



Developing Teacher Leadership

Outcomes and implications from the
Scottish College for Educational Leadership's
teacher leadership engagement

Fearghal Kelly

April 2016



SCEL

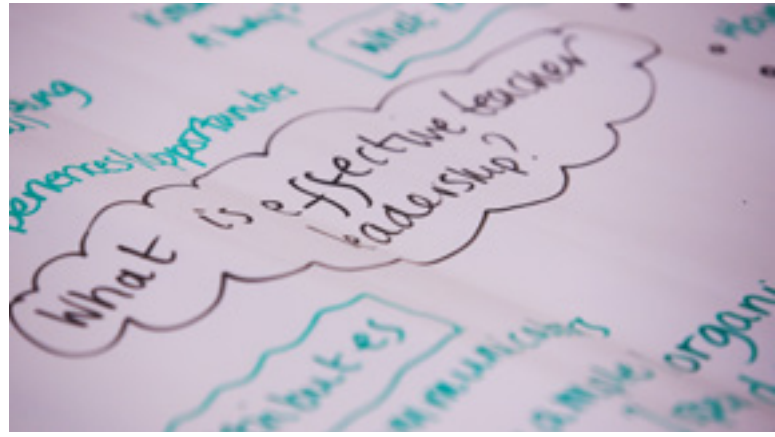
Scottish College for
Educational Leadership

This has been one of the most inspiring workshops I have attended. The activities were motivating, interesting and thought provoking.

A fantastic CPD which enabled me to question my practice and how this can positively impact school.

Great to talk, think and literally throw around our ideas...

Really enjoyed the workshop and it made me think more reflectively about the term leadership and how it can be fostered within the school.



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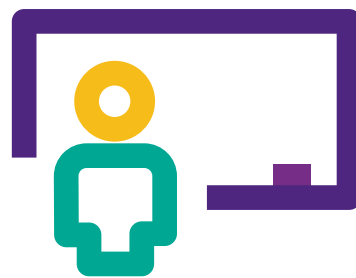
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1,048
engaged



5,000+
miles travelled



27
workshops



19
discussions



2
pupil workshops

Foreword **Gillian Hamilton** Chief Executive

I am delighted to introduce the Scottish College for Educational Leadership's Developing Teacher Leadership report to you.

At SCEL, we are committed to supporting the leadership development of all teachers. Our Framework for Educational Leadership describes teacher leaders as being “passionate about learning and teaching” and “ambitious for the success of children and young people in their pursuit and delivery of diverse and creative pedagogy.”

Before we embarked on the planning of teacher leadership programmes and activities at SCEL we wanted to engage proactively with teachers across Scotland; to hear their thoughts on teacher leadership, the challenges and opportunities in engaging in professional learning around teacher leadership, and how we, as an organisation and a system, can best support the profession in this area.

In the course of this work, Fearghal Kelly has engaged with over 1000 stakeholders. This report provides a summary and outcomes of this engagement. We are clear that, as we move teacher leadership forward, our planning and development will have been significantly influenced by the views and thoughts of teachers in Scotland. The outcomes of this work will also inform our planning around our middle, school and system development. We would like to thank Fearghal for his passion, enthusiasm and commitment to this engagement exercise.

You will read in the report how Fearghal used the principles of U.Lab to inform the planning of the sessions, and feedback on this innovative engagement approach has been really positive. As a team, we plan to build on this approach in future engagement exercises.

Fearghal also made extensive use of social media and on-line engagement to encourage responses from teachers who were unable to attend events in person, and we had no idea how catchy #tellscel would become!

So what can you expect to see next from SCEL in the area of teacher leadership? We will share the findings of this work at our national conference in May, and following this, you can expect to see increased activity – the development and endorsement of teacher leadership programmes and opportunities, a series of events and masterclasses, and enhanced resources and professional learning activities available through our Framework for Educational Leadership. We expect to deliver some of this work nationally, through our Framework for Educational Leadership, and some of this work locally, supported by our Regional Network Leaders and growing cadre of SCEL Fellows. You can expect us to work in partnership with a range of providers to take this forward.

