



School  
Leadership in  
Ireland and the  
Centre for School  
Leadership:  
Research and  
Evaluation

Final Report

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## **SECTION I: INTRODUCTION AND BACKGROUND**

# 1. Introduction

## 1.1 Introduction

Fitzpatrick Associates was commissioned by the Department of Education and Skills (DES) in January 2017 to undertake an assignment and produce a report that

- a) researches the fundamental areas of continuing professional development provision for school leaders; and
- b) evaluates the process, experience and impact of work of the Centre for School Leadership (CSL).

This is the Final Report, and it follows submission of an Interim Report in June 2017.

## 1.2 Terms of Reference and Phasing

The CSL is a partnership between the DES, the Irish Primary Principals' Network (IPPN), and the National Association of Principals and Deputy Principals (NAPD), and was established in September 2015 with a role in leading, supporting, enhancing and advising on high-quality programmes to develop school leadership across the primary and post-primary school network.

In support of the DES and CSL research agenda, and to inform the CSL's future development, the consultants were appointed to conduct this combined research and evaluation assignment over the course of 2017, and the work was overseen by an Advisory Group chaired by the CSL Chairperson, along with representatives of the DES, NAPD, IPPN, as well as the CSL Director.

The formal Terms of Reference have required that the research must address the following questions:

- "What are the current practices in the area of continuing professional development for school leaders?
- What do a range of school leaders in Ireland articulate as their professional development needs?
- What do other stakeholders perceive as the professional development needs of the school leaders referred to above?
- Desk research into best practice in the provision of leadership support internationally".

The evaluation meanwhile has been required to address the processes, experiences and impact of the CSL's work in supporting school leaders, focusing on identifying the extent to which its core functions and objectives are being achieved.

## 1.3 Methodology

The methodology has comprised:

- literature, documentary and data review;
- a stakeholder consultation programme;
- a desk-based review of international best-practice in school leadership professional development and support;
- online surveys of:
  - school leaders at both primary and post-primary level;
  - leader Mentors appointed by the CSL;
  - Mentees supported by the CSL-appointed Mentors;
  - school leaders in receipt of coaching services appointed by CSL;
- a programme of focus groups comprising active school leaders in a number of categories and participants in a number of CSL activities.

## 1.4 Report Structure

The Report is presented in three sections, each with individual chapters, as follows:

- Section I introduces the report and sets out the context for the assignment;
- Section II presents the research findings, with chapters addressing international best practice, existing continuing professional development (CPD) provision in Ireland, and findings regarding the professional development needs of school leaders;
- Section III presents the findings from the evaluation of the CSL, with individual chapters addressing findings in relation to CSL Mentoring, Coaching and Aspiring Leaders' programmes, and those in respect of its wider activities since establishment. The final chapter presents evaluation conclusions and recommendations.

## 2. Background Context

### 2.1 Background to Establishment of CSL

The Leadership Development for Schools (LDS) programme was a formalised support programme for school leaders, particularly principals. It was initiated in 2002 and delivered under the auspices of the Teacher Education Section of the DES. Before it was initiated, the DES had financially supported a range of initiatives aimed at supporting principals specifically, predominantly via their professional associations (NAPD and IPPN). The Professional Development Service for Teachers (PDST) took responsibility for the LDS programme in 2010.

To further develop policy and practice in school leadership, the DES in 2014 convened a Working Group, to:

- develop a proposal for a model of professional development support for school leaders which facilitates and empowers, by means of a focused mentoring programme and coaching support, leaders at different stages of their careers;
- ensure the proposal links with and builds on, where appropriate, existing provision for school leaders, and be aligned with standards/Departmental expectations with respect to school leadership.

The Working Group reported in September 2014, and brought forward detailed proposals for programmes of leadership mentoring and coaching. Shortly thereafter, the Minister for Education announced the establishment of the CSL, making the following points about its role and functioning:

- that the CSL would be established in partnership with the IPPN and NAPD;
- that it would work very closely with all education partners;
- that the State would support the CSL with a budget of €3m to be invested over three years;
- that at the end of 2017, progress would be reviewed with a view to considering how school leaders should be further supported;
- that the CSL would coordinate training programmes and advise on school leadership development, in particular by ensuring that school leaders have access to quality training programmes and supports from a range of providers;
- it will be headed by a Director with experience as a school principal, supported by two other experienced school leaders, one each from the primary and post-primary sectors;
- a task of the CSL would be to put in place, through a tendering process, a postgraduate qualification in school leadership, drawing on best international practice and research in the professional development of school leaders;
- a second area of work would be delivery of a mentoring programme for newly-appointed school leaders;

- in order to also provide support for serving principals who experience professional difficulty or challenging situations, a public procurement process would be undertaken by the CSL to provide professional coaching support for this group.

## 2.2 The Quality Framework for Schools

In parallel to the work of the Working Group, the DES had begun the work of developing teaching and leadership standards to support both school self-evaluation and school inspection. That work culminated in the publication of companion documents in 2016:

- Looking at our School – A Quality Framework for Primary Schools; and
- Looking at our School – A Quality Framework for Post-Primary Schools.

These frameworks have sought to provide a unified and coherent set of standards in both teaching and learning, and in leadership and management. The standards span a number of domains, which in the case of leadership and management include: leading learning and teaching; managing the organisation; leading school development; and developing leadership capacity. For all standards identified, the frameworks provide statements of what would be considered both ‘effective practice’ and ‘highly effective practice’.

The frameworks provide for the first time a comprehensive overview of quality standards for both teaching and school leadership, and seek to much more formally, consistently and systematically enable schools to identify and achieve excellence in their critical functions.

## 2.3 CSL Structure and Objectives

The rationale for the CSL and its key structural features and operational features were formally set out in a Memorandum of Understanding (MoU) between the DES, NAPD and IPPN, to which all three parties were signatories.

The MoU describes the rationale for the CSL as follows:

*The quality of school leadership is a key determinant of school effectiveness and the achievement of good learning outcomes. There is strong evidence from many countries that school leaders need specific training to respond to the role and responsibilities that they should fulfil in an effective school system. It is essential that the strategies used to promote and facilitate this professional development of school leaders focus on developing and strengthening skills related to improving school outcomes.*

*Leadership development, like teachers’ professional development, needs to be regarded as a continuum: the development of the school leader’s skills needs to take place through initial leadership training, induction and ongoing in-career training.*



*For some months now, the Department of Education & Skills and the representative professional bodies for school principals, the IPPN and the NAPD, have been collaborating in the review of current leadership supports for schools, with a view to the development of a more strategic approach to meeting the needs of both newly appointed and longer serving school leaders.*

*An internal DES Leadership Group has also commenced the development of a set of Domains and Standards for School Leadership. It is intended that these standards will inform the facilitation of continuing professional development programmes for school leaders. The standards have the potential to provide a common language of understanding amongst all partners with respect to school leadership. In addition, they may be relevant to the National Framework for Continuing Professional Development which the Teaching Council is currently developing and hopes to have in place by 2016.*

*While there are some high-quality programmes and supports in place, it is acknowledged that there are deficiencies in the current continuum of supports for school leaders particularly in relation to a) newly appointed principals and b) school leaders who encounter professional difficulties or challenges. Current provision is fragmented and in some cases, there is a need to bridge theory and practice.*

*The decision to establish a Centre for School Leadership on a partnership basis between IPPN/NAPD and the DES represents a new departure and presents a unique opportunity for the development of a coherent continuum of professional development for school leaders.*

*It is the shared objective that the Centre will become a centre of excellence for school leadership and the lead provider of supports.*

The MoU set the following functions for the CSL:

- *Lead, support and advise on a strategic framework for a continuum of leadership development for schools;*
- *Support, lead and coordinate professional leadership programmes for primary and post primary schools;*
- *Lead and manage a pilot programme of leadership development for newly appointed principals and a coaching service for serving principals encountering professional difficulty and/or challenging situations;*
- *Support the design, development and delivery of quality continuous professional development (CPD) for leaders utilising innovative approaches with a proven record of success;*
- *Foster a culture of engagement with CPD among school leaders;*
- *Ensure cohesion and consistency across programmes;*

- *Ensure adherence with DES standards for school leadership and Teaching Council CPD framework when available and if appropriate;*
- *Devise a quality assurance framework for the professional development leadership provision;*
- *Work collaboratively with IPPN, NAPD, the DES and its support services, networks and other education partners and providers as appropriate;*
- *Build on existing capacity and services where possible and appropriate.*

It also established that the governance of the CSL would be the joint responsibility of the partners, with a Steering Group (SG) chaired by a DES nominee and with 10 members as follows; 3 DES, 3 each from IPPN and NAPD, and the chairperson. The Steering Group would set priorities, provide direction and support for the Centre and its Director<sup>1</sup>.

Since established the CSL has adopted the following Vision, Mission and Values:

#### *Vision*

*Our vision is a community of school leaders, who feel supported and valued as professionals and who have access to high quality professional learning.*

#### *Mission*

*To bring our vision into reality, CSL will ensure the provision of high quality professional development opportunities for aspiring and serving school leaders, thus improving the learning outcomes for school communities.*

#### *Values*

*The Centre for School Leadership's work will be guided and informed by the values of trust, respect, collaboration, integrity, professionalism, empathy and openness.*

## **2.4 CSL Work Programme**

The MoU stated that during the initial phase, the Centre would have a particular focus on the needs of (a) newly appointed principals and (b) experienced principals that have been experiencing professional difficulty and/or challenging situations. The Report of the TES<sup>2</sup> Working Group on School Leadership (September 2014) would inform the work of the Centre.

In practice the work programme which the CSL has adopted and sought to follow has been prioritised as follows:

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<sup>1</sup> The Steering Group is also attended by the CSL Director, the Director of Clare Education Centre, and the National Director of PDST.

<sup>2</sup> Teacher Education Section

- 2015/2016 Priorities
  - review current support provision across the spectrum of providers in Ireland;
  - building awareness of CSL and an understanding of its role and work;
  - establish a programme of mentoring for newly-appointed principals; and
  - establish a coaching service for principals.
  
- 2016/2017 Priorities
  - design, procure and establish a post-graduate qualification for aspiring leaders;
  - further build awareness of CSL and its activity and remit
  - develop proposals for appropriate quality assurance in school leadership CPD;
  - begin quality assuring provision for principals in their second year in the role;
  - build capacity and awareness of mentoring and coaching provision;
  - promote the new Aspiring Leaders' Post Graduate Programme; and
  - progress a range of wider promotional, engagement, information and review activities.

## 2.5 Action Plan for Education

The 2016-2019 Action Plan for Education adopts the vision that the Irish Education and Training System should become the best in Europe over the next decade. Five high level goals are set out to make this achievable:

1. "Improve the learning experience and the success of learners;
2. Improve the progress of learners at risk of educational disadvantage or learners with special educational needs;
3. Help those delivering education services to continuously improve;
4. Build stronger bridges between education and wider community;
5. Improve national planning and support services"<sup>3</sup>.

The professional development of teachers and school leaders is central to Goal 3, and the Action Plan makes a number of explicit commitments of relevance to the CSL, as well as wider policy statements of relevance to leadership and teacher CPD in schools:

*"Workforce planning will be strengthened with improved planning of teacher supply. Teacher education and induction will continue to be reformed to support excellence and peer-learning and peer-exchange. School leadership supports will be expanded with a new mentoring programme for newly appointed school principals and a professional coaching service for serving principals to support 400 principals per year. A new post graduate qualification will be rolled out for aspiring*

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<sup>3</sup> Action Plan for Education 2016-2019, Department of Education and Skills Strategy Statement. See

<https://www.education.ie/en/Publications/Corporate-Reports/Strategy-Statement/Department-of-Education-and-Skills-Strategy-Statement-2016-2019.pdf>

*school leaders; supporting teachers as lifelong learners. Improvements will be made to leadership and middle management in schools to increase leadership capacity and make best use of resources. Continuous professional development will be transformed with the creation of a centre of excellence to support in-school improvement, peer learning and peer-exchange.”*

More specific actions included in the statement are as follows:

- Expand the range of supports available through the Centre for School Leadership:
  - introduce, on a phased basis, a mentoring programme for newly appointed school principals: 200 experienced school leaders have been trained to support newly appointed post-primary principals across the country, and Leinster-based newly appointed primary principals. Roll out this service to all primary principals as resources permit;
  - introduce a professional coaching service for serving principals, allowing up to 400 principals per annum to access professional coaching;
- Develop and introduce a new postgraduate qualification for aspiring school leaders:
  - commence course, following a tender process and the appointment of a programme course provider, facilitating 200 participants annually;
- Change the leadership and middle management structure and the functions carried out in schools by the holders of posts of responsibility.
- Identify options and modalities for the integration of existing support services and professional development services for teachers that could foster an overarching Centre of Excellence, in order to support in-school improvement and peer exchange, as resources allow.

## 2.6 Continuous Professional Development within Teaching

Reforms in CPD provision for teachers are underway alongside those which the CSL may spearhead in respect to school leadership. As noted above, the DES has committed to examining options for integrating existing teaching support services “that could foster an overarching Centre of Excellence”, subject to resources.

The Teaching Council has developed a draft Framework for Teachers’ Learning – “Cosán”, which sets out proposals as regards the values and principles that should underpin continuous learning for teachers, the different dimensions of teachers’ learning, proposed learning processes and learning areas, and proposed learning standards. Section 39 of the Teaching Council Act furthermore provides that the Council will have the statutory power to review and accredit “programmes relating to the continuing education and training of teachers”.

The framework has been prepared as a prerequisite to and potential step towards a position where renewal of teacher registration with the Council will be dependent upon satisfactory engagement in CPD.

Following publication in 2016, the Cosán framework entered a consultation phase, after which a “development phase” was proposed, which would, inter alia, involve teacher-led research into a range of approaches, exploration of the use of standards in guiding teachers’ learning, examination of accreditation mechanisms, criteria and approaches, and consideration of how CPD engagement can be effectively linked to registration.

In its 2017 Action Plan for Education, the DES makes the following statements as regards CPD for the teaching profession:

- “Outline a programme of actions for the further development of our CPD programmes and their organisation, having regard to: The options regarding the legal model and potential functions of a centre of excellence to have oversight of the supports for school improvement and professional development of teachers, including research, identifying international best practice; the potential and capacity of Education and Training Boards to be regional hubs for the funding and delivery of national programmes and services for CPD for teachers, including curricular change and supports for schools; and the redefinition of the core remit of Education Support Centres to be the providers of professional development opportunities in a local, innovative and creative way.
- Assess and scope the policy implications of the proposals that the Teaching Council may put forward for the development of Cosán”.

## **SECTION II: RESEARCH FINDINGS**

## 3. School Leadership: International Best Practice

### 3.1 Introduction

This section presents a summary of findings from international research. It begins by considering the challenge of school leadership evident in international literature, before considering leadership roles and positions, leadership definitions, leadership supports, professional development, and the continuum of leadership support and development. It then turns to delivery models evident in other jurisdictions, before touching on the evaluation of quality assurance of leadership support and development.

A more detailed overview of the international literature is set out in Annex 2.

### 3.2 School Leadership: The Challenge

It is very clear that the challenges that school leaders face have much in common – those faced by principals in Ireland are seen elsewhere, so the responses to those are relevant to seek out and compare. The OECD and other international organisations also helpfully enable us to see an international view, which also shows that the challenges are many and various.

These challenges for a school leader are understood to include the pace of change, an abundance (or overload) of information and initiatives, new and sometimes controversial legislation, safeguarding and protection, student and parent demands, legal compliance, administrative requirements, people management, technology and the use of IT in teaching, but also work, greater autonomy (but greater accountability) and the emphasis on outcome and evaluation, not just teaching as an input.

A further challenge – for the state, arguably – is one of an ageing population in many countries of current school leaders – and the associated issue of ensuring that a job with the challenges cited above is seen as attractive for the next generation of school leaders.

The operating context for schools is rapidly changing. As set out in McKinsey's 2010 report entitled *Capturing the Leadership Premium*, the growing consensus is that: "Leadership focused on teaching, learning, and people is critical to the current and future success of schools. High-performing principals focus more on instructional leadership and the development of teachers. System policies and practices make a difference to leadership capacity. Leaders are grown through experience and support; actively cultivating them can increase the leadership capacity of the system. Leaders learn best in context and from a diverse range of sources (including peers, superiors, online resources, and formal training). Maximizing leadership capacity means regarding the selection and development of leaders as integral parts of the work of schools and the system, rather than discrete processes within it"<sup>4</sup>.

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<sup>4</sup> <http://www.mckinsey.com/industries/social-sector/our-insights/capturing-the-leadership-premium> – page 28

Evidently, one challenge also emerges in relation to CPD itself – how to ensure that there is adequate take-up and then use of CPD in each case, so that the full impact of the support and development – and value for money for the investment – is realised.

### **3.3 Leadership Roles and Positions**

The terminology around leadership is changing – including what the roles are known as in each setting, and how that is adapting to new circumstances. Is the leader known as a Headteacher, a Head, a Principal or indeed a Director or a CEO? That impacts the role, naturally, but can also explain the relationship with others in the leadership or governance structure and gives clues both as to accountability and recruitment, but also then to the support and CPD required for effective leadership.

Similarly, where and in what context education is delivered is relevant to this question of role and nomenclature. A Further Education College in the North of England – with a £100 mn turnover and a range of students from aged 14 upwards in a school, a college, a private provider all under one umbrella name, many doing Apprenticeships but also school exams such as GCSEs and A-levels – would nowadays likely have a Chief Executive and a Principal. The former could and often does come from outside the field of education and the latter certainly does not. So, as pathways for a young person in post-primary education are diversified – with technical and vocational routes alongside academic, and a focus increasingly on employment, international mobility and skills, then both the teaching staff and those leading them are finding themselves in diverse roles – requiring diverse support and CPD programmes.

Leadership roles are taken up by volunteers in many settings – members of Boards of Management, governors, non-executive directors. Whilst that group of people is not covered in detail here in terms of support offered, there is evidence that shows that the impact of investment in those volunteers has a significant impact on outcomes sought – and in softer terms, in allowing also for the right conditions and investment decisions to be made for the head of the school, the principal, the leader.

Primary and post-primary schools present different teaching, assessment, student and thus leadership challenges – both are explored below, but this research suggests it's not common to mix approaches between the two phases of schooling.

### **3.4 Defining Leadership**

Leadership itself is arguably self-explanatory and is linked to many themes or skills – including accountability, decision making, management, organisation and so forth. But leading in a school is becoming more complex, as shown in the breadth of the six competences expected in recruiting to a headship in Ireland, mirrored in



many other countries.<sup>5</sup> A principal or deputy principal of a school needs to have and also develop those competences – the CEO of a Multi Academy Trust in England may have a similar set of competences but a vastly different role or title, with greater expectations, responsibility and likely salary. So any comparisons, and the highlighting of relevant or useful practice beyond Ireland, must bear this in mind.

The definition of leadership is largely consistent in the countries and organisations researched. Those that take decisions are accountable as the most senior post holder in a school – but the tasks undertaken vary significantly, according to the size of school and the urban/rural location, for example. A principal in a small primary school in rural Ireland may nominally have the same title as a Head in a large Australian secondary school, but their day-to-day tasks will differ vastly. However, their leadership model, their journey and their CPD may be more similar and thus worth comparing.

Instructional Leadership, a term dating back to 1980s research, is the leadership within a school that focuses on the instruction – the teaching and learning undertaken: one definition is offered in the USA by the Center for Educational Leadership as “learning-focused, learning for both students and adults, and learning which is measured by improvement in instruction and in the quality of student learning”.<sup>6</sup> Many instances of formal development and support for instructional leadership exist in Ireland. In a distributed leadership model, rather than a purely instructional one, leaders emerge and are supported all over the school – our focus here is on the Principal or Deputy, but distributed leadership and associated CPD addresses sharing and effectively delegating to a wider pool of leaders – teachers, other staff – within a school, so purposefully creating more than one or two leaders per school.

