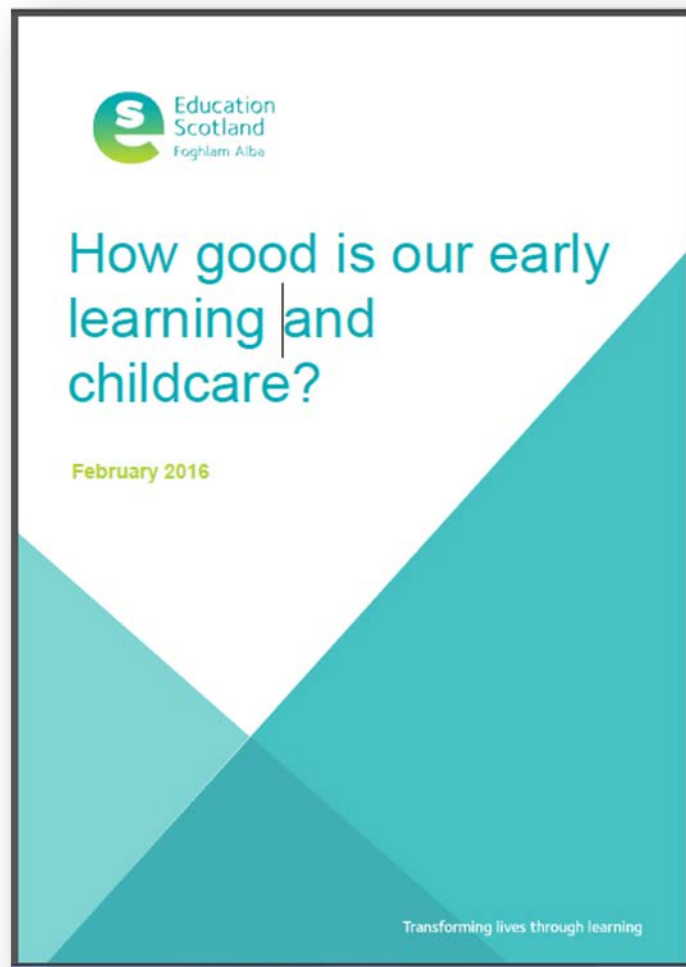
Leadership



What makes you a great leader?



Taking a closer look



Leadership and Management	
How good is our leadership and approach to improvement?	
Quality Indicator	Theme
1.1 Self-evaluation for self-improvement	<ul style="list-style-type: none">• Collaborative approaches to self-evaluation• Evidence-based improvement• Ensuring impact of success for children and families
1.2 Leadership of learning	<ul style="list-style-type: none">• Professional engagement and collegiate working• Impact of career-long professional learning• Children leading learning
1.3 Leadership of change	<ul style="list-style-type: none">• Developing a shared vision, values and aims relevant to the ELC setting and its community• Strategic planning for continuous improvement• Implementing improvement and change
1.4 Leadership of management and practitioners	<ul style="list-style-type: none">• Governance framework• Building and sustaining a professional team• Practitioner wellbeing and pastoral support
1.5 Management of resources to promote equity	<ul style="list-style-type: none">• Management of finance for learning• Management of resources and environment for learning

How good is our early learning and childcare?

QI 1.3: Leadership of change

Themes

- Developing a shared vision, values and aims relevant to the ELC setting and its community
Strategic planning for continuous improvement
Implementing improvement and change

Descriptor

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children.

Education Scotland Inspections September 2017 – June 2018

123 ELC inspections

1.3 Leadership of change						
	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Number	2	16	54	33	17	1
Percentage	2%	13%	44%	27%	14%	1%



Messages from inspection

QI 1.3 Leadership of change

Key strengths

- Positive efforts to develop a shared vision, values and aims – relevant to setting community
- Commitment to improve work of the setting
- Leadership developing at all levels
- Use of self evaluation to evaluate and improve the quality of provision
- Pace of change and focus on outcomes
- Awareness of current thinking in ELC

Messages from inspection

QI 1.3 Leadership of change

Areas for improvement

- Sharing vision, values and aims with children in a developmentally appropriate way
- The need to look outward
- Self evaluation – formalised and systematic and linked to outcomes for children
- Impact of staffing on strategic planning





Thoughts about great leadership from ES staff

- High levels of interpersonal skills and ability to establish positive relationships with all stakeholders
- Development of a shared vision, values and aims relevant to the ELC setting and its community. In the best examples this has been carefully shaped and implemented by the whole team. Practitioners report that their involvement in this process has helped to create a positive ethos where their views are recognised and valued. As a result, all practitioners show a personal and collective commitment to this vision and their professional values.
- The development and value placed on leadership skills amongst practitioners resulting in practitioners who are committed to improving the work of their setting. An ethos of devolved leadership and management with practitioners confident that their opinions and ideas are valued. In the best examples, practitioners are encouraged to look outwards.



Thoughts about great leadership from ES staff

- The promotion of a culture of reflection and continuous self-evaluation leading to improved outcomes for children and their families. This is supported by robust monitoring to ensure practitioners identify what they are doing well and what needs to improve.
- The head is often described as supportive of practitioners and leads the learning direction and pace of change to ensure a clear focus on positive outcomes.
- An deep understanding of current thinking and research in early years practice which will support the identification of necessary changes through on going self-evaluation.
- The use of data and improvement methodology to inform the leadership of change.
- An awareness of practitioners personal circumstances and professional capacity to improve.



Believe in yourself

Leaders must reclaim the very thing our culture has so casually given away: Time to think together and learn from our experiences. Without question, this is the most critical act of leadership. It is how we restore sanity and possibility to our work within our sphere of influence.

Who do you choose to be? An invitation to the nobility of leadership. 2017

Margaret Wheatley



Believe in yourself

Start doing what is necessary; then do what is possible; and suddenly you are doing the impossible.

St Francis of Assisi

Step Back, Norman Drummond 2016



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