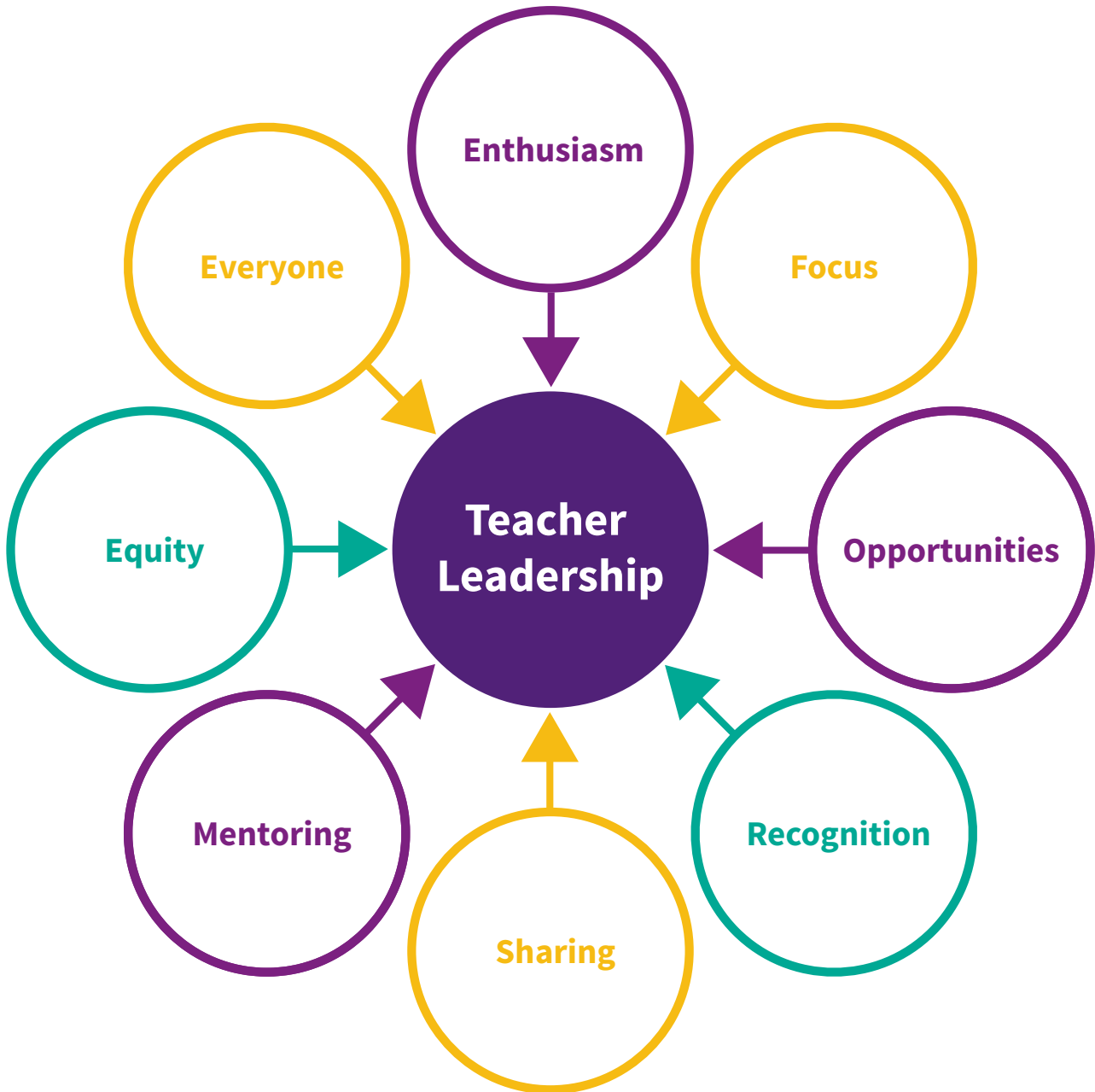
The report identifies some issues that teachers told us were important to them but which are out with the scope of the work of SCEL. We recognise that partnership working, a strength of the Scottish education system, may help to address some of these issues.

As always, we are keen to hear your thoughts and views about this report, and its potential to impact on the professional learning of our teachers, and ultimately on the lives of young people in Scotland. You can do that using #tellscel on twitter, visiting scelengage.com or by e-mailing us at enquiries@scelscotland.org.uk. We look forward to hearing from you!



Gillian Hamilton Chief Executive

Summary



The purpose of this report is to share the outcomes of the Scottish College for Educational Leadership's (SCEL) engagement on teacher leadership. This engagement involved a wide range of stakeholders in exploring the nature of teacher leadership and the requirements for its development. Eight key themes were identified as a result of this engagement as follows:

Enthusiasm	There was a significantly high level of positivity and enthusiasm for this engagement. Many teachers are keen to engage with this agenda.
Focus	Many teachers feel that there is a need to consider the current use of their time and the tasks which they are undertaking. What impact are both having on learners?
Opportunities	Teachers would like more and better opportunities for coherent leadership professional learning and opportunities to experience leadership roles.
Recognition	Many teachers expressed a need to develop mechanisms for recognition of teacher leadership within schools, local authorities and nationally.
Sharing	Many teachers recognised a need for more opportunities to share practice with colleagues through case studies, networking, shadowing and observation.
Mentoring	There was a frequent need expressed for mentoring and coaching for teachers beyond the probation year to support the development of leadership skills.
Equity	Many teachers expressed the view that opportunities to develop as teacher leaders need to be shared equitably with all teachers in the system.
Everyone	There was a recognition that the culture change required to develop teacher leadership should involve stakeholders at all levels in Scottish education.

SCEL, and other stakeholders in Scottish education, should now consider how they can use these themes to inform their thinking and future activities to support the development of teacher leadership.

Introduction

At the Scottish College for Educational Leadership (SCEL), we believe that all teachers can be leaders. But, what is effective teacher leadership and how can teachers be supported to develop as teacher leaders? This was the fundamental question underpinning SCEL's teacher leadership engagement.