Other definitions and concepts add to the picture. System leadership – a term used widely beyond education – “seeks to affect change for the social good across multiple and interacting and intersection systems.” This is from an English NHS leadership academy, chosen explicitly to highlight that system leadership is not limited to the field of education - on the contrary, public and private systems are interlinked and increasingly their leaders too.<sup>7</sup> A school principal likely faces multiple demands – from health and social care services, family protection, maybe the police. This represents a complex web of people and organisations of all kinds – the same NHS approach cites shifting from a centre of gravity from loyalty to their own organisation to loyalty to the citizen and wider population.

Definitions aside, there is certainly a common vision, to professionalise school leaders, with CPD investment as part of that acknowledgement.

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<sup>5</sup> Leader – Teaching and Learning; Leader – School Development; Leader – People and Teams Communication; Organisational Management and Administrative Skills; Self-Awareness and Self-Management

<sup>6</sup> <http://info.k-12leadership.org/4-dimensions-of-instructional-leadership>

<sup>7</sup> <http://www.leadershipacademy.nhs.uk/about/systems-leadership/> - this model is also relevant, as it offers programmes of leadership on a continuum, for “every level of leadership responsibility”

### 3.5 Supporting School Leadership

As raised by speakers at the 2017 IPPN conference, the importance of practical and well-informed support for school leaders cannot be overestimated.<sup>8</sup> This is widely echoed in this research – which confirms just how important it is to support leaders in schools, when they start, as they progress and when they are experienced.

On the international level, the OECD is clear on the benefits of developing individuals for leadership – investing in capacity to improve school outcomes and results, to tackle lack of improvement in results, and to shape the overall quality of the school.

Similarly, it is understood that effective school leadership can have transformative effects on outcomes for students, and/as it influences teacher quality, capacity and motivation, obviously impacts the school environment and performance. In 2015, Harold Hislop (DES Chief Inspector) asserted that the balance of knowledge and skills is key, as teaching is a more complex social craft than a technical endeavour. He talked of a new framework for evaluating school leadership, with standards delineated to inform “not only inspection but also principals’ self-reflection and self-evaluation, the initial and continuing professional development of school leaders, and indeed the recruitment process in schools.”<sup>9</sup>

There is no dissent regarding the need for investment in school leadership: rather, CPD is widely expected by leaders as part of their terms and conditions. This represents value for money, investment in human capital and, as impact is seen, investment in skills development, a key driver of national productivity. As discussed below, it is the identification of leaders, the design and delivery of programmes and the phasing of support that varies per country, or by state in some larger countries. The current questions are rather about effective use of resources and time to maximise the impact of CPD and support programmes.

That said, the impact of leadership CPD and programmes is not simple to assess, although there is growing expertise to be drawn on, and measurements are becoming more sophisticated in terms of framing inputs and assessing outputs that lead to outcomes. In the case of leadership, that should be the (improved) achievement of students. Inspection reports are one useful source in this regard: Ofsted reports in the UK, for example, make very clear the impact of a leader/group of leaders on the workforce, on student outcomes, on financial sustainability or on stability.

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<sup>8</sup> <https://www.ippn.ie/> - videos of keynote speakers from January 2017 Principals’ Conference

<sup>9</sup> <https://www.education.ie/en/Press-Events/Speeches/2015-Speeches/Address-by-Dr-Harold-Hislop-Chief-Inspector-Reflections-on-Leadership-Challenges-in-Irish-Schools.pdf> . See also later media article - <http://www.independent.ie/irish-news/education/going-to-college/power-of-positive-leadership-on-schools-35451279.html>

### 3.6 Leadership CPD

Alongside the policy solution to these challenges – some of which are cited by the OECD and summarised below – CPD and professional support is also seen as a solution to the range of challenges now faced by school leaders worldwide.

Whilst there has long been an emphasis in education on professional development, and on a number of bodies in any given country offering support in a range of ways (e.g. teacher induction), the more recent focus on dedicated support for a Principal or Head as a leader seems to be newer. Common and consistent themes also emerge in this research regarding the most prevalent forms of CPD, training or support for leaders.

So, on a menu of supports, any or all of these items might appear: networks, peer support, mentoring, coaching, dedicated space and time for reflection, formal qualifications, carefully recruited programmes of induction. Each of these feature in other countries, and they are also seen in the emerging Irish model.

One key concern in the field of education in Ireland and abroad – echoed in health or social care, but also in the private sector – is how to strike the right balance between leadership training per se – regardless of context/setting and country – and leadership training for operational need, which would be specific to the challenges faced in a particular school at a set time. This logically affects the model and the delivery, and also requires accurate data to be sought and assessed as to the leaders' demands – as set out by each individual and by the government or a governing/management body or as required by the curriculum. This in turn also impacts the type of CPD offered – and when that should be done.

It is very prevalent to devise and use professional standards as a backdrop to leadership development. Often these are created in consultation with the profession and then used to guide recruitment, performance, development and more: for example, see the Northern Ireland and English references in Annex 2.

Alongside that, questions emerge in many countries about whether the support need (demand) and relevant offer (supply) are identified by the individual or their "management", then if it is operational, strategic or developmental, and thus who decides how to meet an individual's needs and when. In short, how much are you helping a leader do her job now, and how much are you helping her to develop so that she can do a new, different or harder job? National approaches – increasingly prevalent – assume that the development of an individual to fulfil a leadership role to a certain standard should prevail – the operational support can be added in context, by those closer to the school in question, delivered locally and shorter term.

### 3.7 A Continuum of Support and Development

As set out below in the specific examples, it is emerging that cohorts of leaders split into groups such as *aspiring leaders*, *new leaders*, *established leaders* are widely used to differentiate and offer appropriate support and CPD – recognising the balance of training or development for leadership and/or training for leading in a particular operational context, i.e. when in post or when there a few years, or more.

Examples are presented in this report on diverse pathways to a leadership role – how to and who should identify teachers or others likely to have capacity to develop into leaders, how to attract them to the role, how then to support and develop them? Ensuring the role is attractive – when perhaps the perception is that it's very challenging to be a school head – is a widespread issue.

It is widely seen that new leaders in headship roles are offered much support in many countries, given that the early phase is likely to be challenging and intense, on many levels. Ensuring support – often mentoring and coaching – and countering any sense of isolation in a new role is considered vital.

As for more experienced and established leaders, the trend seems to be to continue to offer networks and events, but also allow them to dictate or choose more of their own leadership support and how any CPD is undertaken, while also ensuring that they shape and indeed deliver CPD for others – using them as champions, given them recognition as Fellows, employing them as national leaders to support other schools in their quest for improvement.

So just as challenges change, so does demand – very different for a new head who may manage with support of Management or Governors or network from their Principal Qualification, to an experienced head starting in a new school in a different state. The ability to articulate demand, and for a leader to be able to state a preference as to how that's met, is also key, and will become more sophisticated as the leader progresses in her own leadership career.

### 3.8 Delivery Models

It is widely held, and as testified by English experts consulted, that all leadership development and support builds on the longstanding custom and practice of peer support, of professional excellence and access to CPD, drawing on a research rich environment and recognising a research literate workforce committed to evidence-led practice.

Thus, the menu of CPD options set out above means that some delivery is face-to-face, on an individual basis, but some is online, or classroom oriented, or virtual with informal networks. Qualifications are of course part of longer term CPD offers – shorter term offers could be seeking or using coaching support to

tackle a specific problem or hurdle or mentoring to guide an individual through a change of role or management.

There are abundant materials to read and reflect upon, at national and international level. There is much to take in on the subject of school leadership, with accessible research for example about the comparative design of programmes and of qualifications. Such resources often sit alongside toolkits, such as created in European networks, or self-assessment tools, such as in Leadership Matters (UK).

One consistent theme in delivery is the creation and/or use of networks – connecting leaders in similar posts or positions or of opposing ideas to share views, advice and understanding. Networks often evolve from a qualification – i.e. a cohort that starts together is still in touch decades later – or from an achievement, where the idea of a club or reaching a fellowship-type role is prevalent. That club or that network can be quite exclusive to express the executive achievement and the leadership profile of those within – with the incentive for others aspiring to those leadership heights to strive for the same.

However, some other themes emerge in relation to effective delivery. The majority of CPD is delivered in a co-designed and co-delivered way – naturally enough given the specifics of the sector, but it's interesting to consider that for roles that do truly stretch beyond the boundaries of a school or Academy, as in the UK, support for leadership research or practice from wider sources may be welcome, and represent value for money if state funded across sectors. There seems to be a limit on how much CPD and support for school leaders is delivered from outside the sector – how innovations or inputs from other sectors ought to be introduced to widen the perspectives, e.g. via classic MBA and similar programmes. The OECD cites some national innovations that are relevant here – including national or regional academies, alternative means of recruitment via non-traditional organisations, and development designed specifically to promote competences for academic leadership.

Just as the CSL in Ireland aims to provide central, national coherence in the provision of high quality leadership CPD and support, national centres are found in other countries too – in fact, one finding here is that the very existence of a committed central resource helps to carry weight and focus attention on the topic of school leadership.

It is clear from much research that the investment in effective delivery of quality CPD and support has major resource implications, notably in terms of human resources, as the majority of the offers outlined here are or can be personalised, delivered in person, context specific and regularly refreshed or updated to meet changing demand and challenges.

### 3.9 Evaluation and Quality Assurance

Alongside the key but often under explored issue of the impact of CPD, there is the key question of quality assurance (QA) – who sets the framework, who carries out assurance, who accredits provision, who limits existing provision that fails to meet standards. In this research, it's seen that QA is largely the remit of providers on which the publicly available detail is limited, being as this is largely invisible in the design process of programmes.

Suffice to say QA must be baked in to programme design and procurement, with emphasis on a range of inputs including but not limited to feedback and impact assessment. With significant investment in leadership in many countries, it's not deemed sufficient to simply assert that quality was high because attendees are happy at the end of a course – rather, a more nuanced understanding is needed of the quality of the course or session, where improvements can be made, what impact could and did the programme have and how to ensure reflection on these questions. The variable quality of some programmes is an issue raised by the OECD, and is covered below: similarly, the OECD also draws valid conclusions from TALIS 13 on the range of individuals who should be involved in the delivery of quality CPD and support.

From the published evaluations of some programmes (see below for Norway and USA) and other sources, we can conclude that the sharing of effective or best practice in the field of school leadership is a growing and positive trend, reflecting the commitment of countries, states or organisations to provide high quality, well evidenced CPD and support as part of the policy solution to the changing roles and circumstances.

Finally, we can begin to see some key features of effective CPD that are further illustrated in Annex 2. CPD is offered on a continuum over time, over a career – starting before a leader takes up a post and adapting to the demands of the post and the demands articulated by that leader. Distributed leadership is increasingly sought after, but a balance must be made with the requirements of a school setting and the instructional leadership – the leadership of teaching and learning – that necessarily requires. As for delivery, it's not yet as clear what the most effective features may be, as too few evaluations have taken place and quality assurance processes are not publicly available. However, it seems that, as with much CPD in education, peer led, context specific, co-designed and co-delivered support are the cornerstones of effective delivery.

## 4. Overview of Existing Provision

### 4.1 Introduction

This section presents a profile of the main school leadership CPD programmes and supports currently provided in Ireland. It firstly profiles the main accredited higher education courses, before describing the programmes delivered by the Professional Development Service for Teachers (PDST). Section 4.4 then provides a brief profile of wider support and provision, typically more informal supports provided by professional bodies, managerial bodies and other groups.

### 4.2 Higher Education Sector

Table 4.1 provides an overview of the main higher education courses in educational leadership (note that this does not include the Professional (Post Graduate) Diploma in School Leadership for aspiring school leaders, sponsored by the DES and CSL, which is the subject of Section 6.4).

<b>Institution</b>	<b>Programme</b>	<b>Content/Modules</b>	<b>Entry Requirements</b>
UCD	Professional Diploma in Education Leadership/ Masters in Education (Leadership)	<ul style="list-style-type: none"> <li>Contemporary Issues</li> <li>School leadership and the quality of teaching and learning: actors, agency, activities</li> <li>School Transformation</li> </ul>	Applicants must hold an honours degree at undergraduate level (or equivalent) from a higher education institution, a recognised teaching qualification and have a minimum of three years' teaching experience in either the primary or post-primary sector.
UCC	Post Graduate Diploma in Educational Leadership	<ul style="list-style-type: none"> <li>Schools as Organisations (1): Policy, Planning and Review</li> <li>Effective Leadership in Education: Theory and Practice</li> <li>Schools as Organisations (2): Leading School Improvement Mentoring and Coaching Practicum in Educational Leadership</li> </ul>	An honours primary degree and three years or more relevant professional experience in education.
TCD	Master in Education: Leadership and Management in Education	<ul style="list-style-type: none"> <li>Leadership and Management in Education: An Introduction</li> <li>Leading and Managing Human Relations in Education</li> </ul>	Applicants normally expected to hold an honours degree with at least two years' experience in the field of education.

		<ul style="list-style-type: none"> <li>• Leading and Managing Learning in Schools: Student Learning and Professional Learning</li> <li>• Leadership and Management in Education: Legal Issues</li> </ul>	
NUIM	<p>Masters in Education (Educational Leadership)</p> <p>Postgraduate Diploma in Educational Leadership and Management (Future Leaders)</p>	<ul style="list-style-type: none"> <li>• Leading and Managing Educational Innovation</li> <li>• Leadership for Enhancing Cultures of Communication</li> <li>• Participative Research as Leadership Practice</li> <li>• The Person and The Professional: Who am I as Leader?</li> <li>• Legal Contexts, Policy and Practice</li> <li>• Coaching &amp; Mentoring in &amp; as Leadership Practice</li> </ul>	A minimum of 3 years full time, qualified teaching experience.
MIC Limerick	Masters in Educational Leadership and Management	<ul style="list-style-type: none"> <li>• Leadership and Management Portfolio</li> <li>• Management and Administration in Educational Contexts</li> <li>• Education and the Law</li> <li>• Principles and Practice of Research in Education</li> <li>• School Self Evaluation and Whole School Planning: Leading and Managing Curriculum Change</li> <li>• Organisational Psychology applied to Educational Contexts</li> <li>• Developing a Digital School of Distinction</li> <li>• The Christian Vision of the Human Person and its implications for Education</li> <li>• Professional Leadership in Irish-medium Education</li> </ul>	Typically an Honours Bachelor Degree or a major award at Level 9 or Level 10, and a minimum of 2 years relevant work experience in an education setting and currently working in a relevant education setting.

### 4.3 Professional Development Service for Teachers

The PDST delivers programmes in school leadership, both at primary and post-primary level, as described below.



### **Misneach**

Misneach is a leadership programme for newly appointed principals. At primary level, it is delivered by way of five 5 (x2 day) residential meetings of two days' duration. Modules/subject areas include:

- Communication and Building Relationships;
- Legal and Financial Issues;
- Leading and Managing Meetings;
- School Administration and Paperwork;
- Beginning Principalship;
- Understanding School Culture;
- Communication;
- Conflict Management;
- Managing Self;
- Reflective Practitioner;
- Emotional Intelligence - Leading Mindfully;
- Time Management;
- Leading Learning;
- Building Relationships;
- Coaching;
- Leading Change;
- Team Building;
- Current Issues;
- Looking at our Schools;
- IT Skills; and
- Personal Wellbeing/ Leading Wellbeing.

At post primary level, Misneach is delivered by way of five sets of (2 day) residential professional learning meetings. Modules include the following:

#### **Tús Maith**

- Setting Sail;
- The Principals' Story;
- Leading Learning;
- The emotional demands of the school leader;
- Leading People.

#### **Nearthú**

- Preparing for a Whole School Evaluation;
- Self-Care;
- Leading CPD;

- Leading the curriculum- preparing the timetable.

#### Leathnú

- Towards effective CPD;
- Personal effectiveness;
- The principal and the board of management;
- Moving the timetable.

#### Saibhriú

- School Improvement- literacy and numeracy;
- Distributing Leadership;
- Working with Parents;
- Leading People;
- Leading Learning.

#### Nascú

- Personal Effectiveness;
- Leading the school self-evaluation process;
- Case Law;
- Sustaining the leader;
- Working with procedures.

#### **Forbairt**

Forbairt is the PDST leadership programme aimed at experienced school leaders. It is open to both principals and deputy principals. At primary level, it comprises 2 (x2 day) residentials and 3 (x1day) events. Modules include:

- School Leadership;
- School Leadership and Management;
- Nature of Learning: Contextualising Leading and Learning;
- Leading the Learning Centred School: Action Learning Communities;
- Emotional Intelligence: Building Relationships;
- Leading People with Emotional Intelligence;
- Leadership and Conflict;
- Conflict Management;
- School Culture;
- Forbairt and Leadership;
- Leading an Effective Team;
- A Coaching Approach to Leadership;

- Building a Vision for the Learning Centred School;
- Personal Effectiveness;
- Leading Change;
- Leading Learning; and
- Forbairt Leadership School Based Initiatives.

The programme also involves “action learning communities”, which:

- create space for professional dialogue and reflection;
- model leading learning;
- acknowledge learning as a social exercise;
- facilitate the sharing of good practice;
- develop good working relationships and form networks; and
- support school Leaders in the development of their School Learning Plan

At post-primary level, Forbairt is targeted at school leadership teams and middle leadership (experienced school leaders, principals, deputy principals, and positional leaders working as a team). It focuses on the centrality of teaching and learning in the leadership of the school.

The core components of the programme are:

- School Leadership: The role of the school leader in impacting on learner outcomes;
- Leading an Improvement Initiative in your School /Action Learning Networks;
- Supporting Teachers’ Practice/ Student Engagement in the classroom;
- Strategic professional development;
- Sustaining the leader-personally and professionally;
- Growing Leaders-the challenge and the opportunity;
- The school leader and the under-performing teacher;
- Closing the Learning Gap.

Course curriculum also remains fluid and open to participant influence, and action learning networks are also a feature at post-primary level, which comprise 2 collaborative planning sessions and two in-school support interactions.

### ***Tánaiste***

Tánaiste is a leadership programme designed for deputy and acting principals, delivered as a summer course.

At primary level its modules include:

- The role of the Deputy Principal;
- Developing the role of Deputy Principal;
- Understanding School Culture;
- Leading Learning;
- Becoming an Emotionally Intelligent Leader;
- Communication;

- Primary School Administration;
- Managing Conflict;
- Working as a Team; and
- Personal Wellbeing and Self-Motivation.

At post-primary level, the course modules include:

- Unpacking school leadership;
- Managing the transition to senior school Leadership- the new reality;
- The Role and Identity of the Deputy Principal;
- Leading a positive school culture;
- Deputy Principals Stories – insights from recent Tánaiste ‘graduates’;
- The Deputy Principal and the Law;
- Managing Change, Implementing National/DES initiatives at Local Level School Level;
- The Principal and Deputy as a Leadership Team;
- Leading People;
- Communication;
- Leading Meetings;
- Managing Conflict;
- Leading Learning;
- Timetabling Part 1: Planning for next year and issues arising;
- Timetabling Part 11: Moving the Timetable forward;
- Curriculum Planning;
- Managing Self;
- Time Management/Personal Effectiveness; and
- Sustaining the Leader, Looking After Yourself.

The PDST also offers group coaching for experienced leaders (Meitheal), one-day seminars to school leaders in a range of areas, and other supports related to, as part of or arising from their core programmes.

#### **4.4 Wider Provision and Support**

Beyond accredited academic programmes and the provision in place from PDST described above, there is a range of supports, programmes and services in place from professional bodies, Management and Trust bodies, and trade unions that all serve in some way to meet the professional development needs of school principals, deputy principals and others with leadership responsibilities or aspirations.

At primary level, the IPPN Annual Principals’ Conference incorporates key note addresses, seminars and thematic sessions that focus on leadership and other topics, while the Annual Deputy Principals’ Conference offers similar sessions and opportunities for participants. IPPN also provide an online course – “Ciall Ceannaithe”, aimed at the needs of newly appointed primary principals in the earliest stages of their

principalship, specialist summer schools for teaching administrative principals, a “Headstart” programme offering a one-day induction course for new leaders, and also regional and county-level networks, events, and support groups.

Elsewhere, primary school leaders are offered a wide range of informal training, development and support by the Irish National Teachers’ Organisation (INTO), the Catholic Primary Schools Management Association (CPMSA), the National Association of Boards of Management in Special Education (NAMBSE), An Foras Patrúnachta, Educate Together and the Muslim Board of Education, each serving leaders in schools within their membership/patronage.

At post-primary level, NAPD similarly delivers a range of formal and informal training, professional development and supports both at events and continuously throughout the year. The Annual Conference offers keynote speeches and addresses, seminars and workshops, while a programme of regional learning and teaching workshops are delivered throughout the year. It also facilitates regional and local cluster meetings for members, and provides, in conjunction with Legal Island, a programme of seminars each year aimed at supporting principals and deputy principals in relation to employment and education law.

Through their own annual conferences, regional and local groups, and a range of specialist initiatives and bespoke training, professional development supports and services are delivered at post primary level by Management bodies including the Joint Managerial Body (JMB), the Association of Community and Comprehensive Schools (ACCS), the Church of Ireland Board of Education, and Education and Training Boards Ireland (ETBI), Trust Bodies including Catholic Education An Irish Schools' Trust (CEIST), Le Cheile, Edmund Rice Schools’ Trust (ERST), the Loreto Schools Trust, and Jesuit Education, and trade unions including the Teachers Union of Ireland (TUI) and the Association of Secondary Teachers of Ireland (ASTI).

Private education and training companies also offer a number of leadership programmes and courses.

## 5. The Professional Development Needs of School Leaders

### 5.1 Introduction

This section presents findings in relation to the contemporary professional development needs of school leaders in Ireland, drawing from a survey of principals and deputy principals and from consultations undertaken with a range of wider stakeholders. These respectively address two central research questions in the Terms of Reference:

- What do a range of school leaders in Ireland articulate as their professional development needs?
- What do other stakeholders perceive as the professional development needs of the school leaders?

Section 5.2 presents survey findings, while Section 5.3 summarises further feedback from focus groups of principals and deputy principals that undertook the main survey. Section 5.4 then presents an overview of wider stakeholders' perspectives on the professional development needs of school leaders.

### 5.2 Survey of Principals and Deputy Principals

#### 5.2.1 Overview of Survey

To address the research task of exploring what a range of school leaders in Ireland articulate as their professional development needs, an online survey of members of both IPPN and NAPD has been undertaken during late May and June 2017. The main purpose of the survey has been to explore the contemporary professional development needs of principals and deputy principals as they themselves perceive them, and to explore how these vary for different sub-groups or categories of school leaders.

It should be noted that not all principals and deputy principals in Ireland are members of IPPN or NAPD, however a very high majority are considered likely to be members of one or other organisation.

The survey questionnaire was designed with the input of the Project Advisory Group, and was piloted among volunteer principals at both primary and post-primary level in mid-May 2017. A copy of the final questionnaire is attached as Annex 3.

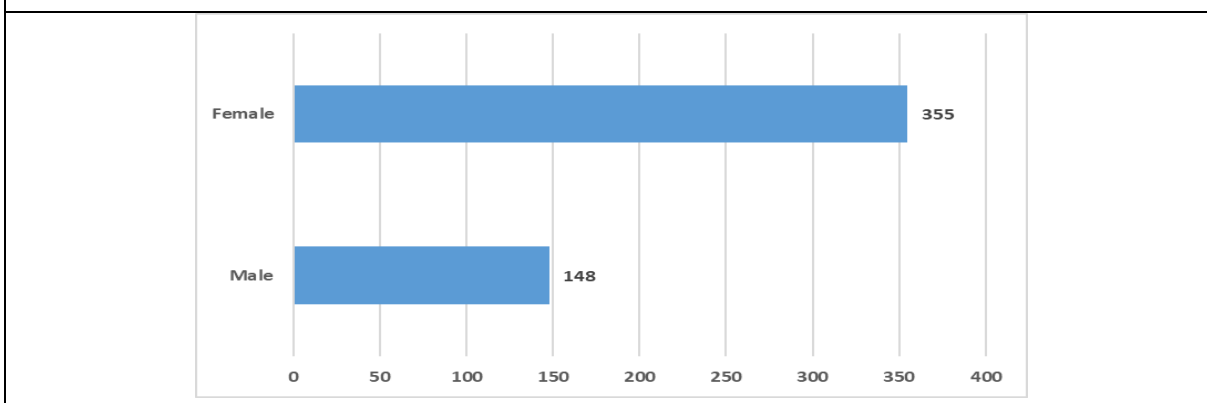
#### 5.2.2 Number and Profile of Respondents

The survey was issued on May 23<sup>rd</sup>, and the analysis presented in this report is based on responses received up to a cut-off date of June 14<sup>th</sup>, at which point 503 responses had been submitted.

#### **GENDER**

Some 355 respondents (70.6%) were female, and the remainder male (29.4%).

**FIGURE 5.1 GENDER OF SURVEY RESPONDENTS (N=503)**

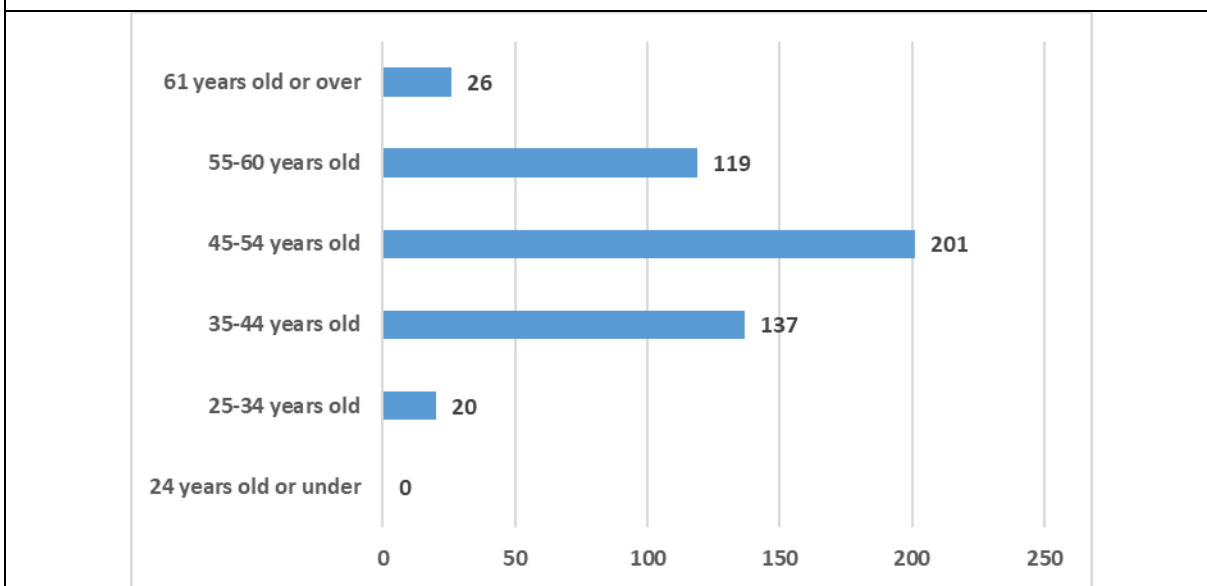


SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS

**AGE**

The age structure of respondents is quite balanced across younger, middle and older age cohorts, with higher numbers in the middle brackets and lower proportions in the highest and lowest age brackets.

**FIGURE 5.2 AGE CATEGORIES OF SURVEY RESPONDENTS (N=503)**



SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS

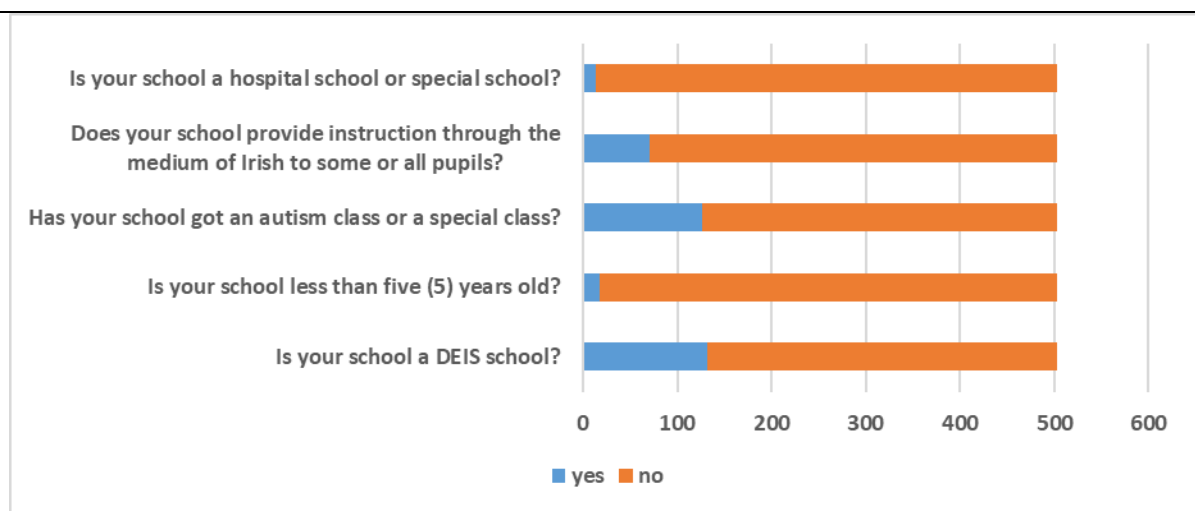
**SCHOOL LEVEL**

Some 327 respondents work in primary schools (precisely 65%), and the remainder (35%) in post primary schools.

**SCHOOL STATUS**

The survey asked respondents to indicate whether or not their school had any special, DEIS, Irish language, or other form of unique status. The results are shown in Figure 5.3.

**FIGURE 5.3 RESPONDENT SCHOOL STATUS (n=503)**

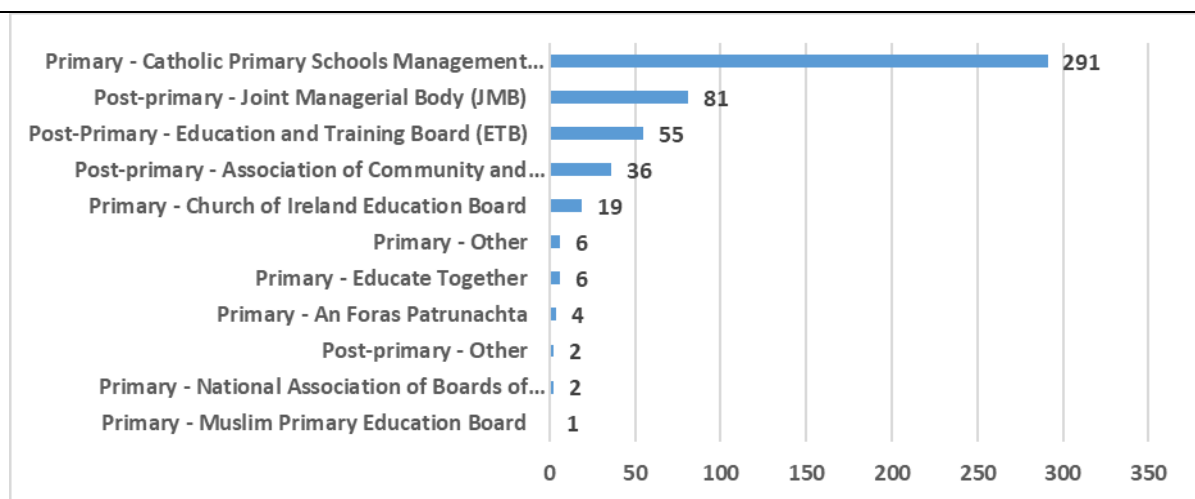


SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS

**MANAGEMENT BODY**

Respondents were also asked to indicate which Management Body had responsibility for their school, from a list of the main bodies. The Catholic Primary Schools Management Body (CPSMA) has responsibility for the highest proportion, with other bodies responsible for declining proportions of the respondents’ schools.

**FIGURE 5.4 SCHOOL MANAGEMENT BODIES (n=503)**



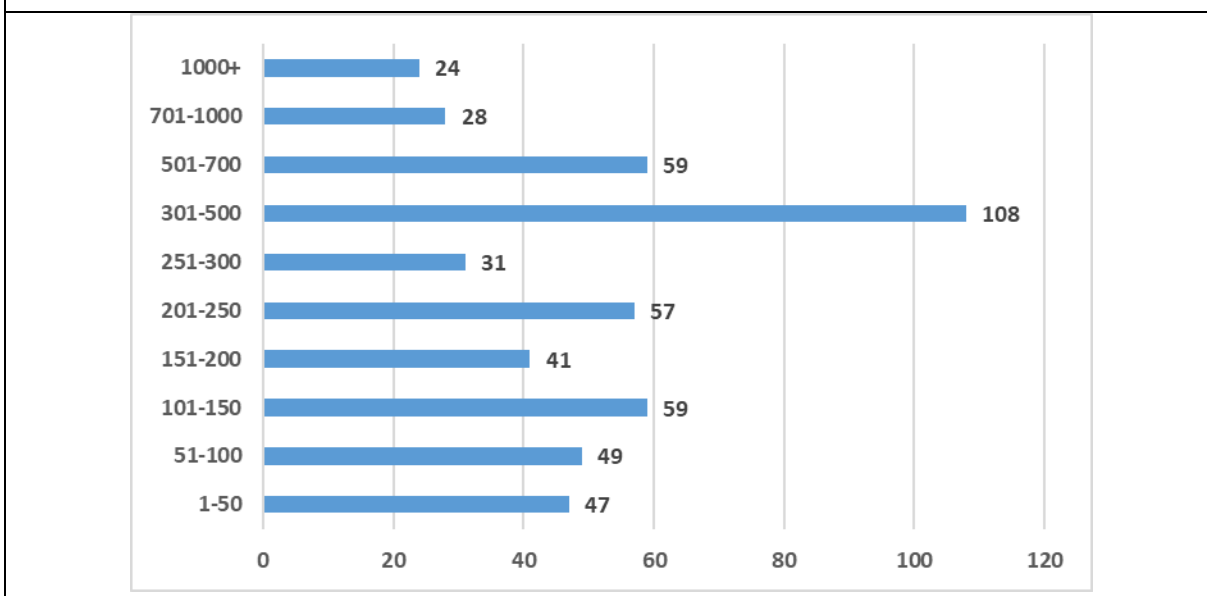
SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS

**SCHOOL SIZE**

Respondents were asked to indicate the number of pupils in the school, within a number of different ranges. The results were quite evenly balanced, with all size categories quite strongly represented.



**FIGURE 5.5 SCHOOL SIZES (PUPIL NUMBERS) (n=503)**

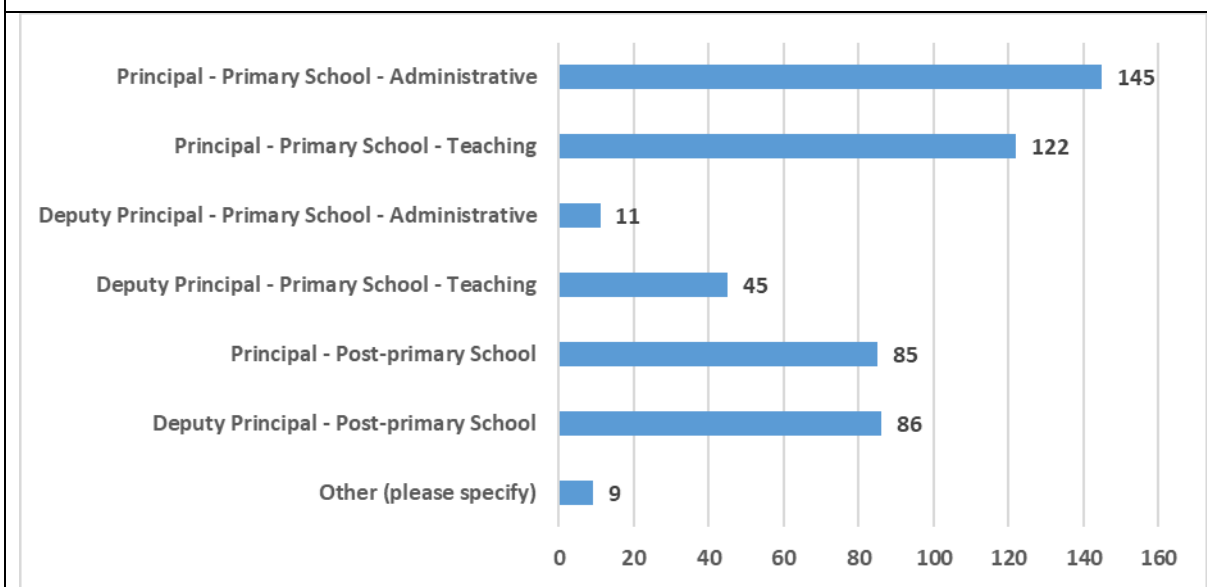


SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS

**LEADERSHIP ROLES**

The survey also asked respondents to indicate their leadership role, from a number of options that vary principally in relation to primary versus post primary and principal versus deputy principal. The results are shown below.

**FIGURE 5.6 LEADERSHIP ROLES OF RESPONDENTS (n=503)**



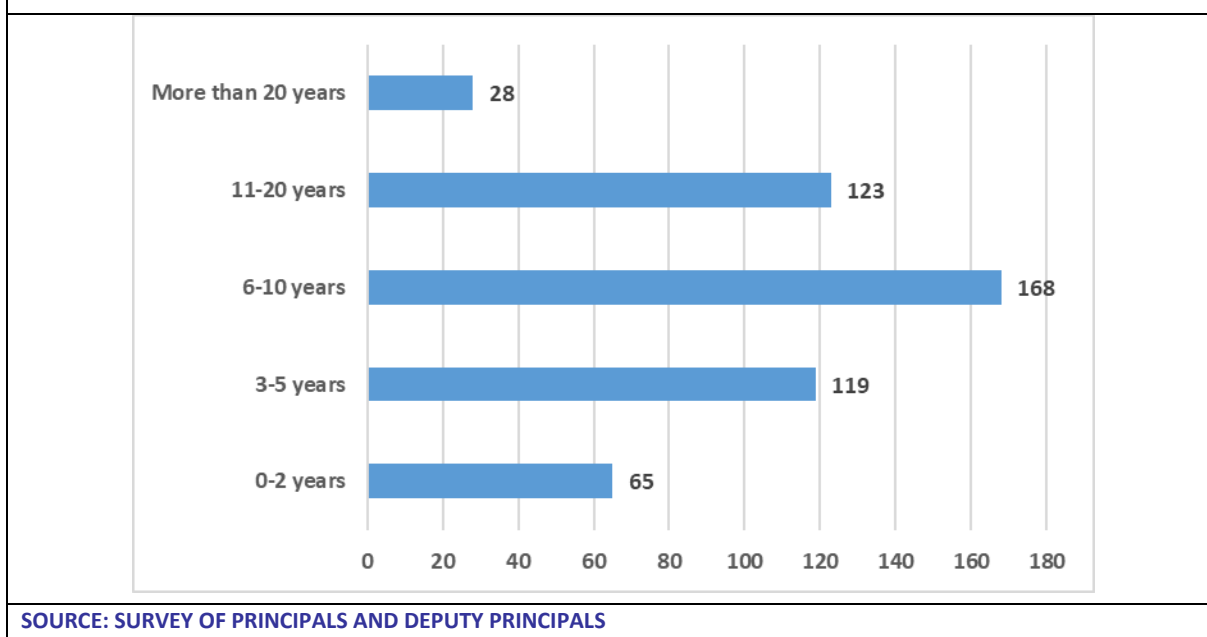
SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS

A great majority (97.4%) indicated they held permanent rather than acting positions in this regard.