Much has been written about teacher leadership in educational policy and literature. The General Teaching Council for Scotland's (GTCS) Standard for Full Registration states that,

"All teachers should have opportunities to be leaders. They lead learning for, and with, all learners with whom they engage. They also work with and support the development of colleagues and other partners." GTCS (2012)

The GTCS Standard for Career-Long Professional Learning takes this further by stating,

"[Teachers] will create knowledge to enhance, progress and lead the learning experiences of all their learners and work collaboratively with colleagues. The teacher as an adaptive expert is open to change and engages with new and emerging ideas about teaching and learning within the ever-evolving curricular and pedagogical contexts in which teaching and learning takes place." GTCS (2012)

The role of teacher leadership featured in the recent OECD (2015) report on improving schools in Scotland, and is also mentioned in the Scottish Government's National Improvement Framework, which defines school leadership as follows,

"The quality and impact of leadership within schools and at all levels – including members of staff." Scottish Government (2016).

Alma Harris and Daniel Muijs discuss the nature and role of teacher leadership at length in their 2005 book, in which they define teacher leadership as follows,

"Teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher leaders and learners, and influence others towards improved educational practice" Harris and Muijs (2005)

This definition overlaps significantly with those outlined in both the OECD report and the GTCS Standards. However, despite this apparent consensus around the nature and importance of teacher leadership in literature and policy, to what extent is this understanding shared by the wider profession?

The purpose of our engagement work was to take this concept of 'teacher leadership' to as wide a stakeholder group as possible across Scotland. We were aiming to develop a collective understanding of teacher leadership, for both the participants and SCEL, whilst also using the opportunity to identify what participants felt was needed to support the development of teacher leadership in their contexts and across Scotland. We also set out to use engagement approaches which would, in themselves, be innovative and of potential benefit to those involved.

The purpose of this report is to share the processes, outcomes and implications of this engagement work. However, this is very much the beginning of an on-going dialogue around teacher leadership and if you have any thoughts or ideas arising as a product of engaging with this report, we would like to hear them through scelengage.com, or if you are on Twitter please use the hashtag #tellscl.

Our Engagement

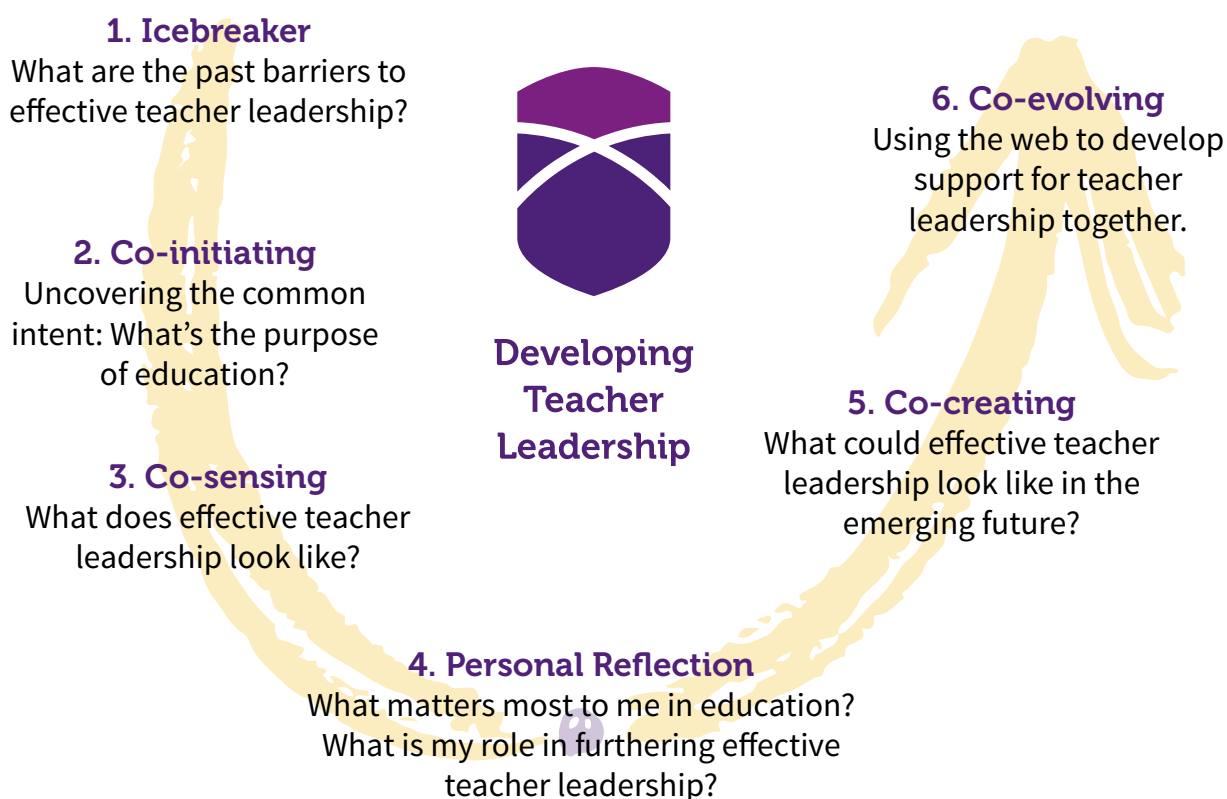


Figure 1 Teacher Leadership Engagement Process. Informed by Scharmer & Kaufer (2013).

The aims for participants involved in our engagement processes were to:

- develop their understanding of teacher leadership and their role as teacher leaders,
- co-construct approaches to supporting teacher leadership which could be applied within their community, and nationally through SCEL,
- experience an innovative participatory workshop approach which they could develop and use in their own practice.