### YEARS IN POSITION OF LEADERSHIP

The survey also asked respondents to indicate how long they had been in these positions of leadership, within a number of duration ranges. The results are shown below.

**FIGURE 5.7 LEADERSHIP ROLES OF RESPONDENTS (n=503)**



### QUALIFICATIONS

A final profiling question related to respondents' relevant qualifications, whereby the survey asked whether relevant qualifications had been attained (other than teaching qualifications), and if so, their level of award, timing and the country/region of the accrediting institution.

Some 346 respondents (just under 69%) indicated that they had attained further relevant qualifications, of which 343 gave details. Table 5.1 presents the results for these questions among respondents.

**TABLE 5.1 FURTHER RELEVANT QUALIFICATIONS – AWARD LEVEL, WHEN ATTAINED AND COUNTRY/REGION OF ACCREDITING BODY (N=343)**

	<u>2015-2017</u>	<u>2010-2014</u>	<u>2005-2009</u>	<u>2000-2004</u>	<u>Pre 2000</u>	<u>Total Responses</u>
PhD	6	5	0	2	1	14
Masters	15	53	59	46	52	225
Postgraduate Diploma (other than Postgraduate Teaching Diploma)	21	54	49	42	53	219
Postgraduate Certificate	6	11	18	16	21	72
Other	10	7	12	6	15	50
	<u>Ireland</u>	<u>UK</u>	<u>Other EU</u>	<u>Other</u>		<u>Total Responses</u>
PhD	15	1	0	2		18
Masters	175	43	1	7		226
Postgraduate Diploma (other than Postgraduate Teaching Diploma)	209	8	1	1		219
Postgraduate Certificate	63	7	0	0		70
Other	40	9	0	0		49

**SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS**

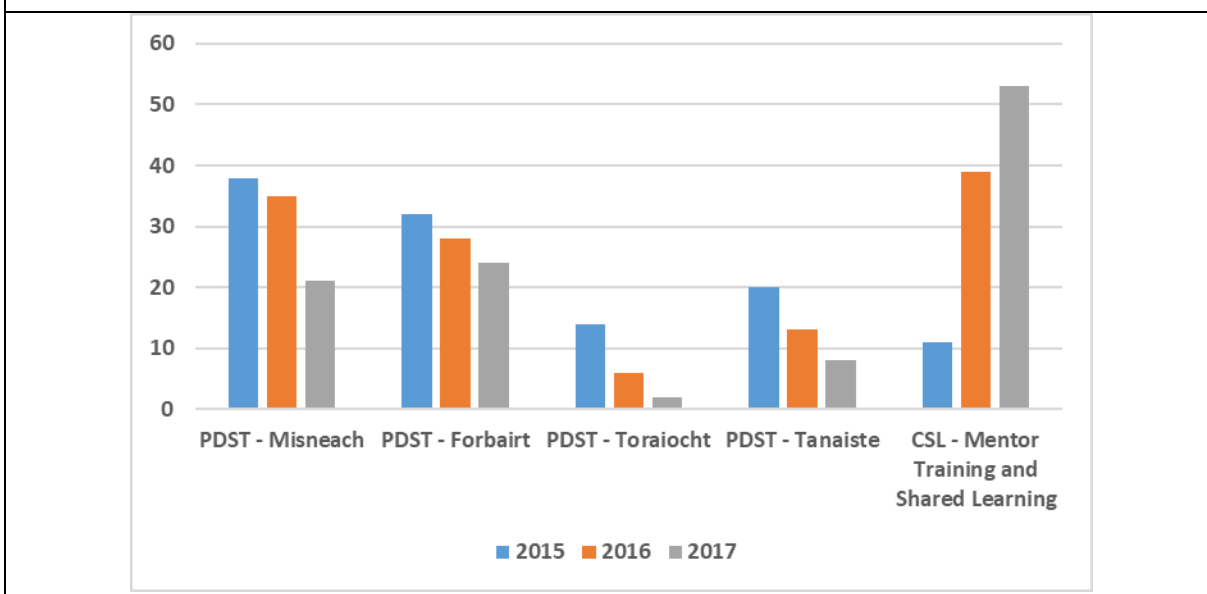
### 5.2.3 Key Findings – Formal Professional Development in School Leadership

The survey asked whether respondents had received formal professional development in school leadership in the last two years (specifically between 2015 and 2017). Of 496 responses, very close to half (49.8%) indicated they had, and half (50.2%) indicated they had not.

### 5.2.4 Key Findings – PDST/CSL Services

Respondents were asked whether they had availed of PDST or CSL services for school leadership training and professional development in the years 2015, 2016 or 2017. The numbers indicating they had availed of such services were quite low in all categories of service (the highest numbers in any category in any year amount to 10% of total survey respondents). It should also be noted that some respondents may have identified more than one year where a single programme or activity took place in two calendar years, so the number of individuals may be somewhat lower than the sum of the annual figures.

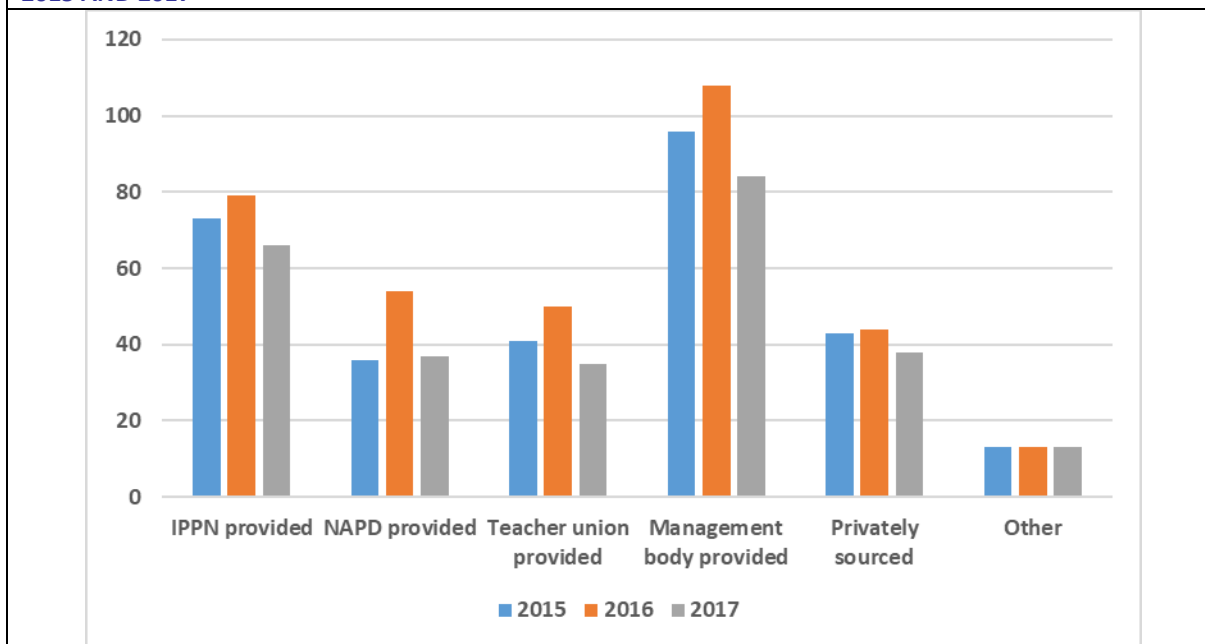
**FIGURE 5.8 NUMBERS THAT AVAILED OF PDST OR CSL SERVICES BETWEEN 2015 AND 2017**



SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS

### 5.2.5 Key Findings – Other Leadership Training and Professional Development

The survey then asked respondents to indicate whether they had availed of any other services for school leadership training and professional development, and if so, in what year. The results are shown below. It can be seen that the numbers indicating they had done so was moderately greater than the numbers indicating they had availed of PDST or CSL services, although many may have availed of both. Services provided by Management Bodies accounted for the highest numbers, followed by services provided by the professional associations. Services provided by the Teacher Unions and those privately sourced had similar levels of participation among respondents. The small numbers that identifies “other” categories included formal wider education and training programmes, specialist courses, patron-provided activities, and services provided by wider support services (e.g. Special Education Support Services).

**FIGURE 5.9 NUMBERS THAT AVAILED OF OTHER LEADERSHIP TRAINING AND DEVELOPMENT BETWEEN 2015 AND 2017**


SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS

### 5.2.6 Key Findings – Areas of Current Professional Development Needs

A critical part of the questionnaire then dealt with respondents' views of their own professional development needs as school leaders. Here, the survey asked the following question: "Recognising the multiplicity of leadership roles and responsibilities in contemporary school settings, from the following list, please indicate the areas in which you feel you currently need further professional development, and whether these areas are an 'important need for support' or a 'critical need for support'."

The questionnaire then offered a list of 52 distinct skills, competences and capabilities, categorised under the four "domains" under which "leadership and management" standards and practices are described in the Department's Quality Framework for Primary and Post Primary Schools, namely:

- Leading Learning and Teaching;
- Managing the Organisation;
- Leading School Development; and
- Developing Leadership Capacity.

The list of competences and skills is shown in Table 5.2.

**TABLE 5.2 LEADERSHIP SKILLS AND COMPETENCES INCLUDED IN QUESTIONNAIRE**

<i>Leading Learning and Teaching</i>	<i>Managing the Organisation</i>	<i>Leading School Development</i>	<i>Developing Leadership Capacity</i>
<ul style="list-style-type: none"> <li>• Building a collaborative culture – with staff</li> <li>• Building a collaborative culture – with learners</li> <li>• Promoting a culture of learning</li> <li>• Creating an inclusive school</li> <li>• Assessment</li> <li>• Curriculum development and planning</li> <li>• Curriculum timetabling</li> <li>• Technology-enhanced learning</li> <li>• Supporting teacher learning and development</li> <li>• Supporting teacher networking</li> <li>• Innovation and creativity in teaching</li> <li>• Promoting equality of opportunity</li> <li>• Promoting well-being in the school community</li> <li>• Learner monitoring systems</li> </ul>	<ul style="list-style-type: none"> <li>• Management</li> <li>• Education legislation and policy</li> <li>• Organisational structures in schools</li> <li>• Building relationships/relationship management</li> <li>• Conflict management/resolution</li> <li>• Managing diverse groups</li> <li>• Managing challenging behaviours</li> <li>• Financial planning and budgeting</li> <li>• Organisational structures in schools</li> <li>• Self-evaluation within schools</li> <li>• Critical thinking and decision making</li> <li>• Communication skills</li> <li>• Motivation</li> <li>• Human resource management</li> <li>• School strategic planning</li> <li>• Project and programme management</li> <li>• Procedures and protocols</li> <li>• Managing industrial relations</li> <li>• School health and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a school “vision”</li> <li>• Building a collaborative culture – with Boards of Management</li> <li>• Building a collaborative culture – with Trustees</li> <li>• Continuous improvement within schools</li> <li>• Developing the school culture</li> <li>• Leading change</li> <li>• Staff and learner personal development and wellbeing</li> <li>• Building a collaborative culture – with parents</li> <li>• Building a collaborative culture – with others</li> <li>• Building external relationships</li> <li>• Professional Networking in School Development</li> <li>• Mentoring and coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership concepts and principles</li> <li>• Leader reflection/self-evaluation</li> <li>• Leader personal development and wellbeing</li> <li>• Distributing leadership roles and responsibilities</li> <li>• Encouraging leadership within the school</li> <li>• Team building and empowering staff</li> <li>• Developing learner voice and pupil/student leadership</li> <li>• Leadership networking</li> </ul>
<b>SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS</b>			

Respondents were not required to answer this question, and 48 of the 503 skipped it. A total of 455 therefore identified at least one area they considered as one in which they had an important or critical need for professional development support. Respondents were also free to identify as many or few areas as they chose.

Before presenting more detailed results, it is useful to show the extent and nature of responses overall and how these varied across the four “domains” within which specific skills and competences are categorised. All skills and competences were quite frequently identified by respondents, and there is little evidence of concentration within a small number of areas. Table 5.3 shows the extent to which responses were “spread”.

It shows that the skill area most frequently identified as “important” was done so by 52% of respondents, while the area least frequently identified as “important” was done so by 36% of respondents. The range was therefore between 36% and 52%, with an average per skill area of 43%. The respective “range” identified as “critical” was between 6% and 35% across all skill areas, with the average 20%. Ranges within each of the four domain areas are all smaller as they are each sub-groups of the total ranges.

The picture therefore is one of a high number of skill areas generally being identified by respondents, rather than a concentration of responses within a relatively small number of areas, and a relatively even spread of emphasis in skills and competences across the four domains with none of the four dominating. A final overall message is that in general terms respondents distinguished clearly between areas they felt were “important” and areas they felt were “critical”, with the incidence of areas being identified “important” typically about twice as frequent as the same area being identified as “critical”.

<b>TABLE 5.3 EXTENT AND RANGES OF RESPONSES OVERALL AND WITHIN DOMAINS</b>						
<i>Figures show % of responses for most and least frequently identified skill/competence across the full range and the ranges within each domain, among all respondents who answered question</i>	“important”			“critical”		
	max	min	average	max	min	average
All Areas	52%	36%	43%	35%	6%	20%
Leading Learning and Teaching	52%	41%	46%	31%	7%	20%
Managing the Organisation	47%	38%	42%	35%	14%	21%
Leading School Development	48%	37%	42%	24%	6%	14%
Developing Leadership Capacity	46%	36%	41%	31%	14%	23%

**SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS**

Figure 5.10 shows the 20 most frequently indicated areas that respondents considered critical areas of professional development needs.

The top 5 critical areas as indicated by all respondents, as well as the percentage of respondents that identified them as such, are as follows (two areas come equally in fifth place):

1. Managing the Organisation - Conflict management/resolution (34.8%);
2. Managing the Organisation - Managing challenging behaviours (32.2%);
3. Developing Leadership Capacity - Distributing leadership roles and responsibilities (31.1%);
4. Leading Learning and Teaching - Curriculum development and planning (30.4%);
5. Developing Leadership Capacity - Leader personal development and well-being (30.2%);
5. Leading Learning and Teaching - Technology-enhanced learning (30.2%).

In terms of the domains of leadership, the top 20 critical areas include:

- 9 relating to managing the organisation;
- 5 relating to leading learning and teaching;
- 4 relating to developing leadership capacity; and
- 2 relating to leading school development.

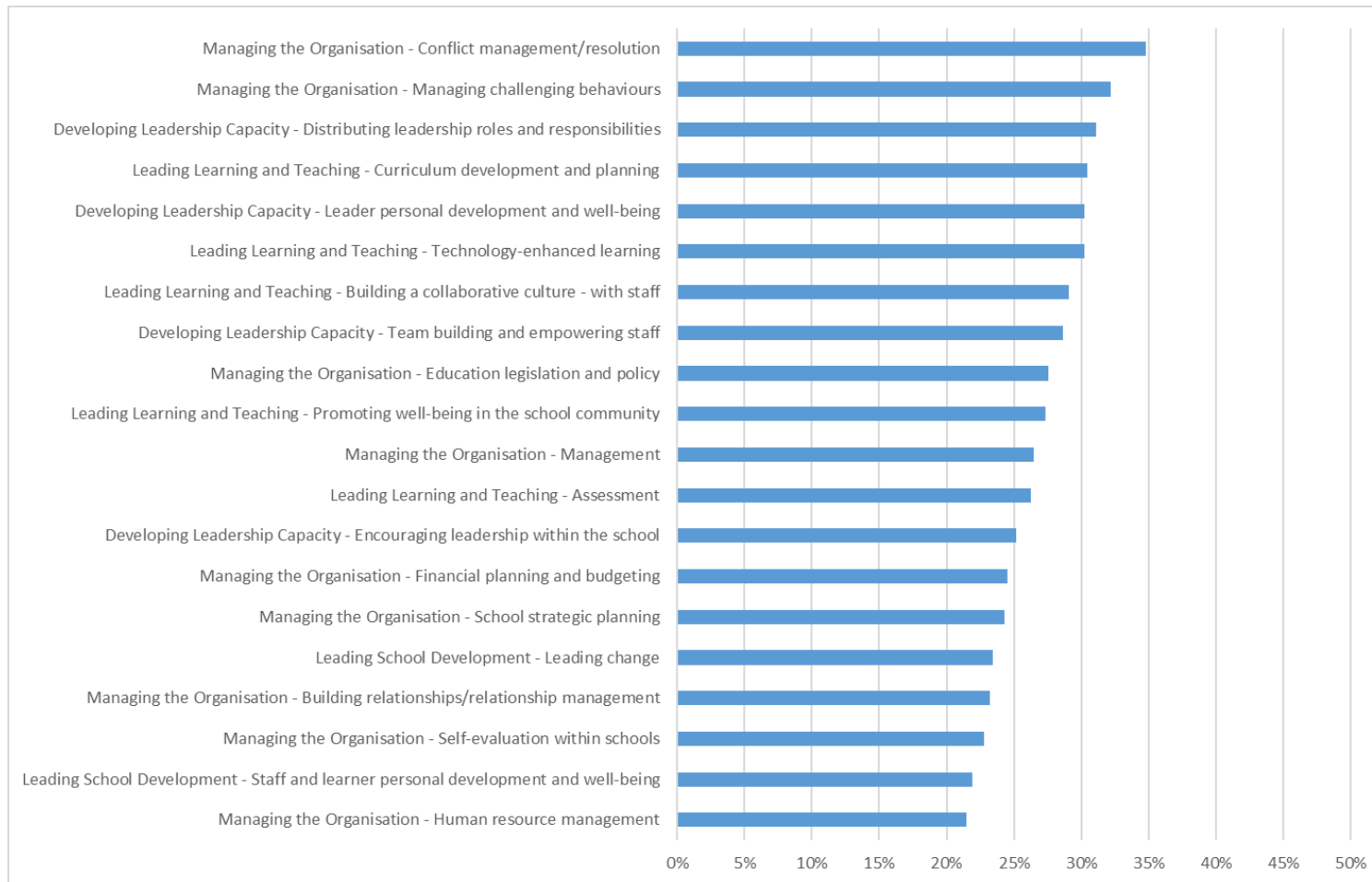
At the other end of the scale, areas that were highlighted by least respondents were dominated by the domains “leading school development” and “leading teaching and learning”. The bottom five included four areas that relate to external relationships:

- Leading School Development - Professional networking in school development (10.5%);
- Leading Learning and Teaching - Promoting equality of opportunity (6.8%);

- Leading School Development - Building external relationships (6.8%);
- Leading School Development - Building a collaborative culture - with Trustees (6.6%);
- Leading School Development - Building a collaborative culture - with others (6.3%).



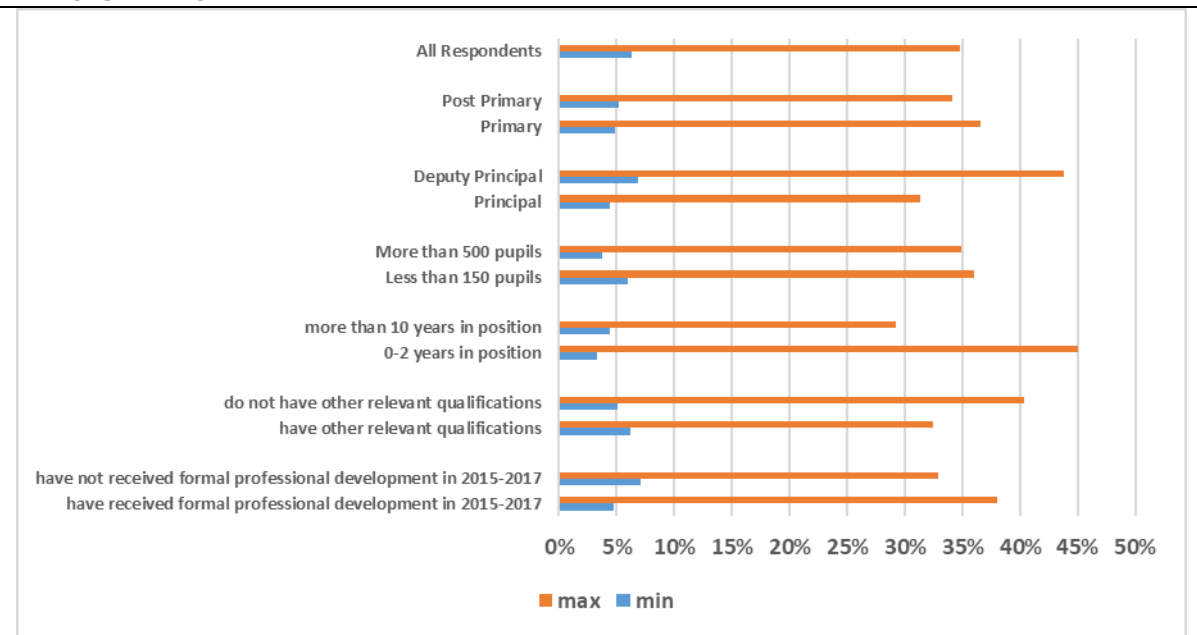
**FIGURE 5.10 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– ALL RESPONDENTS**



**SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS**

Before turning to how different categories of leader ranked different development needs, Figure 5.11 illustrates the range of frequencies which any area of development were ranked as critical among different categories of leader, which may be illustrative of the strength of feeling amongst specific categories about the urgency of professional development in general.

**FIGURE 5.11 RANGE BETWEEN MOST AND LEAST FREQUENCY ANY AREA OF NEED CONSIDERED CRITICAL BY RESPONDENTS**



SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS

The chart shows differences between how frequently different categories of leader identified any area of professional development as critical. As such, the differences between leader categories in any area (e.g. primary vs post primary, large vs small school etc), reflect the differing strengths with which those categories consider their identified needs as “critical”.

The key message is that the following categories display no significant difference in how critical they consider their needs:

- primary and post primary leaders;
- leaders in small and large schools;
- leaders that have or have not received formal professional development in recent years.

In contrast however:

- deputy principals much more frequently ranked needs as critical than principals;
- recently appointed principals much more frequently ranked needs as critical than those in their positions for more than 10 years;
- those without other relevant qualifications more frequently ranked needs as critical than those with other relevant qualifications.

The following sections identify the areas ranked most critical by these different categories of school leader.

### Primary vs Post Primary Needs

Table 5.4 compares the top 10 critical areas of need as identified by leaders in primary and post primary schools.

<b>TABLE 5.4 TOP 10 CRITICAL AREAS OF NEED – PRIMARY VERSUS POST PRIMARY SCHOOLS</b>	
<b>Primary</b>	<b>Post Primary</b>
1. Managing the Organisation - Conflict management/resolution	1. Leading Learning and Teaching - Building a collaborative culture - with staff
2. Managing the Organisation - Managing challenging behaviours	2. Leading Learning and Teaching - Assessment
3. Developing Leadership Capacity - Leader personal development and well-being	3. Managing the Organisation - Conflict management/resolution
4. Leading Learning and Teaching - Promoting well-being in the school community	4. Developing Leadership Capacity - Distributing leadership roles and responsibilities
5. Managing the Organisation - Education legislation and policy	5. Managing the Organisation - Self-evaluation within schools
6. Leading Learning and Teaching - Curriculum development and planning	6. Leading Learning and Teaching - Technology-enhanced learning
7. Developing Leadership Capacity - Distributing leadership roles and responsibilities	7. Leading Learning and Teaching - Curriculum development and planning
8. Managing the Organisation - Management	8. Developing Leadership Capacity - Team building and empowering staff
9. Leading Learning and Teaching - Technology-enhanced learning	9. Managing the Organisation - Managing challenging behaviours
10. Managing the Organisation - Financial planning and budgeting	10. Developing Leadership Capacity - Encouraging leadership within the school

**SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS**

Areas ranked in the top 10 by both primary and post primary leaders include:

- Managing the Organisation - Conflict management/resolution;
- Managing the Organisation - Managing challenging behaviours;
- Leading Learning and Teaching - Curriculum development and planning;
- Developing Leadership Capacity - Distributing leadership roles and responsibilities; and
- Leading Learning and Teaching - Technology-enhanced learning.

Other high priorities for primary school leaders are:

- Developing Leadership Capacity - Leader personal development and well-being;
- Leading Learning and Teaching - Promoting well-being in the school community;
- Managing the Organisation - Education legislation and policy;
- Managing the Organisation – Management; and
- Managing the Organisation - Financial planning and budgeting.

Other high priorities for post primary school leaders are:

- collaborative culture - with staff;
- Leading Learning and Teaching – Assessment;
- Managing the Organisation - Self-evaluation within schools;
- Developing Leadership Capacity - Team building and empowering staff; and
- Developing Leadership Capacity - Encouraging leadership within the school.

**Principals vs Deputy Principals**

Table 5.5 compares the top 10 critical areas of need as identified by principals and deputy principals.

<b>TABLE 5.5 TOP 10 CRITICAL AREAS OF NEED – PRINCIPALS VERSUS DEPUTY PRINCIPALS</b>	
<b>Principals</b>	<b>Deputy Principals</b>
1. Managing the Organisation - Conflict management/resolution	1. Managing the Organisation - Conflict management/resolution
2. Leading Learning and Teaching - Curriculum development and planning	2. Managing the Organisation - Managing challenging behaviours
3. Developing Leadership Capacity - Leader personal development and well-being	3. Developing Leadership Capacity - Distributing leadership roles and responsibilities
4. Leading Learning and Teaching - Technology-enhanced learning	4. Developing Leadership Capacity - Team building and empowering staff
5. Managing the Organisation - Managing challenging behaviours	5. Leading Learning and Teaching - Building a collaborative culture - with staff
6. Managing the Organisation - Education legislation and policy	6. Developing Leadership Capacity - Encouraging leadership within the school
7. Developing Leadership Capacity - Distributing leadership roles and responsibilities	7. Leading School Development - Leading change
8. Managing the Organisation - Management	8. Leading Learning and Teaching - Assessment
9. Leading Learning and Teaching - Promoting well-being in the school community	9. Developing Leadership Capacity - Leader personal development and well-being
10. Leading Learning and Teaching - Building a collaborative culture - with staff	10. Leading Learning and Teaching - Technology-enhanced learning
<b>SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS</b>	

Areas ranked in the top 10 by both principals and deputy principals include:

- Managing the Organisation - Conflict management/resolution;
- Developing Leadership Capacity - Leader personal development and well-being;
- Leading Learning and Teaching - Technology-enhanced learning;
- Managing the Organisation - Managing challenging behaviours;
- Developing Leadership Capacity - Distributing leadership roles and responsibilities; and
- Leading Learning and Teaching - Building a collaborative culture - with staff.

Other high priorities for principals are:

- Leading Learning and Teaching - Curriculum development and planning;
- Managing the Organisation - Education legislation and policy;

- Managing the Organisation – Management; and
- Leading Learning and Teaching - Promoting well-being in the school community.

Other high priorities for deputy principals are:

- Developing Leadership Capacity - Team building and empowering staff;
- Leading School Development - Leading change;
- Leading Learning and Teaching – Assessment; and
- Developing Leadership Capacity - Leader personal development and well-being.

### Large vs Small Schools

Table 5.6 compares the top 10 critical areas of need as identified by leaders in small and large schools.

<b>TABLE 5.6 TOP 10 CRITICAL AREAS OF NEED – SMALL VS LARGE SCHOOLS</b>	
<b>schools with less than 150 pupils</b>	<b>schools with more than 500 pupils</b>
1. Managing the Organisation - Conflict management/resolution	1. Leading Learning and Teaching - Building a collaborative culture - with staff
2. Developing Leadership Capacity - Leader personal development and well-being	2. Developing Leadership Capacity - Distributing leadership roles and responsibilities
3. Managing the Organisation - Education legislation and policy	3. Leading Learning and Teaching - Innovation and creativity in teaching
4. Leading Learning and Teaching - Curriculum development and planning	4. Managing the Organisation - Conflict management/resolution
5. Managing the Organisation - Managing challenging behaviours	5. Leading Learning and Teaching - Assessment
6. Managing the Organisation - Management	6. Leading Learning and Teaching - Technology-enhanced learning
7. Managing the Organisation - Financial planning and budgeting	7. Developing Leadership Capacity - Leader personal development and well-being
8. Developing Leadership Capacity - Team building and empowering staff	8. Developing Leadership Capacity - Team building and empowering staff
9. Developing Leadership Capacity - Distributing leadership roles and responsibilities	9. Developing Leadership Capacity - Encouraging leadership within the school
10. Managing the Organisation - Building relationships/relationship management	10. Managing the Organisation - Self-evaluation within schools

**SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS**

In relation to school size, common priorities for leaders in both small and large schools are:

- Managing the Organisation - Conflict management/resolution;
- Developing Leadership Capacity - Leader personal development and well-being;
- Developing Leadership Capacity - Team building and empowering staff; and
- Developing Leadership Capacity - Distributing leadership roles and responsibilities;

Other high priorities of leaders in small schools include:

- Managing the Organisation - Education legislation and policy;

- Leading Learning and Teaching - Curriculum development and planning;
- Managing the Organisation - Managing challenging behaviours;
- Managing the Organisation – Management;
- Managing the Organisation - Financial planning and budgeting; and
- Managing the Organisation - Building relationships/relationship management.

Other high priorities of leaders in large schools include:

- Leading Learning and Teaching - Building a collaborative culture - with staff;
- Leading Learning and Teaching - Innovation and creativity in teaching;
- Leading Learning and Teaching – Assessment;
- Leading Learning and Teaching - Technology-enhanced learning;
- Developing Leadership Capacity - Encouraging leadership within the school; and
- Managing the Organisation - Self-evaluation within schools.

**Experience of Leader**

Table 5.7 compares the top 10 critical areas of need as identified by recently appointed leaders and those in their leadership positions for more than 10 years.

<b>TABLE 5.7 TOP 10 CRITICAL AREAS OF NEED – DURATION IN LEADERSHIP ROLE</b>	
<b>0-2 years in position</b>	<b>more than 10 years in position</b>
1. Managing the Organisation - Conflict management/resolution	1. Managing the Organisation - Conflict management/resolution
2. Managing the Organisation - Education legislation and policy	2. Managing the Organisation - Managing challenging behaviours
3. Leading Learning and Teaching - Curriculum development and planning	3. Leading Learning and Teaching - Promoting well-being in the school community
4. Managing the Organisation - Managing challenging behaviours	4. Developing Leadership Capacity - Leader personal development and well-being
5. Managing the Organisation - Financial planning and budgeting	5. Leading Learning and Teaching - Technology-enhanced learning
6. Developing Leadership Capacity - Distributing leadership roles and responsibilities	6. Developing Leadership Capacity - Distributing leadership roles and responsibilities
7. Developing Leadership Capacity - Team building and empowering staff	7. Leading Learning and Teaching - Curriculum development and planning
8. Managing the Organisation - Management	8. Developing Leadership Capacity - Team building and empowering staff
9. Developing Leadership Capacity - Encouraging leadership within the school	9. Leading Learning and Teaching - Building a collaborative culture - with staff
10. Managing the Organisation - School strategic planning	10. Leading Learning and Teaching - Assessment
<b>SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS</b>	

Areas of common priority for both recently appointed and established/experienced school leaders include:

- Managing the Organisation - Conflict management/resolution;

- Leading Learning and Teaching - Curriculum development and planning;
- Managing the Organisation - Managing challenging behaviours;
- Developing Leadership Capacity - Distributing leadership roles and responsibilities; and
- Developing Leadership Capacity - Team building and empowering staff.

Other high priorities of recently appointed leaders include:

- Managing the Organisation - Education legislation and policy;
- Managing the Organisation - Financial planning and budgeting;
- Managing the Organisation – Management;
- Developing Leadership Capacity - Encouraging leadership within the school; and
- Managing the Organisation - School strategic planning.

Other high priorities of more experienced leaders include:

- Leading Learning and Teaching - Promoting well-being in the school community;
- Developing Leadership Capacity - Leader personal development and well-being;
- Leading Learning and Teaching - Technology-enhanced learning;
- Leading Learning and Teaching - Building a collaborative culture - with staff; and
- Leading Learning and Teaching – Assessment.

### **Qualifications of Leader**

Table 5.8 compares the top 10 critical areas of need as identified by leaders who have attained other relevant qualifications and those who have not.

In this case many high priorities are common to both, including:

- Managing the Organisation - Conflict management/resolution;
- Developing Leadership Capacity - Distributing leadership roles and responsibilities;
- Managing the Organisation - Managing challenging behaviours;
- Leading Learning and Teaching - Technology-enhanced learning;
- Leading Learning and Teaching - Curriculum development and planning;
- Developing Leadership Capacity - Leader personal development and well-being; and
- Leading Learning and Teaching - Promoting well-being in the school community.

Other areas of high priority for those with other relevant qualifications include:

- Leading Learning and Teaching - Building a collaborative culture - with staff;
- Managing the Organisation - Education legislation and policy; and
- Leading Learning and Teaching – Assessment.

Other areas of high priority for those without other relevant qualifications include:

- Developing Leadership Capacity - Team building and empowering staff;
- Managing the Organisation – Management; and

- Managing the Organisation - Financial planning and budgeting.

<b>TABLE 5.8 TOP 10 CRITICAL AREAS OF NEED – QUALIFICATIONS OF LEADER</b>	
<b>have attained other relevant qualifications</b>	<b>have not attained other relevant qualifications</b>
1. Managing the Organisation - Conflict management/resolution	1. Managing the Organisation - Conflict management/resolution
2. Developing Leadership Capacity - Distributing leadership roles and responsibilities	2. Developing Leadership Capacity - Leader personal development and well-being
3. Managing the Organisation - Managing challenging behaviours	3. Managing the Organisation - Managing challenging behaviours
4. Leading Learning and Teaching - Technology-enhanced learning	4. Developing Leadership Capacity - Team building and empowering staff
5. Leading Learning and Teaching - Building a collaborative culture - with staff	5. Leading Learning and Teaching - Curriculum development and planning
6. Leading Learning and Teaching - Curriculum development and planning	6. Managing the Organisation - Management
7. Managing the Organisation - Education legislation and policy	7. Developing Leadership Capacity - Distributing leadership roles and responsibilities
8. Developing Leadership Capacity - Leader personal development and well-being	8. Leading Learning and Teaching - Technology-enhanced learning
9. Leading Learning and Teaching - Assessment	9. Managing the Organisation - Financial planning and budgeting
10. Leading Learning and Teaching - Promoting well-being in the school community	10. Leading Learning and Teaching - Promoting well-being in the school community

**SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS**

### Professional Development of Leader

Finally, Table 5.9 compares the top 10 critical areas of need as identified by leaders who have received formal professional development in the years 2015-2017, and those who have not.

In this case the areas of high priority to both groups include:

- Managing the Organisation - Conflict management/resolution;
- Managing the Organisation - Managing challenging behaviours;
- Developing Leadership Capacity - Distributing leadership roles and responsibilities;
- Leading Learning and Teaching - Curriculum development and planning;
- Leading Learning and Teaching - Technology-enhanced learning;
- Developing Leadership Capacity - Team building and empowering staff; and
- Developing Leadership Capacity - Leader personal development and well-being.

Other areas of high priority to those that have received professional development in recent years include:

- Managing the Organisation - Education legislation and policy;
- Leading Learning and Teaching – Assessment; and
- Developing Leadership Capacity - Encouraging leadership within the school.



Other areas of high priority to those that have not received professional development in recent years include:

- Leading Learning and Teaching - Building a collaborative culture - with staff;
- Leading Learning and Teaching - Promoting well-being in the school community; and
- Managing the Organisation – Management.

**TABLE 5.9 TOP 10 CRITICAL AREAS OF NEED – RECEIPT OF PROFESSIONAL DEVELOPMENT SUPPORT**

have received formal professional development	have not received formal professional development
1. Managing the Organisation - Conflict management/resolution	1. Developing Leadership Capacity - Leader personal development and well-being
2. Managing the Organisation - Managing challenging behaviours	2. Managing the Organisation - Conflict management/resolution
3. Developing Leadership Capacity - Distributing leadership roles and responsibilities	3. Leading Learning and Teaching - Building a collaborative culture - with staff
4. Leading Learning and Teaching - Curriculum development and planning	4. Managing the Organisation - Managing challenging behaviours
5. Leading Learning and Teaching - Technology-enhanced learning	5. Developing Leadership Capacity - Distributing leadership roles and responsibilities
6. Developing Leadership Capacity - Team building and empowering staff	6. Leading Learning and Teaching - Curriculum development and planning
7. Managing the Organisation - Education legislation and policy	7. Leading Learning and Teaching - Technology-enhanced learning
8. Leading Learning and Teaching - Assessment	8. Leading Learning and Teaching - Promoting well-being in the school community
9. Developing Leadership Capacity - Leader personal development and well-being	9. Managing the Organisation - Management
10. Developing Leadership Capacity - Encouraging leadership within the school	10. Developing Leadership Capacity - Team building and empowering staff

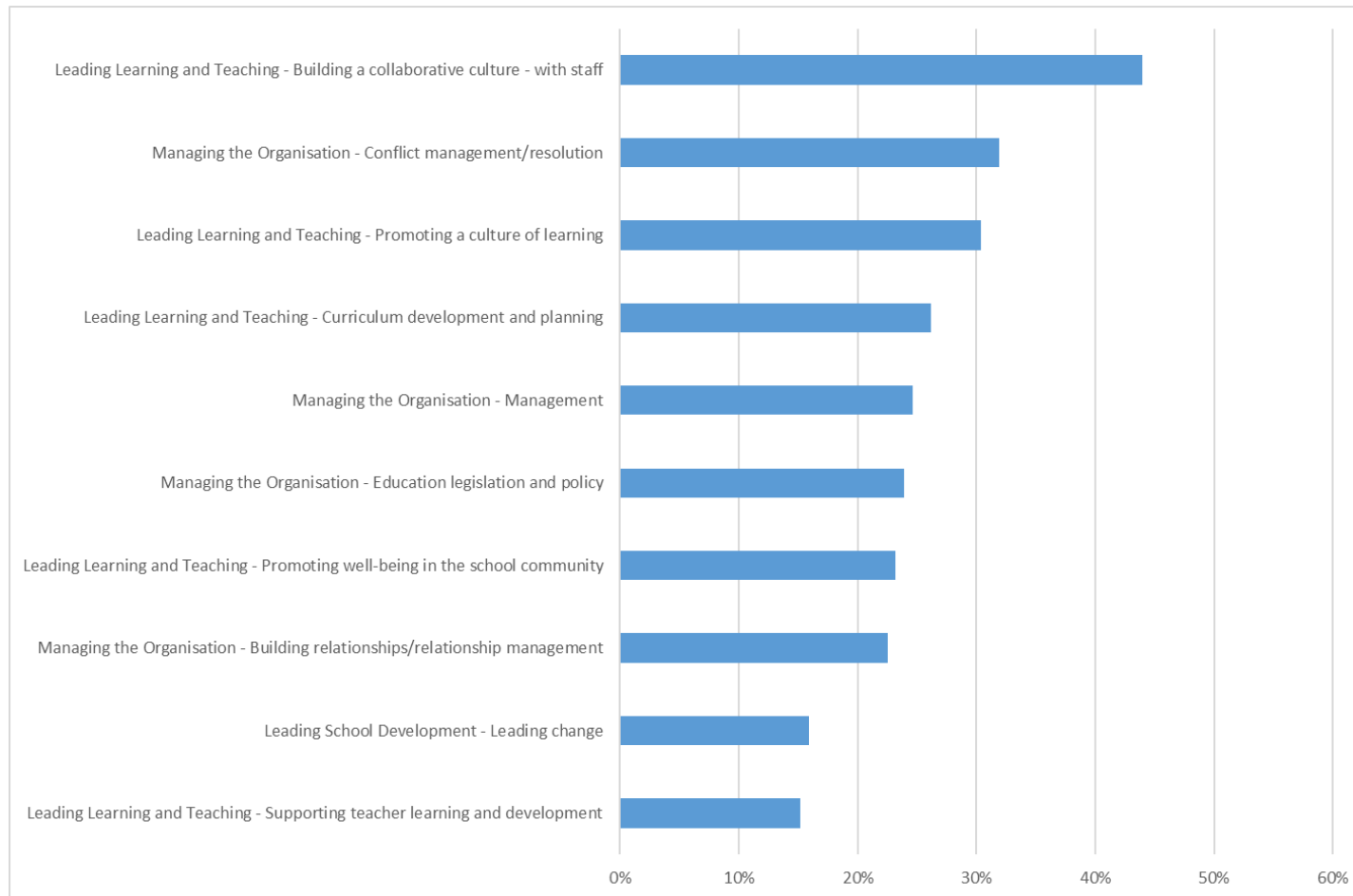
**SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS**

### **5.2.7 Key Findings – Priority Needs of Aspiring School Leaders**

The survey asked respondents to choose, from the same list of skills and competences, the five in which they considered aspiring school leaders (i.e. those considering or wishing to move into leadership positions in schools) require professional development. A total of 427 responded to this question.