Our approach to this engagement was informed by Theory U (Scharmer and Kaufer, 2013) and the open online course U.Lab, which the authors describe as a way of “transforming business, society and self...by co-sensing and co-creating the emerging future” (edX, 2016). The ideas in Theory U were therefore used to design a participatory workshop as summarised in Figure 1. This workshop was offered openly to schools, local authorities and others across Scottish education in November 2015. We then delivered a series of twenty seven workshops in a mix of twilight sessions, in-service days and collegiate time across Scotland between December 2015 and March 2016. The workshops were very often either cluster based, or across a local authority, with a mixture of both primary and secondary teachers in attendance, however some sessions were specific to a particular school or service.

A modified version of the workshop to be used with pupils was also developed in partnership with national children's charity Children in Scotland, and was delivered to a class of P7 pupils at Sandbank Primary School, Argyll and Bute and a class of S1 pupils at Preston Lodge High School, East Lothian. The full outcomes from both the pupil and staff workshops are all available at scelengage.com.

In addition to the workshops, a semi-structured discussion approach was developed which mirrored the workshop session. Notes of nineteen of these discussions were recorded with a variety of teachers and other local authority staff, as well as officers in a national education body and a third sector organisation. The questions used in these discussions are included below:

- What have been the barriers to developing effective Teacher Leadership in the past?
- What are your primary purposes of education?
- What does effective Teacher Leadership look like today? Where have you seen it? How does it contribute to the purposes of education?
- What could effective Teacher Leadership look like in the emerging future?
- What could your role be in helping developing effective Teacher Leadership?
- How could the various agencies and stakeholders in Scottish education help develop effective Teacher Leadership?
- How will we know if we have helped develop effective Teacher Leadership?

These questions were also made available online for individuals and groups to respond to, with two responses. A more interactive online version of the workshop was also made openly available with fifty-nine responses.

The vast majority of participants involved were classroom teachers. Teachers, and other stakeholders, who work in rural, urban and island contexts were involved across the engagement, with involvement of over one thousand participants and over five thousand miles travelled as shown in the map in Figure 2.

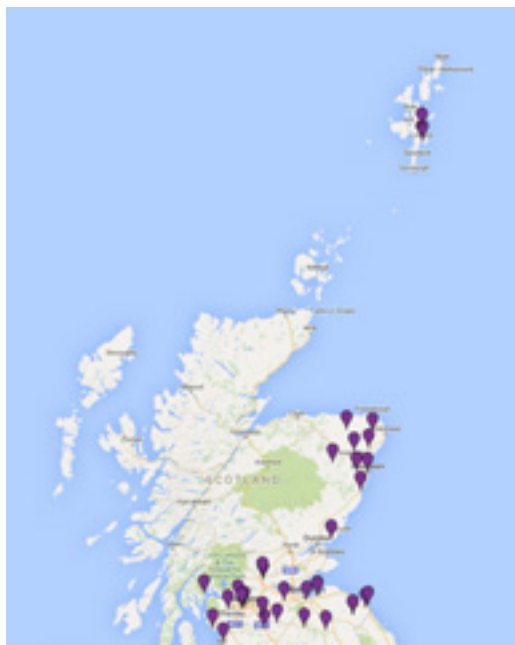


Figure 2 Map of the engagement workshop locations. Created using Google's My Maps.

Process Outcomes

Due to the professional learning nature of our engagement approach, many more outcomes arose from the process than straight-forward recommendations for SCLE. Important messages were highlighted from each stage in the engagement process and the purpose of this section is to share some of these key outcomes.

In order to capture as many of the participants' contributions as possible, word clouds are included in most of the following sections. These have been created by copying all relevant written responses into the free online tool tagxedo.com. The larger the word in the cloud, the more frequently this word appeared in the responses. The groups in some of the larger workshops sessions (those with over fifty participants) were provided with a 'facilitator' sheet to capture outcomes which were not otherwise shared. The outcomes from these facilitator sheets are included as written responses in the word clouds along with the postcards, notes from the semi-structured discussions and online responses.

Barriers

What are the past and current barriers to effective teacher leadership?



Figure 3 Word cloud summarising the barriers to teacher leadership. Created on tagxedo.com.

The most common responses in the workshops were time, workload and confidence. However, there was also frequent mention of a lack of opportunities for experience, appropriate professional learning, recognition, support, encouragement and trust. There was very often the mention of the role of hierarchies in Scottish education in stifling creativity, innovation and leadership. There was also the occasional mention of the fact that the word 'leadership' can, in itself, be a barrier.

Another barrier which came up frequently in the workshops was the issue of equity. There was often a perception of a lack of transparency and that the opportunities and experiences which do exist often go to the same people, resulting in a lack of equity of opportunity across the system. Related to this was the issue of communication, with many teachers feeling that there could be much better systems for communication to, and between, teachers in Scotland.

What, to you, is the purpose of education?



The second stage of the engagement workshop involved the participants considering their purposes of education. The purpose of leadership in an educational context is to enable enhanced outcomes for young people, and that is therefore where we needed to begin the discussion around the nature of teacher leadership.

The word cloud in Figure 4 is formed from the written responses to the question ‘what, to you, is the purpose of education?’ Once again, there is huge overlap with the purposes which came out through discussion in the workshop sessions.

The workshop sessions and online engagement went a step further than the discussions and asked the participants to compare their own purposes with those contained in the image shown in Figure 5.