The most frequently identified areas among all respondents, among primary school respondents and among post primary school respondents, are shown in Figures 5.12, 5.13 and 5.14 respectively.

**FIGURE 5.12 MOST FREQUENTLY CITED AREAS OF NEED FOR ASPIRING SCHOOL LEADERS – ALL RESPONDENTS**



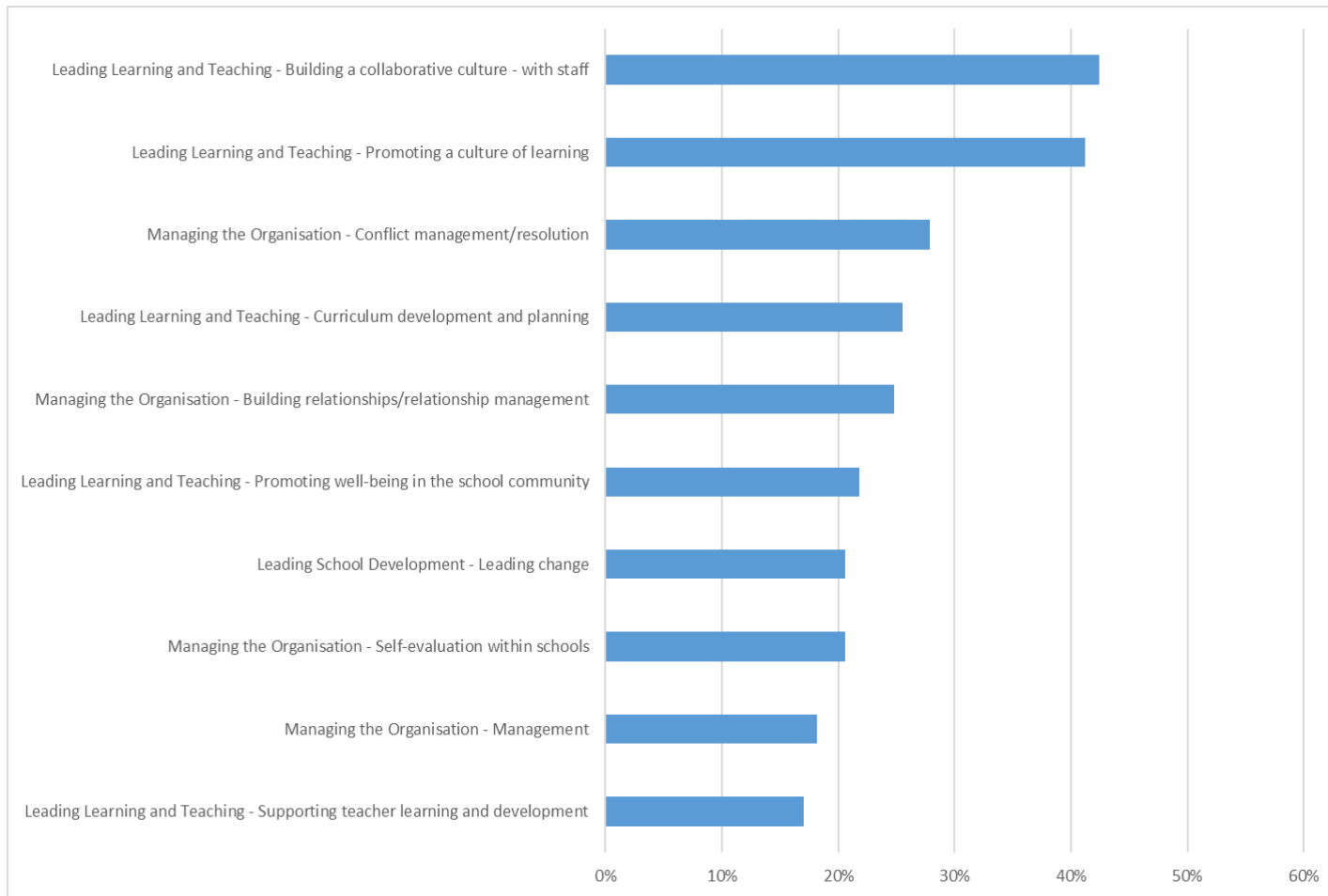
**SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS**

**FIGURE 5.13 MOST FREQUENTLY CITED AREAS OF NEED FOR ASPIRING SCHOOL LEADERS – PRIMARY RESPONDENTS**



SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS

**FIGURE 5.14 MOST FREQUENTLY CITED AREAS OF NEED FOR ASPIRING SCHOOL LEADERS – POST PRIMARY RESPONDENTS**



**SOURCE: SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS**

### 5.2.8 Other Comments of Respondents

Finally, respondents were asked to provide any further comments or feedback they wished to make, and 87 did so. An open-ended question, below we summarise and illustrate some of the notable comments.

#### **Workload**

Some 24 of the respondents felt that the workload involved is becoming increasingly difficult. The preference would be if more time could be allocated to doing administrative work, as being a teaching principal is essentially perceived as a management role. They feel that the boundaries of their roles have expanded to include duties such as revenue audits, health and safety audits and summer work schemes. Meeting so many different expectations (i.e. of staff, parents, pupils etc.) is a common theme.

#### **Skills**

An interesting perspective was given by a respondent in relation to priority skills: “I see the principal’s primary role as fostering good relationships with staff first and when staff are happy and feel valued in their work that filters down to the children which in turn filters through to the parents. When the school culture is right the teaching and learning can take place. It takes a lot of hard work and is difficult’.

#### **Professional Development**

Legislation and policy were mentioned in various respects. For example, one respondent stated that there was little asked about outside agencies – e.g. Child Protection. Another respondent believes that ‘aspiring leaders are not fully informed when it comes to education legislation and worryingly at times, i.e. the child protection procedures’. One respondent stated that ‘given the number of IT reporting systems that are now in place, training on data gathering I feel is vital in any management role’. Another respondent mentions that ‘some form of legal qualification is becoming more and more essential for school leaders.’

Other general comments about CPD include:

- ‘aspiring leaders need assistance with the logistics of management and leadership i.e. the day to day items of timetable, people management and leadership’ and another believes that ‘we need training in maintenance and school building issues’.
- ‘with the introduction of 2nd and in some cases 3rd Deputy Principals being introduced into schools I think it’s important that some sort of support/in-service in the area of a management team with clearly defined roles is necessary’.
- ‘CSL should provide some in service for established Principals in the area of sustaining leadership’.
- ‘challenging conversations is an area where I strongly feel Principals need support. In addition, conflict management and reflection following conflict are areas which pose a challenge for many school Principals’.
- ‘I feel very strongly that principals should have mandatory additional qualifications than class teaching and another ‘I have many friends in a principal position of primary schools. They have zero training. I feel it's mandatory that training should be completed pre-application.’

### **The CSL**

Some 13 respondents were explicitly very supportive of the work of the PDST and CSL in their comments. One stated 'Misneach and Forbairt were helpful' and another stated that CSL can provide 'very important support for management and will make a huge difference'. Another respondent believes 'any help is most useful especially when you are starting out' and another adds 'all CPD is welcome'. One respondent stated that 'the professional coaching scheme set up by the CSL has been a fantastic addition to the services available to experienced Principals and builds on the excellent work of IPPN in supporting Principals'. Another states 'it is great that such an opportunity is being supported. I am fully behind it and would recommend CPD to anyone in a leadership role'.

### **Leadership role**

Some responses focus on the leadership role. One respondent stated that 'once you have a leadership position there is no opportunity to opt out of the leadership role if you find it is not for you. The leadership role can be very intense and there should be some opportunity for change without having to resign completely from a school'. Another respondent would like 'a review of the areas of skills and competences required for a principal and give us a contract to reflect same'.

Another respondent stated 'In order for successful leadership in schools to occur School leaders need to be equipped with a theoretical framework within which they can seek validation for their practice. This should be noted and included and alluded to in all leadership courses regardless of duration or course content. Familiarity with leadership literature is important especially for established principals. IPPN and INTO need to be encouraged to take heed of this in their publications'. Another adds 'When leaders empower staff to lead change and develop a collaborative culture within their schools, a true professional learning community can make positive improvements in all areas - this was the focus of my PhD study!'

A further respondent stated 'Aspiring leaders are thinking of the future and of possibilities for advancement. It would be important that they be given an opportunity to reflect on their values and qualities so that they can build on their strengths and explore their potential. Key skills and knowledge are very important and will support action. These are the tangible and practical aspects of school leadership. However there is a need to broaden the focus and examine the leadership of the school as a learning community; as a local hub; as a cultural centre; as a focal point for progress, multiculturalism and inclusion. Schools are increasingly expected to act as drivers for social interventions and initiatives. The complexity of modern living will continue to impact on principals and schools. Aspiring leaders will need to explore proactive and creative responses to new challenges. Commitment to quality teaching and learning will underpin all progress. Those aspiring to be school leaders will need a sense of professional conviction to embrace a broader remit of educational provision.'

### **Communication Between Leaders**

Some respondents believed informal communication and cluster groups would be beneficial. For example, one respondent stated 'I think often the 'non-formal' opportunities to ask questions or seek advice can be as

valuable as the formal, e.g. regular and invited access to colleagues who can offer support and advice and networking is very important. Previous experience also plays a part in 'readiness' for school leadership - have you experienced a good model of leadership that that you can emulate, have you been in a non class-based role, have you dealt with parents on a regular basis, including more difficult cases, have you had a role in supporting teachers with behaviour etc.'. Another point made was 'As teaching principal of an expanding school I really feel the need for cluster meetings with other principals. It is so important to debrief and discuss the pressing issues with others. The IPPN email networking group is good but I would like a face to face monthly meeting. I would be willing to use a very valuable admin day to facilitate such a meeting.'

### Research

Finally, one respondent believes that 'being exposed to the latest national and international research findings and thinking is key to leader stimulation' and another has a preference for 'some input from other national systems of education for comparison'.

Further detailed results of how different categories of leaders perceive their current professional development needs are set out in Annex 4.

## 5.3 Insights from Focus Groups

A number of focus groups were held to provide further insight into CPD needs as considered by principals and deputy principals themselves, and the groups brought together a mixture of primary and post-primary principals, those recently and those longer in the position, and a reasonable balance of gender, age and geographical backgrounds.

Some of the key feedback is summarised below:

- a widely-held view is that professional development needs are probably universal and none are perfectly provided for, even though there are different contexts and situations which give rise to specific needs. Often the need is for support at all, rather than any particular type or any particular subject matter;
- while it has been relied on in the past, it is no longer enough to rely on goodwill and vocational zeal in schools, was a point made and supported by many. While the role of today's school leader is unrecognisable from what it was in the past, the expectations of those now entering the profession are also vastly different from the past;
- while there is obvious focus on conflict resolution and conflict management, this is particularly difficult for inexperienced leaders. For those more experienced, the people management challenges revolve more around managing behaviours and managing relationships with and between teachers, parents, non-teaching staff, external stakeholders and pupils. Principals therefore need CPD in developing leadership culture among all school staff;
- teacher training and professional development must also explicitly include school leadership. Effective leadership of any school cannot and will not occur without teachers taking leadership roles

in harmony with that of the principal(s), and if the CSL is truly to address school leadership, then teacher leadership must come under its scope. This equally applies to teachers aspiring to principalship and those not;

- school leaders increasingly need to know more about pupils' social supports and social services outside the school setting, and how those services work. This requires basic information and training on the available relevant social, community and health support systems;
- as well as teachers, those with posts of responsibility and year heads must understand their leadership role and be supported in effectively fulfilling it. Distributed leadership at and to all these levels needs active support and development;
- many principals and deputy leaders vociferously desire leadership support from outside education. The concurrent differences, yet inherent similarities, are why many feel non-educational contexts and comparisons bring such potential value to school principalship and school leadership. Furthermore, such exposure provides reassurance to principals that their challenges are not unique to education contexts, and assistance and resources can be found from a much wider spectrum of sources. The benefits of fresh, unfamiliar and new perspectives cannot be overstated, according to numerous principals;
- networking, peer learning, cluster groups and regional fora are widely supported formats for effective leadership support, they need not always address specific subject matter or topics, and they are highly cost-effective ways for principals to share experiences and improve their own approaches;
- the existence of the right supports isn't sufficient. They need to be known about and accessible. The view is held it is very difficult to get away from school to participate in CPD, and it is almost impossible for several key personnel from the same school to attend any supports together. Delivery models that "bring the CPD to the school" are felt likely to be effective and deserving of exploration;
- many experienced principals appear to feel that if supports are limited they should be prioritised for those new to leadership positions (or soon to be appointed to them);
- many principals in different stages of their leadership role also relay that it is critical not to overlook or discard the experience of existing experienced principals when they retire, and whose valuable experience and insight can then be lost. Ways of having that experience passed to new leaders must continually be found;
- early exposure of teachers to the importance, language, forms and principles of school leadership is felt by many as a gap needing filling, in ways that precede, complement or encourage more formal programmes. Informal approaches may be all that is necessary – online resources, blogs, discussion groups, articles, etc, all have a role to play;
- similarly, the future leadership capacity of teachers needs early development. Aspiring leaders, year heads and those with or seeking leadership roles require early development of their capacities and need practical assistance (cover, allowance, permission, etc.) to be able to engage with supports that build such capacity;
- better ways need to be found to identify those in a school that are needing or deserving of leadership CPD, and those in positions most influential of the school's leadership performance;



- the barriers to CPD uptake need dedicated and ongoing monitoring and research;
- many feel future leadership CPD needs explicit linkage to and coherence with the Teaching Council's Cosán Framework;
- the demands of day-to-day operation and management of schools is considered by many to be the enemy of effective leadership. While support is needed in how best to perform such managerial roles, support is equally needed in how not to let those responsibilities overwhelm the leader's role;
- simple supports in the form of online information, resources, contacts, and helplines are all likely to support leaders as well as more formal qualifications and in-service training; and
- many hold the view that more leadership CPD needs to be mandatory.

## 5.4 Views of Wider Stakeholders

A range of views on the CPD needs of school leaders have been put forward by wider stakeholders consulted to date. Views expressed covered many areas of need, and were diverse in nature. They include the following:

- people management is absolutely critical. The ability of leaders to influence and optimise the performance of teachers and teaching teams is the most direct channel through which school leadership improves educational outcomes, and support in other areas while very important will have limited ultimate benefit in the absence of support that focuses on motivating high teaching performance, effectively addressing underperformance, and ensuring the quality of learning as a result;
- there are lots of similarities across the system with respect to needs, and many leaders face common problems. This requires coherence and consistency in provision;
- accessing CPD, and ensuring what is provided is made accessible, is as important as the content. Many principals do not have the time or take the time to access appropriate CPD, and the geography and mode of delivery (small groups etc) are important aspects of accessibility;
- the lack of middle management positions and roles in the Irish school systems is reason for CPD to focus on management as well as on teaching and learning;
- limiting any leadership focus on principals and not on teachers is not appropriate as teachers are critical in facilitating leadership flows and effects, and they need to recognise and be supported in providing the leadership potential their position embodies. The scope of provision in Ireland for both aspiring leaders and teachers that may not aspire to principal roles but nonetheless recognise and wish to enhance their leadership performance and impact, is narrow and needs to be widened;
- related to this, for leadership to be effective it needs to be distributed and delegated in schools, but this requires support for "leaders who don't have titles";
- considering needs on a continuum is critical. In too many instances important supports are in place but then end abruptly. The "continuous" part of CPD is an area in need of improvement in Ireland;
- self-evaluation, reflection and peer comparison are priority areas requiring support and momentum in the system, as are the development of proactive rather than reactive skills;

- people management, communication skills, HR issues, financial management, changing and evolving policies, DES operating systems, guidelines and circulars are the crunch areas for leaders in reality, particularly new and aspiring leaders. Efforts to avoid an overly academic or theoretical definition or application of CPD need to be made;
- as well as CPD, leaders need practical information on legal, IR and compliance issues;
- conflict management skills are critical for leaders at all phases of their career;
- leading the learning of staff is undervalued as a role of principals and leaders; and
- peer-to-peer learning is considered critical for effective CPD.

## SECTION III: EVALUATION OF THE CSL

## 6. CSL Programmes

### 6.1 Introduction

This section addresses the three “programmes” which the CSL has initiated and overseen since its inception. Section 6.2 considers the CSL Mentor Programme, and presents findings from evaluation surveys of both mentors and mentees, as well as focus groups of programme participants. Section 6.3 then examines the CSL coaching programme, and presents findings from a survey of coaching recipients, focus group feedback, and feedback offered from a number of coaching companies involved in delivery. Finally, Section 6.4 profiles the Aspiring Leaders’ Post Graduate programme designed and procured by the CSL, and an overview of the numbers that registered and recently commenced study.

### 6.2 Mentoring Programme

#### 6.2.1 *Survey of Mentors - Introduction*

The CSL were charged with leading and managing a pilot programme of leadership for newly-appointed principals, by way of a mentoring programme. In addressing this role, it:

- researched similar programmes elsewhere;
- developed an outline proposal for such a programme;
- advertised for voluntary mentors among practising school principals;
- evaluated and selected applications;
- prepared and delivered a training programme for 200 selected mentors; and
- matched mentors to newly appointed principals participating in the Misneach programme.

Between May and June 2017, the participant mentors were invited to provide inputs to this study by means of a web-based, self-completion survey. As of 19 June 2017, some 88 mentors had responded to this survey, which gives a response rate of approximately 44%.

Summary details regarding the profile of these respondents are provided in Table 6.1 below, with the key points as follows:

- about 60% of respondents were female, while 40% were male;
- nearly 80% of respondents were aged between 45-60 years old;
- about two-thirds of respondents were active or retired principals in the primary sector, with the other third coming from the post-primary sector.

**TABLE 6.1: SURVEY RESPONDENTS – SUMMARY PROFILE**

	Number	%
<b>Gender</b>		
Male	36	40.9%
Female	52	59.1%
TOTAL	88	100.0%
<b>Age</b>		
25-34 years old	1	1.1%
35-44 years old	10	11.4%
45-54 years old	27	30.7%
55-60 years old	42	47.7%
61 years old or over	8	9.1%
TOTAL	88	100.0%
<b>Education Sector</b>		
Primary	58	65.9%
Post-primary	30	34.1%
TOTAL	88	100.0%

**SOURCE: SURVEY OF MENTORS**

The survey sought the views of mentors on a range of issues, which included the background to their participation in the mentoring programme, their views on the quality of training provided for mentors, their opinions on the overall mentoring experience, their views on the importance of mentoring for professional development of school leaders, and their opinion on the performance of the CSL in planning, organising and overseeing the delivery of the mentoring programme.

Findings are presented in the following sub-sections. Some comment is made on differences between mentors in the primary and post-primary sectors, though findings here should be treated with caution due to small sample sizes.

### **6.2.2 Background to Becoming a Mentor**

Figure 6.1 provides details of survey respondents' views on the key factors that motivated their decisions to become mentors to newly-appointed school leaders. The chart shows that nearly all respondents (98%) indicated that they were motivated by a desire to support newly-appointed principals. About two-thirds of respondents, meanwhile, suggested that they were motivated by a desire to broaden their own breadth of experience and activity, while nearly 60% cited a desire to learn, and nearly 50% cited a desire to network and meet new colleagues.

In general, there was also very little difference evident in the motivations of mentors from the primary sector or the post-primary sector, with the stated motivations in each sector similarly ranked in terms of order of importance.

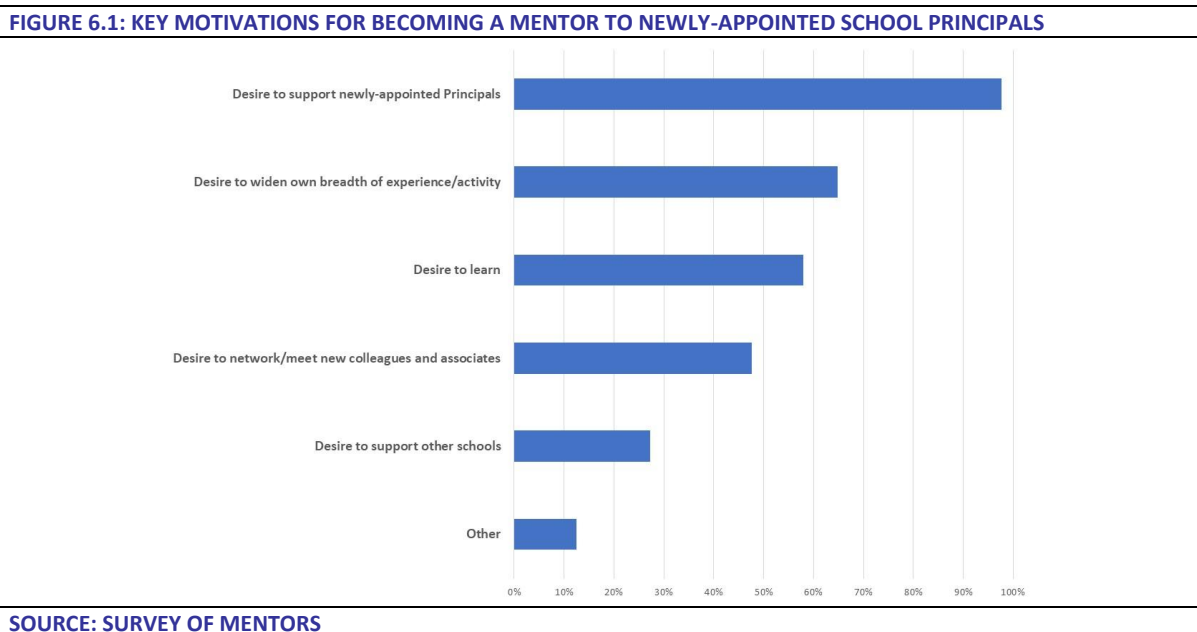
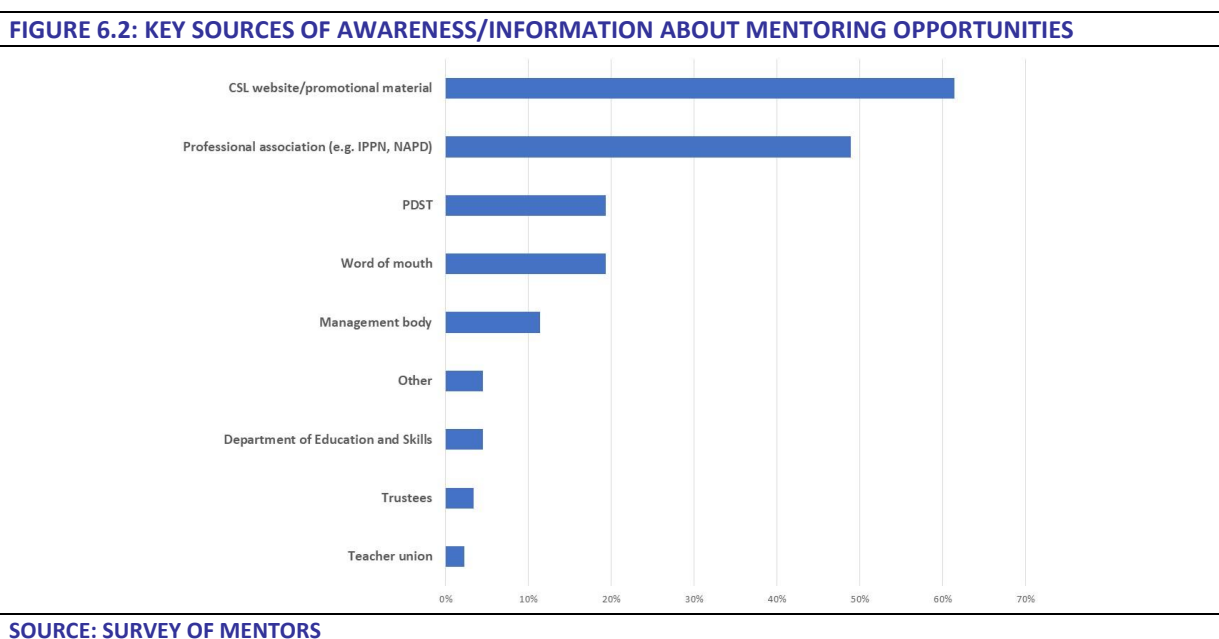


Figure 6.2 provides information regarding how respondents became aware of the opportunity to become a mentor. It shows that the main sources of awareness were the CSL’s own website and promotional material, which were cited by more than 60% of respondents, and the professional associations (IPPN, NAPD), which were cited by nearly 50% of respondents. Other key sources of awareness included the PDST (20%), word of mouth (20%) and school management bodies (10%), with other sources (e.g. DES, teacher unions) cited in only a small number of cases.



School management bodies, however, were only a relevant source of awareness for mentors from the post-primary sector, where they were cited by one-third of respondents. Similarly, school trustees were also only cited by post-primary mentors, accounting for 10% of respondents in the sector.

### 6.2.3 Respondent Views on the Mentoring Experience

Respondent views on the mentoring experience were sought on the quality of training provided for mentors, on the quality of the mentoring experience, and the likelihood that they would continue to maintain a relationship with their mentee into the future.

Figure 6.3 provides details of respondents’ ratings for the quality of mentor training delivered by the CSL (the % of respondents that rated different aspects either excellent or very good is shown).

It shows that respondents have generally expressed a very high level of satisfaction with the quality of training provided – with the percentage rating for “very good” or “excellent” ranging from 78% (for the size of groups in mentor training) up to 94% (for the quality of facilitators). Similarly, the percentage of respondents rating mentor training as either “poor” or “fair” ranged from 0% (for the quality of facilitators) up to 3% (for the size of groups in mentor training). There was little discernible difference evident in the ratings of mentors from either the primary sector or the post-primary sector.

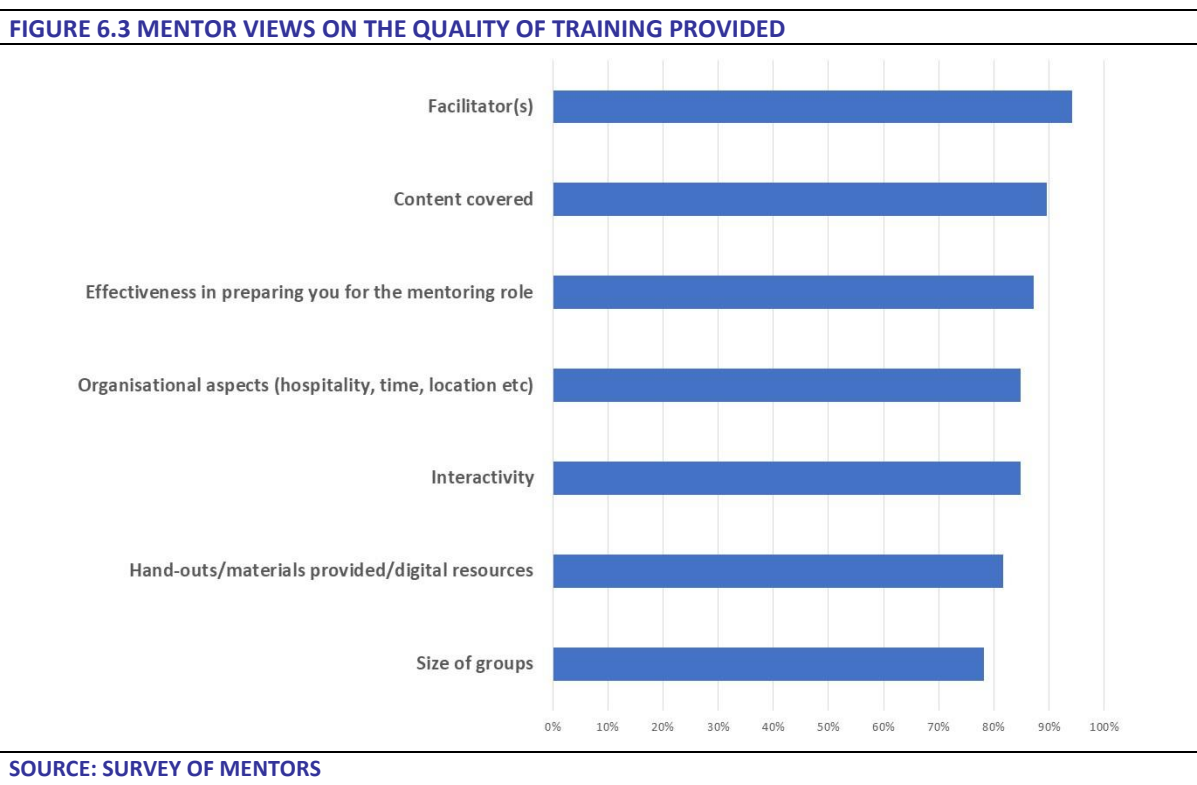


Figure 6.4 gives respondents’ views on different aspects of the mentoring experience, again based on the percentage of respondents that rated each aspect as either “very good” or “excellent”. It shows a high level of satisfaction across most aspects of the mentoring experience, with the percentage rating for “very good” or “excellent” in most cases ranging from 67% (for the learning experience for the mentee) up to 83% (for establishing trust). Similarly, the percentage of respondents rating the mentoring experience as either “poor” or “fair” ranged from just 1% (e.g. for the learning experience for the mentor) up to 6% (for the learning experience for the mentee).

An obvious exception to this trend, however, relates to respondents’ experience of their ability to find time for mentoring. In this case, only 26% rated their experience as “very good” or “excellent”, while another 26% rated their experience as either “poor” or “fair”.

Mentors from the primary sector tended to be slightly more positive about their experience than mentors from the post-primary sector, though satisfaction levels across both appear high. In the primary sector the percentage rating for “very good” or “excellent” in most cases ranged from 73% (for compatibility with the mentee) up to 90% (for the learning experience for the mentor). In the post-primary sector, on the other hand, the percentage rating for “very good” or “excellent” in most cases ranged from 50% (for the learning experience for the mentee) up to 80% (for establishing trust). Ability to find time for mentoring, however, was found to be less satisfactory across both sectors.

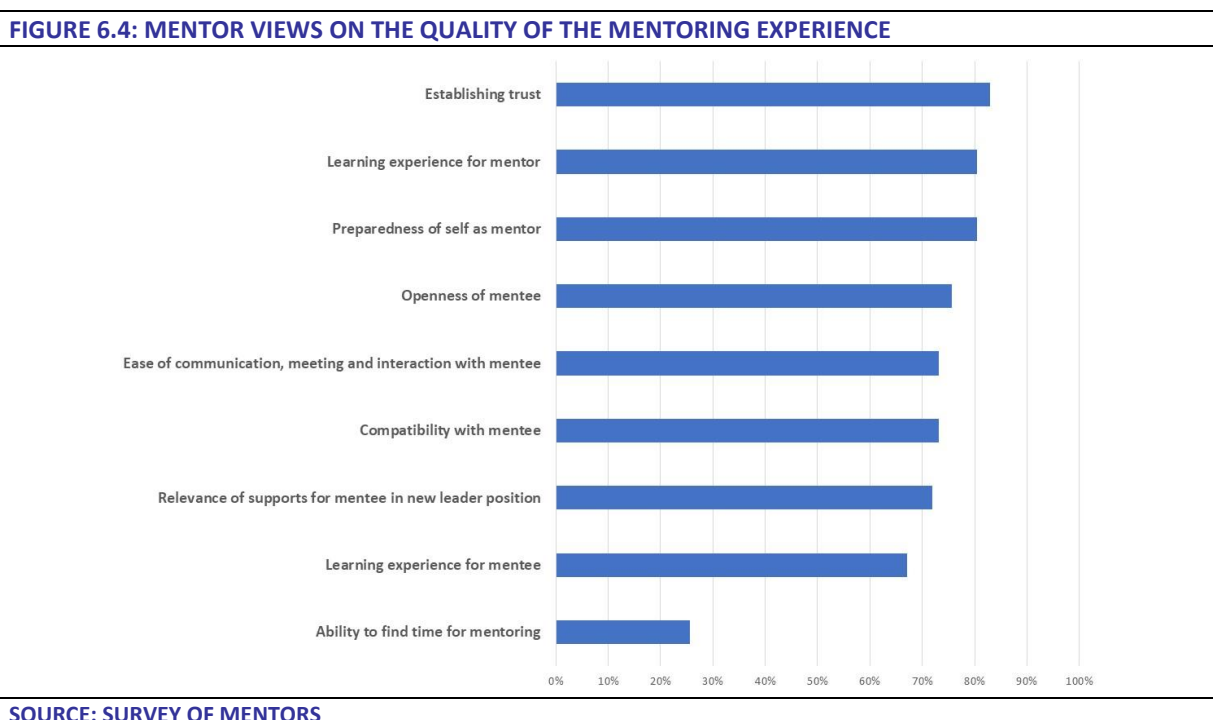
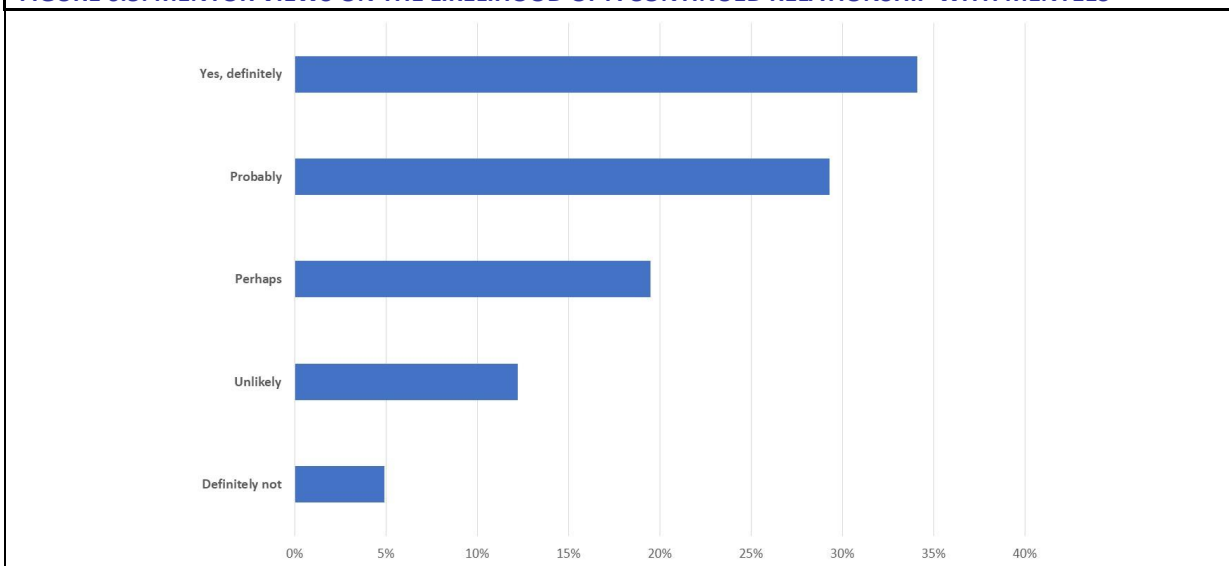


Figure 6.5 provides details regarding respondents’ views on whether or not their relationship with their mentee is likely to continue informally into the future. It shows that most respondents feel strongly that an ongoing mentor-mentee relationship will continue, with 64% suggesting that the relationship will probably or definitely continue. Just 17%, on the other hand, suggest that the relationship is unlikely to or definitely will not continue.



**FIGURE 6.5: MENTOR VIEWS ON THE LIKELIHOOD OF A CONTINUED RELATIONSHIP WITH MENTEES**



SOURCE: SURVEY OF MENTORS

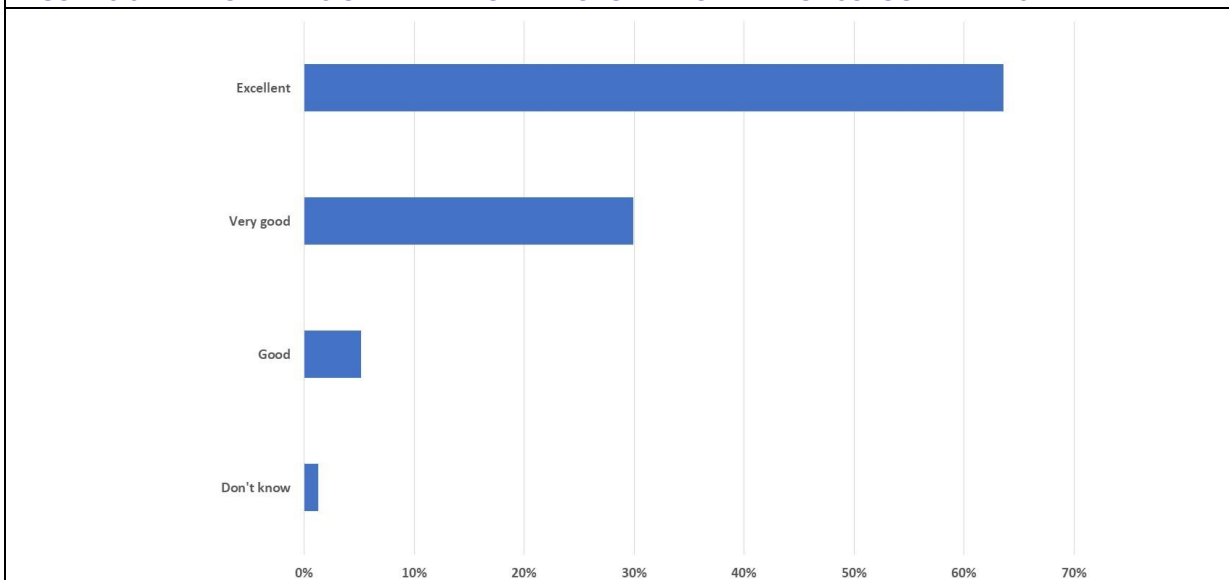
**6.2.4 Respondent Views on the Future Role of Mentoring**

There is near universal agreement among mentors on the importance of mentoring for newly-appointed school leaders, with 90% of respondents regarding it as “critical”.

**6.2.5 Respondent Views on the Performance of the Centre for School Leadership**

Finally, Figure 6.6 gives respondents’ opinions on the performance of the CSL in planning, organising and overseeing the delivery of the mentoring programme. It shows that respondent opinions in this regard have been almost entirely positive, with nearly 95% citing that the CSL’s performance was either “very good” or “excellent”. In contrast, no respondent gave an opinion that suggested that the CSL’s performance was either “poor” or “fair”.