Figure 5 Possible purposes of education. Adapted from Education Scotland (2016).

Of course, the participants were almost always able to find some sort of overlap between their own purposes and those contained in the image above.

Very few spotted the source of the text in the above image as being the four capacities included in Figure 6.



Figure 6 The four capacities (Adapted from Education Scotland, 2016).

It was suggested at this point in the sessions that we can agree on the outcomes we want for our young people, and these therefore should be the outcomes we ought to be looking for when discussing effective teacher leadership in the next stage of the engagement.

Teacher Leadership

What is effective teacher leadership?



Figure 7 Word cloud summarising the features of effective teacher leadership. Created on tagxedo.com.

Once we had agreed our purposes of education, we then began to consider what is effective teacher leadership. The written responses to this question are summarised in the word cloud shown in Figure 7. What leaps out from this is the strong emphasis on the role of the teacher leader in impacting positively upon children's lives in their classrooms and schools.

For the majority of the workshops the participants worked in groups to discuss what effective teacher leadership looks like in terms of attributes, what teacher leaders do and their outcomes. They captured these discussions on flipcharts which can all be found on scelengage.com, and one of which is included in Figure 8.

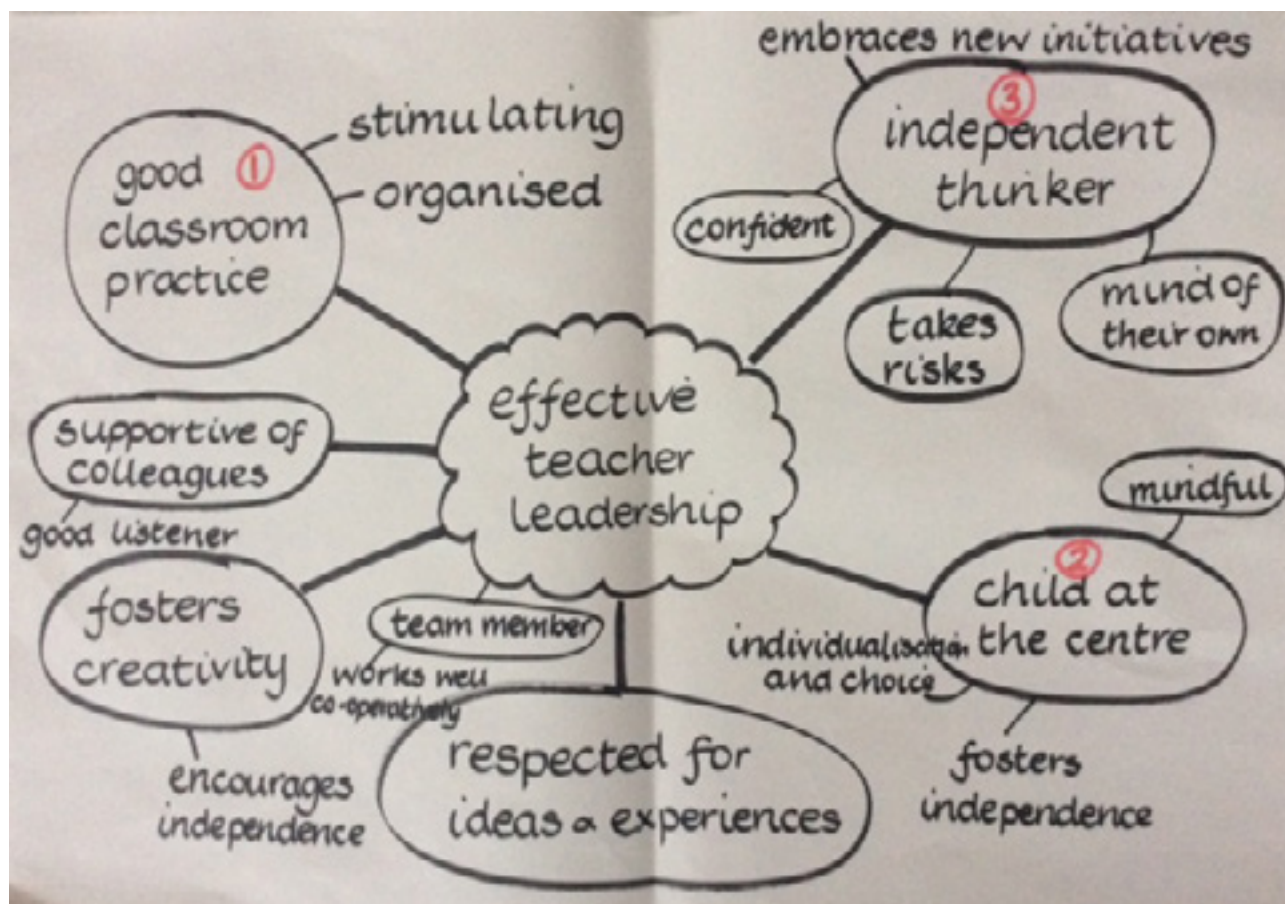


Figure 8 Features of effective teacher leadership by one of the groups at Duns Primary School.

Although there was a lot of overlap between the different groups at the workshops, and also between these groups and the word cloud in Figure 7, there was also some variety in this stage of the sessions.

Some groups were frustrated at this stage of the process as the term ‘teacher leader’ had deliberately not been defined. Partly as a result of this lack of definition some groups largely wrote relatively generic leadership attributes which could have been applied to anyone in a leadership role. Many groups however made their response very teacher specific as the example in Figure 8, in other words they felt that a teacher leader was first and foremost an effective teacher, who could also work well with, and influence, their colleagues.

This view also overlaps with those of many of the pupils who took part in the engagement. At the conclusion of the workshop they were asked to write a postcard to the teachers of Scotland in groups on what makes a great teacher. Their collective responses are summarised in the word cloud in Figure 9.



Figure 9 Word cloud summarising pupils' postcards to the teachers of Scotland. Created on tagxedo.com.

One group of pupils in particular wrote the following postcard.

We think great teachers are...

"People that care more about their pupils than teaching itself. They make differences that could change children's lives and boost confidence. Teachers have to connect with pupils and know what they need and when they need it. A key quality a teacher should have is to be able to get along well with staff. We think a teacher is a role model and a person that is sensible, caring and understanding." P7 Pupils at Sandbank Primary School, Dunoon

Once the groups had discussed and shared their vision of effective teacher leadership, for the majority of the workshops they then compared their ideas with those of SCEL's from the Framework for Educational Leadership as follows.

“Teacher leaders are passionate about learning and teaching. Through informed and innovative practice, close scrutiny of pupils’ learning needs and high expectations they play a fundamental role in improving outcomes for children and young people. Teacher leaders are effective communicators who collaborate with colleagues, demonstrate integrity and have a positive impact on their school community. They model career-long professional learning.

Skills, qualities and professional actions demonstrated by teacher leaders can be identified under four main areas:

- *Learning and teaching*
- *High expectations and ambition*
- *Communication and collaboration*
- *Values and commitment”*

SCEL (2016) Full text available at scelframework.com

For the majority of the groups in the workshop sessions, there was huge overlap between their vision of teacher leadership and those outlined in the Framework for Educational Leadership. Most of the groups who had not focused in on learning and teaching in the first part of the session liked this emphasis in SCEL's definition. There were a number of positive statements regarding the way in which the Framework definition is written, with comments along the lines of it being easy to read and accessible.

There were some suggestions for improvement for SCEL's ideas on teacher leadership. Some felt that there should be more of an emphasis on teacher leaders being caring and nurturing of children. Most comments regarding the opening sentence were positive, but some felt the emphasis at this stage of the definition should be more on caring and less on learning and teaching.

There were some comments regarding some of the language in the Framework definition, with the use of the words ‘passionate’, ‘ambition’ and ‘scrutiny’ being questioned on a small number of occasions. There were a few comments made about the order of the sections, with most agreeing with the current order, but one comment was made which suggested that ‘values and commitment’ should be first as in the GTCS Standards.

A number of groups suggested that there should be an addition made to SCEL's definition emphasising that teacher leaders have a healthy work/life balance and care for their own well-being as well as that of their pupils and colleagues.

A significant number of comments were made to the effect that SCEL's definition would encompass all teachers, and there is therefore a question over the extent to which the word ‘leadership’ is needed. Through discussion however on each of these occasions it was clear that whilst some participants felt the word leadership may not be required, they did not disagree with the contents of the rest of the Framework definition in terms of being a teaching professional.

Despite these questions and recommendations for amendments, the vast majority broadly agreed with the vision for teacher leadership outlined in the Framework, in the workshops as well as in the online engagement. However, there was also general agreement in the workshops that whilst this is a vision for teacher leadership most can agree with, it is aspirational. For the majority of teachers, this is something we are working towards in our professional careers, and the remainder of the session focused on what is needed in order to realise this vision.

My Role

What is my role in developing effective teacher leadership?

A key element of all aspects of our engagement approach was that all participants were encouraged to reflect upon their own role in developing teacher leadership.

The Theory U approach is based on the idea that we are all members of the systems we are trying to change and that we need to consider our own contribution to the change we are hoping to achieve. Mindfulness is also a key feature of the Theory U process, and a short mindfulness activity was included in this personal reflection step of the workshop sessions.



Figure 10 Word cloud of the responses to 'what could your role be in helping develop effective Teacher Leadership?'
Created on tagxedo.com.

Participants in the workshops were encouraged to record these ideas on postcards to themselves. The session was planned to ensure that participants felt they could honestly reflect on their own role in developing teacher leadership, and they therefore were not asked for feedback at this stage in the engagement workshops. There was, however, an equivalent stage in the small group semi-structured discussions and these responses have been used to produce the word cloud in Figure 10.

The responses to this stage tended to vary according to the role of the participant. For many classroom teachers they reflected that they would aim to do, or think about, things differently in their practice and help spread the message to their colleagues. Teachers often also said that they would share their own practice with colleagues more often. Those in promoted posts often talked about providing more and better opportunities for teachers to develop as leaders.

From this stage in the process, once everyone had had the chance to reflect on their role in realising our vision of teacher leadership, we then moved onto considering what would be required from the other stakeholders in Scottish education to help develop teacher leadership.

Future Support

What can be done to support the development of teacher leaders?



Figure 11 The future of teacher leadership support. Words 'teacher' and 'leadership' omitted. Created on tagxedo.com.

Once the participants had reflected on their own contribution to developing teacher leadership, the final part of all aspects of our engagement involved asking what was needed from others in the system.

In the workshop sessions, participants once again worked in groups to explore what could be done to support the development of teacher leadership. The outcomes from these discussions were captured in flipcharts, all of which can be viewed on scelengage.com. One of these flipcharts is shown in Figure 12.

What?	How?	Who?
• Facilitate a change in mindset.	• Staff meeting resources to promote reflection / development.	• SCEL • Authority
• Opportunities for sharing / development across schools	• development groups • more opportunities to visit schools • 'networking'	• Schools • Authorities
• Time priorities	• re-distributing the working time • less 're-inventing the wheel'	• Individual • School • Authority

Figure 12 Ideas for the future of teacher leadership support from one of the groups at the workshop in Lerwick.

In the workshops and the online engagement, participants also wrote postcards to SCEL and the Scottish education system as shown in Figure 13.

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Developing Teacher Leadership

A postcard to the Scottish education system

I see the future of teacher leadership in Scotland as...

SCEL
Scottish College for
Educational Leadership

Developing Teacher Leadership

A postcard to SCEL

In order to support the development of teacher leadership in Scotland, the Scottish College for Educational Leadership could...

Figure 13 Double-sided postcard to SCEL and the Scottish education system.

The responses on both of these postcards have been combined with the answers from the small group semi-structured discussions and the facilitator sheets from the larger workshops to produce the word cloud shown in Figure 11.

These outcomes have been analysed and a number of themes identified.

The Themes

The outcomes from our teacher leadership engagement work have been analysed and can be summarised into eight themes.

ENTHUSIASM

One of the primary themes arising from the engagement was the enthusiasm and receptiveness of the participants involved for both the engagement process and the teacher leadership agenda. The majority of the workshops were held as twilights on dark winter nights, and yet teachers, and other stakeholders, turned up in significant numbers and with a clear willingness to engage constructively with professional learning in relation to teacher leadership for the most part. It is important therefore to acknowledge this enthusiasm as one of the themes arising.



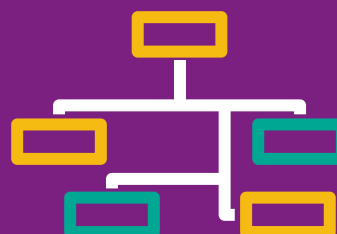
FOCUS

The issues of lack of time and increased workload came up consistently. Participants frequently reflected that there is a need to reconsider what time is currently being used for and if the tasks which teachers are completing are actually impacting upon learners, or helping develop them as teacher leaders. Many teachers felt that they needed support to address their issues of time and workload in order to allow them to be able to develop as leaders.



OPPORTUNITIES

There was often a sense that there are a lack of opportunities to develop leadership skills. Either through a lack of formal professional learning opportunities, or through a lack of access to experience and promotion opportunities within schools. Many teachers felt that SCEL could be working with partners to provide a progression of professional learning opportunities to support teachers to develop as leaders of practice. A number of teachers commented on the potential for online learning and the dissemination of research summaries. Many participants commented on the potential for SCEL to improve communication of opportunities to teachers and to help raise the profile of teacher leadership.



RECOGNITION

Lack of recognition came up frequently, but often in different contexts. Some felt that we need the return of financial recognition in the form of Chartered Teacher or Assistant Principal Teacher roles. Some would like the return of at least the status and/or time elements of these past structures. However, there was also frequent mention of the need for teachers to be thanked for their efforts and that practice could be recognised through being encouraged and supported to share.

SHARING

The need to see what is happening in other contexts came up consistently. Teachers suggested that this could be in the form of case studies, shadowing, networking and observation. There was a strong sense throughout the engagement that this is not currently happening as much as it could be, and that more time could and should be prioritised to allow this to occur. Some groups suggested that teachers being encouraged and supported to share their practice with others could also act as a form of recognition.

MENTORING

The need for mentoring and coaching beyond the probation year, with a particular focus on supporting the development of leadership skills, came up very frequently. This was often seen as a generic need, but it was sometimes raised from the perspective of those with a particular interest in developing as leaders. Some groups suggested that a role mentoring others on teacher leadership could provide an opportunity, and recognition, for teachers not pursuing promotion.

EQUITY

There was a general desire that professionalism, autonomy and risk-taking needed to be valued and nurtured equitably across the system. A number of teachers expressed the view that opportunities need to be constructed in such a way that they are accessible to all and that school senior leadership teams should be supporting the development of leadership skills in all of their staff.

EVERYONE

Many responses highlighted the role that SCEL can play in influencing the development of teacher leadership at all levels. This includes working with classroom teachers, but also with Initial Teacher Education, local authorities, Head Teachers, Scottish Government and other national organisations. Participants frequently suggested that those in senior leadership positions in Scottish education needed to prioritise the development of teacher leadership and create the conditions for this to occur.

Implications for SCeL



Figure 14 Word cloud summarising the postcards to SCEL. Words 'teacher' and 'leadership' omitted. Created on tagxedo.com.

The word cloud in Figure 14 was created using the responses on the postcards specifically to SCEL to help inform our next steps in the support of teacher leadership.

There were many and varied views on what SCEL could and should be doing next to support the development of teacher leadership. Some suggested an online resource, and so it was good to be able to tell them that this already exists in the form of the Framework for Educational Leadership. However, this would suggest that more needs to be done to promote this valuable resource.

Many saw SCEL's role as working through schools and local authorities to help develop opportunities for professional learning, sharing practice and recognition. Some also saw SCEL as having an advocacy role. Many struggled to identify actions specifically for SCEL given their unfamiliarity with the organisation, however many of the outcomes from the wider engagement process can also be used to inform SCEL's future work.

SCEL will therefore now explore how they could work with partners to address each of the themes identified as a result of this engagement.

**SCEL**Scottish College for
Educational Leadership

Developing Teacher Leadership

A postcard to SCEL

In order to support the development of teacher leadership in Scotland, the Scottish College for Educational Leadership could...

- Improve and provide more grassroots awareness of what leadership is - encouraging ownership of a leaders role by classroom teachers. A bottom-up motivational approach.
- Help classroom teachers to recognise the leadership roles they already take.

Implications for the System

Overall, there was a feeling throughout the engagement that a culture change in Scottish education is required to ensure that teacher professionalism and autonomy is equitably valued and nurtured across the system.

This view is also supported in literature. Mark Priestley (University of Stirling) and his colleagues have researched the development of teacher agency, which one could argue is a key component of teacher leadership, in Scottish schools and concluded that,

“if teachers are to become agents of change – as is strongly supported by contemporary curricular policy – then school managers should carefully consider the relational conditions through which teachers achieve agency, bearing in mind that a collaborative culture to strengthen agency is to a large extent dependent upon the nature and scope of relationships within the school.” Priestley et al. (2012)

Additionally, Alma Harris and Daniel Muijs state that,

“The answer to improving schools, it would seem, resides in cultural rather than structural change and in the expansion rather than the reduction of teacher ingenuity and innovation” Harris and Muijs (2005)

Both of these quotes mirror the outcomes from this engagement in the sense that it is clear that everyone, at all levels, in Scottish education has a role to play in creating the cultural conditions required for the development of teacher leadership.

SCEL
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Developing Teacher Leadership

A postcard to the Scottish education system

I see the future of teacher leadership in Scotland as...

the way forward to provide the best standard
of education for young people in Scotland.

Conclusion



Figure 15 Word cloud summarising responses to the question ‘how will we know if we have helped develop effective Teacher Leadership?’

Created on taqxedo.com.

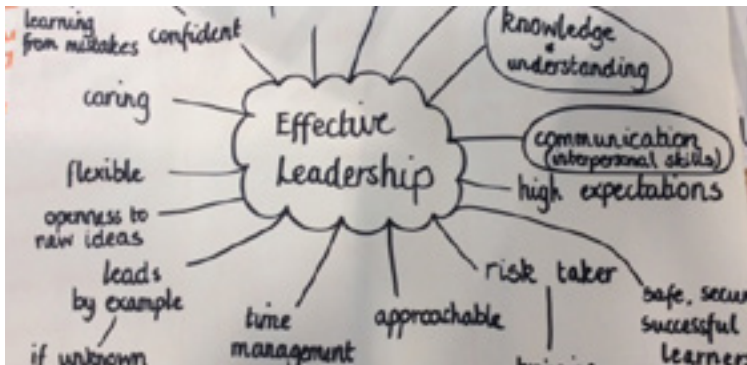
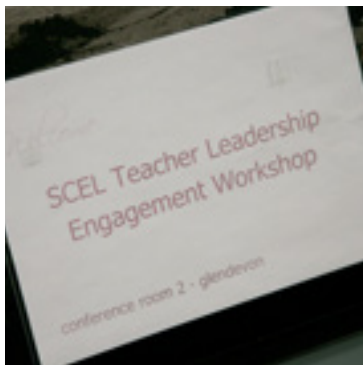
Figure 15 summarises the responses of the participants in the semi-structured discussions to the question ‘how will we know if we have helped develop effective Teacher Leadership?’ It is clear from this word cloud, as it was in the workshop sessions, that there is a real desire amongst many in the profession to develop teacher leadership for the benefit of our learners and our school communities.

It is therefore crucial that everyone involved in Scottish education, including SCEL, takes cognisance of the themes arising from this engagement to inform their work supporting the development of teacher leadership if we are to capitalise upon the evident enthusiasm for the benefit of our learners.

Next Steps

As outlined in the foreword, SCEL intends to act upon the themes in this report in order to support the development of teacher leadership nationally by working in partnership to develop and endorse programmes for teacher leadership as well as offering events, masterclasses and further enhancing our professional learning activities already available through the Framework for Educational Leadership.

However we also need your participation. Everyone is invited to use the themes highlighted through this engagement to challenge their thinking and to inform their work. You can also further your own understanding of teacher leadership by exploring the full outcomes from our engagement on scelengage.com and also through SCEL's online professional learning resource, the Framework for Educational Leadership, at scelframework.com.



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Really thought provoking session - thank you! Given lots of understanding on developing my own leadership and the skills of others.

A very worthwhile opportunity for my staff to begin to understand what teacher leadership means.

Excellent workshop. Excellent opportunities to discuss with colleagues, clear focus on outcomes for learners and fun! I am inspired.

What I most appreciated was the time to reflect and discuss with colleagues. What started as a negative discussion became a positive and that does not happen often.



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