**FIGURE 6.6: MENTOR VIEWS ON THE PERFORMANCE OF THE CENTRE FOR SCHOOL LEADERSHIP**



SOURCE: SURVEY OF MENTORS

### 6.2.6 Survey of Mentees - Introduction

Between May and June 2017, PDST facilitated a survey of Misneach participants who were provided with mentoring support from CSL-appointed mentors, which was similarly a confidential web-based, self-completion survey. As of 19 June 2017, some 73 mentees had responded to this survey.

Summary details regarding the profile of these respondents are provided in Table 6.2 below, with the key points as follows:

- about 70% of respondents were female, while 30% were male;
- about 70% of respondents were aged between 35-54 years old;
- about 70% of respondents were newly-appointed principals in the primary sector, with the other 30% working in the post-primary sector.

**TABLE 6.2: SURVEY RESPONDENTS – SUMMARY PROFILE**

	Number	%
<b>Gender</b>		
Male	22	30.1%
Female	51	69.9%
TOTAL	73	100.0%
<b>Age</b>		
25-34 years old	11	15.1%
35-44 years old	31	42.5%
45-54 years old	21	28.8%
55-60 years old	9	12.3%
61 years old or over	1	1.4%
TOTAL	73	100.0%
<b>Education Sector</b>		
Primary	51	69.9%
Post-primary	22	30.1%
TOTAL	73	100.0%

**SOURCE: SURVEY OF MENTEES**

As with the survey of mentors, this survey sought the views of mentees on a range of issues, which included the background to their appointment as school principals and their participation in the mentoring programme, the quality of mentoring support provided and the overall mentoring experience, the importance of mentoring for professional development of school leaders, and the performance of the CSL in planning, organising and overseeing the delivery of the mentoring programme.

The current findings available from the survey are presented in the following sub-sections. Again, it should be noted that these findings are based on survey responses received up to 19 June 2017, and differences between mentees in the primary and post-primary sectors should be treated with caution due to small sample sizes.

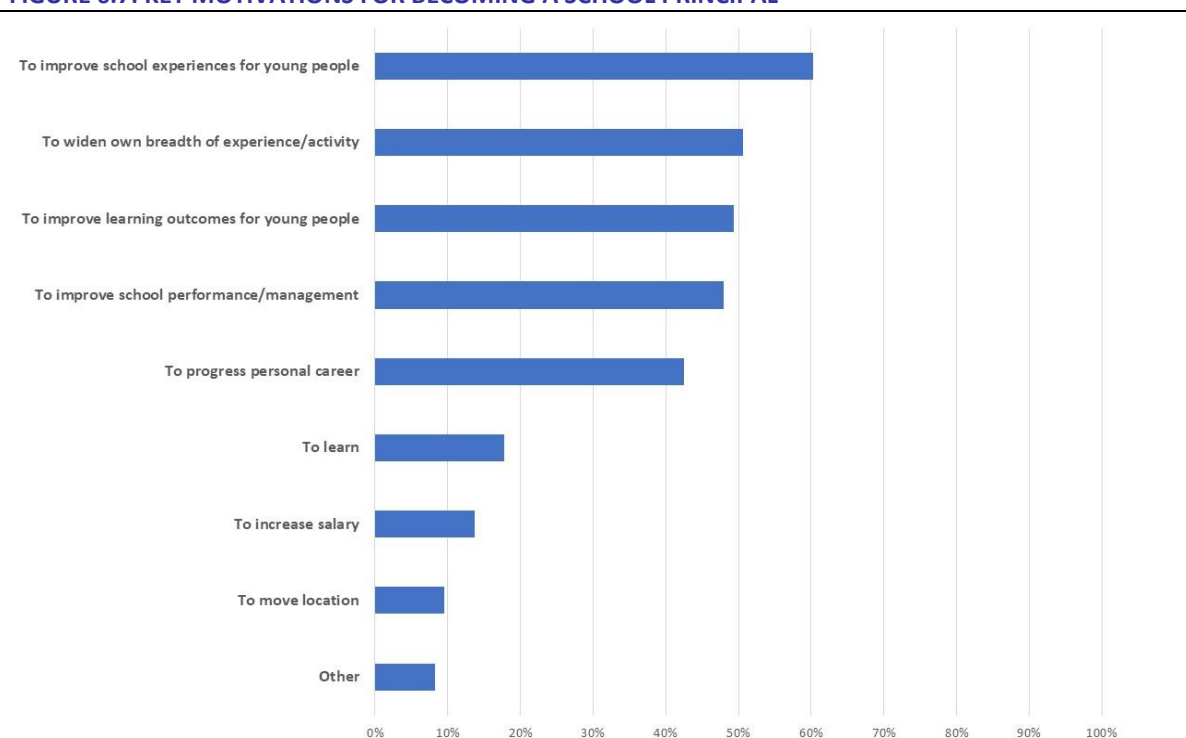
### 6.2.7 Background to Participation in Mentoring

Figure 6.7 provides details of mentees' views on the key factors that motivated their decisions to become school principals. The chart shows that the main factors that were cited as motivating respondents included a desire to improve school experiences for young people (60%), a desire to broaden their own breadth of

experience and activity (51%), a desire to improve learning outcomes for young people (49%), a desire to improve school performance/management (47%) and a desire to progress personal careers (43%). Lesser cited motivations, meanwhile, included a desire to learn (17%), a desire to increase salary (14%) and a desire to move location (10%).

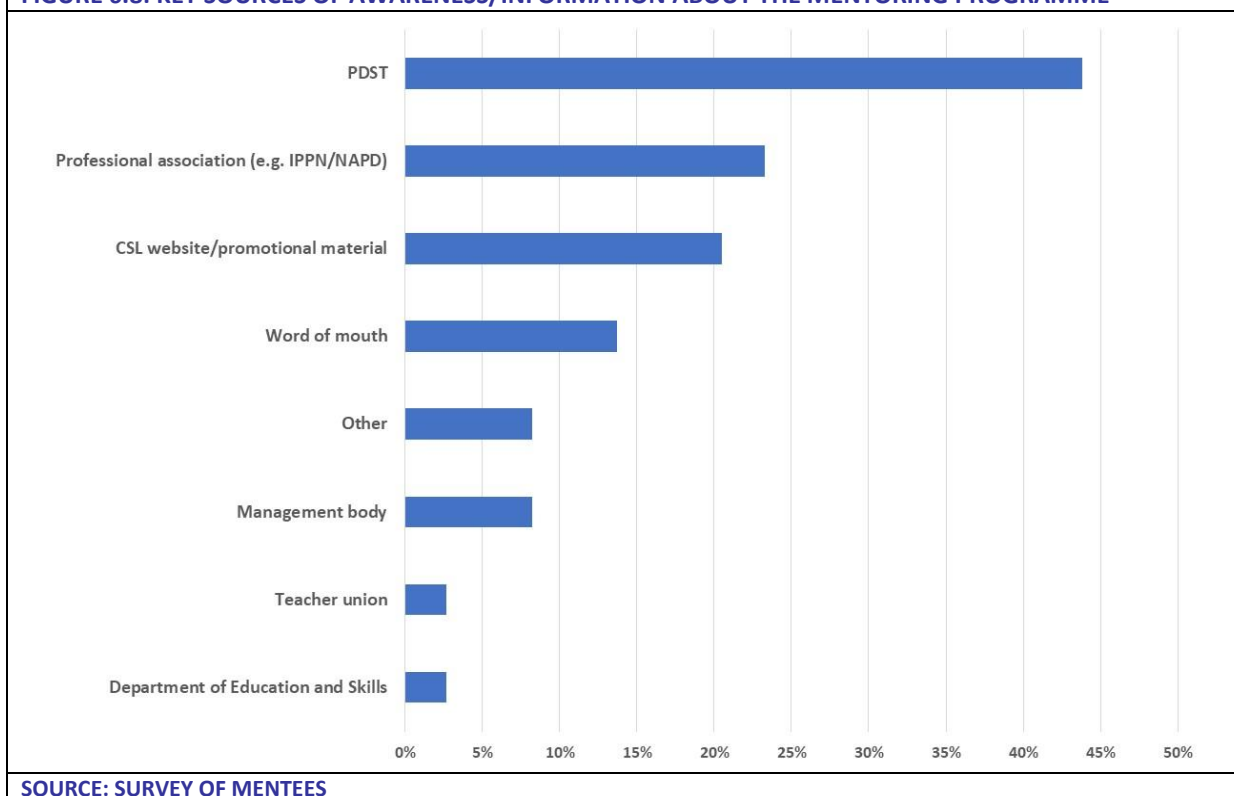
Mentee motivations were also broadly similar, in terms of order of importance, across the primary and post-primary sectors. Mentees in the post-primary sector, however, placed a greater emphasis on a desire to improve school experiences for young people (77%), a desire to improve learning outcomes for young people (73%) and a desire to improve school performance/management (64%).

**FIGURE 6.7: KEY MOTIVATIONS FOR BECOMING A SCHOOL PRINCIPAL**



**SOURCE: SURVEY OF MENTEES**

Figure 6.8 provides information regarding how respondents became aware of the mentoring programme. It shows that the main sources of awareness and information were the PDST (unsurprisingly given their participation in Misneach) which was cited by nearly 45% of respondents, the professional associations (IPPN, NAPD), which were cited by 23% of respondents, and the CSL website and promotional material, which was cited by 21% of respondents. Other sources of awareness included word of mouth (14%) and school management bodies (8%), with other sources (e.g. DES, teacher unions) again cited in only a small number of cases.

**FIGURE 6.8: KEY SOURCES OF AWARENESS/INFORMATION ABOUT THE MENTORING PROGRAMME**

School management bodies were only a relevant source of awareness for mentees from the post-primary sector, where they were cited over 25% of respondents. In contrast, just 9% of mentees in the post-primary sector cited professional associations as a source of awareness or information.

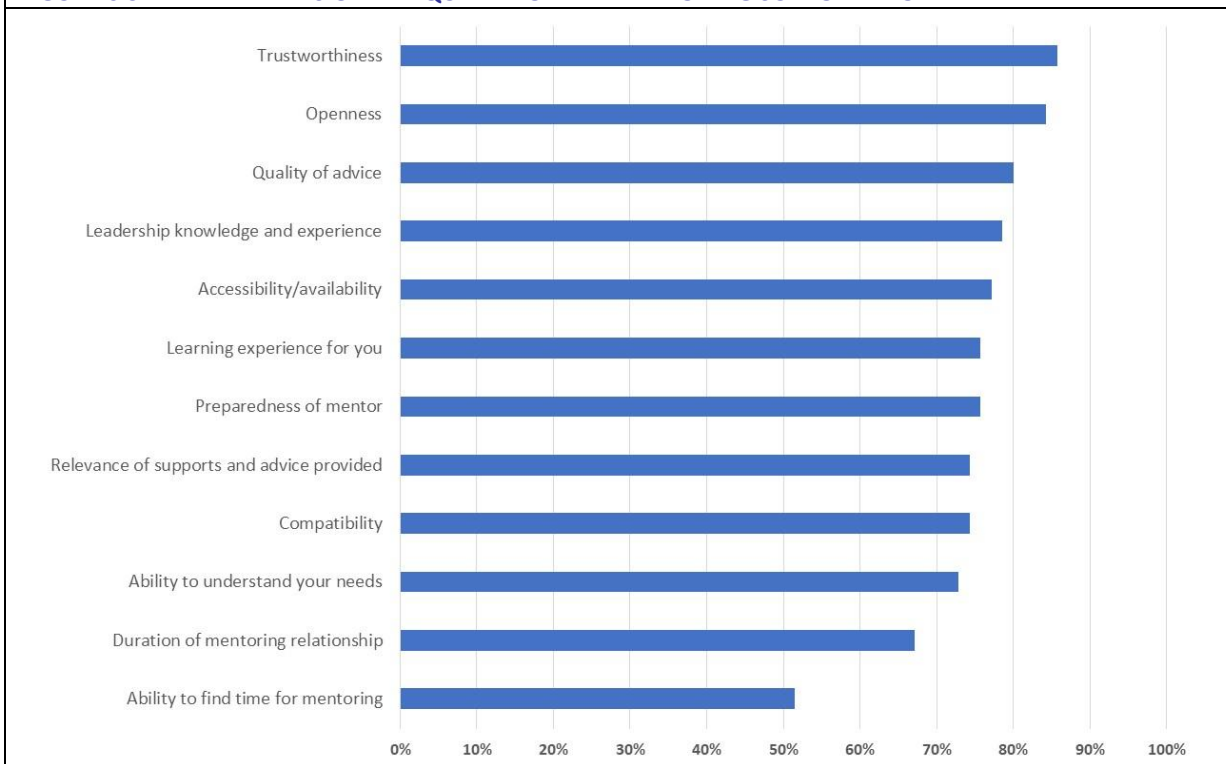
### 6.2.8 Respondent Views on the Mentoring Experience

Respondent views on the mentoring experience were sought through their opinion on the quality of mentoring support provided and their value placed on the mentoring support received, alongside their views on the likelihood that they would continue to maintain a relationship with their mentor into the future.

Figure 6.9 provides details of respondents' ratings for the quality of mentoring support received, illustrating the percentage of respondents that rated each aspect as either "very good" or "excellent".

It shows that respondents have generally expressed a high level of satisfaction with the quality of mentoring support provided – with the percentage rating for "very good" or "excellent" ranging from 67% (for the duration of the mentoring relationship) up to 86% (for trustworthiness). Similarly, the percentage of respondents rating mentor training as either "poor" or "fair" ranged from just 3% (for openness and trustworthiness) up to 11% (e.g. for access and availability). There was also little discernible difference between the views of mentees in the primary and post-primary sectors.

**FIGURE 6.9: MENTEE VIEWS ON THE QUALITY OF THE MENTORING SUPPORT PROVIDED**

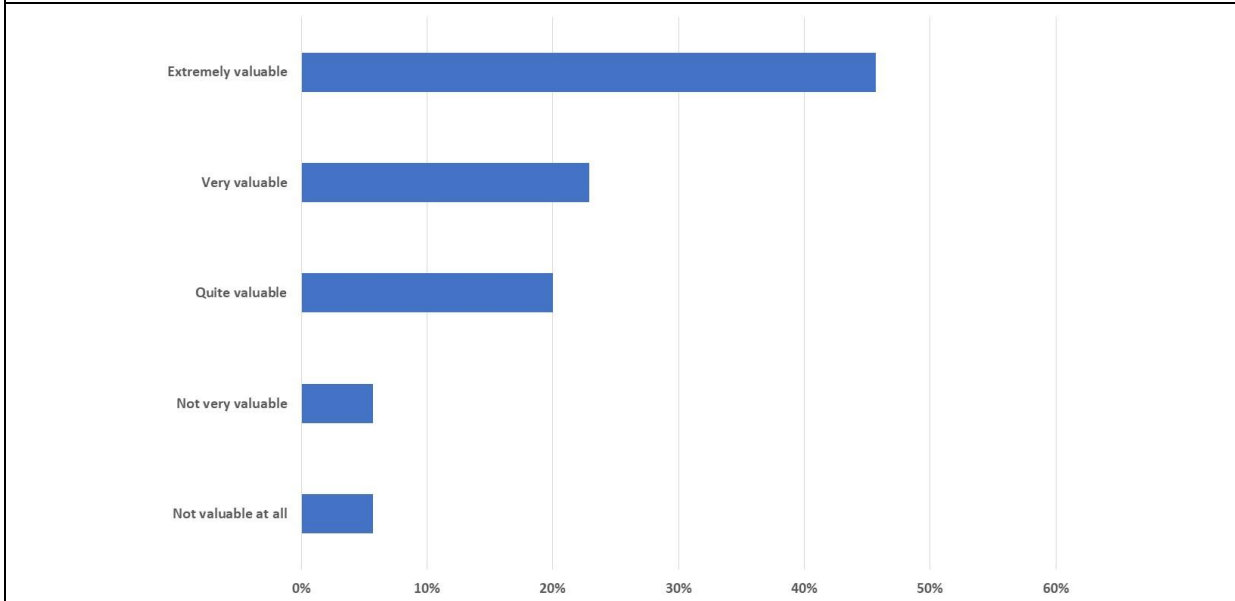


**SOURCE: SURVEY OF MENTEES**

At the low end of the satisfaction scale, as was the case for Mentors, is the ability to find time for mentoring, where 51% rated their experience as “very good” or “excellent”, but 24% rated their experience as either “poor” or “fair”.

Figure 6.10 provides comment on mentees’ perceptions of the value of the mentoring support received in their roles as newly-appointed school principals. In general, the findings suggest a strong positive endorsement of the value of the mentoring support received. Over 45% of respondents regarded the support received as being “extremely valuable”, while another 23% regarded the support as being “very valuable”. In contrast, just 11% of respondents considered it “not very valuable” or “not valuable at all”. When comparing perceptions across sectors, meanwhile, mentees in the post-primary sector were slightly more positive than those in the primary sector.

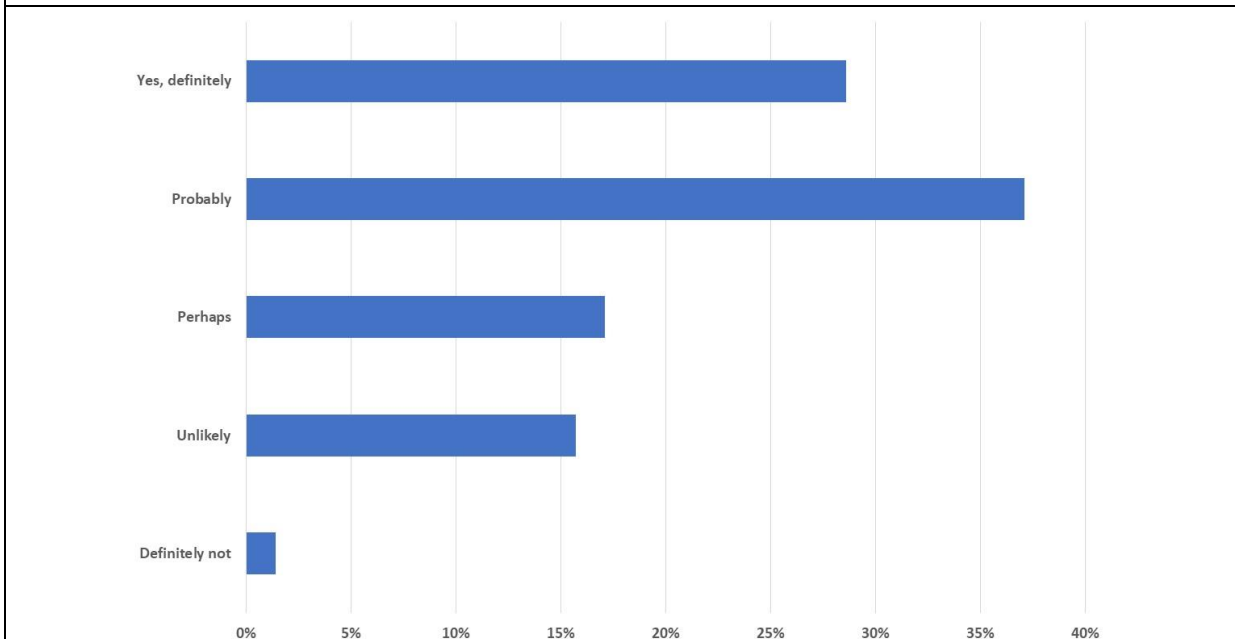
**FIGURE 6.10: MENTEE VIEWS ON THE VALUE OF THE MENTORING SUPPORT RECEIVED**



SOURCE: SURVEY OF MENTEES

Figure 6.11 provides details regarding respondents’ views on whether or not their relationship with their mentor is likely to continue informally into the future. Similar to the mentors’ survey, it again suggests that most respondents believe that an ongoing mentor-mentee relationship will continue, with about two-thirds suggesting that the relationship will probably or definitely continue. Just 17%, on the other hand, suggest that the relationship is unlikely to or definitely will not continue, i.e. similar to the mentors’ survey.

**FIGURE 6.11: MENTEE VIEWS ON THE LIKELIHOOD OF A CONTINUED RELATIONSHIP WITH MENTORS**

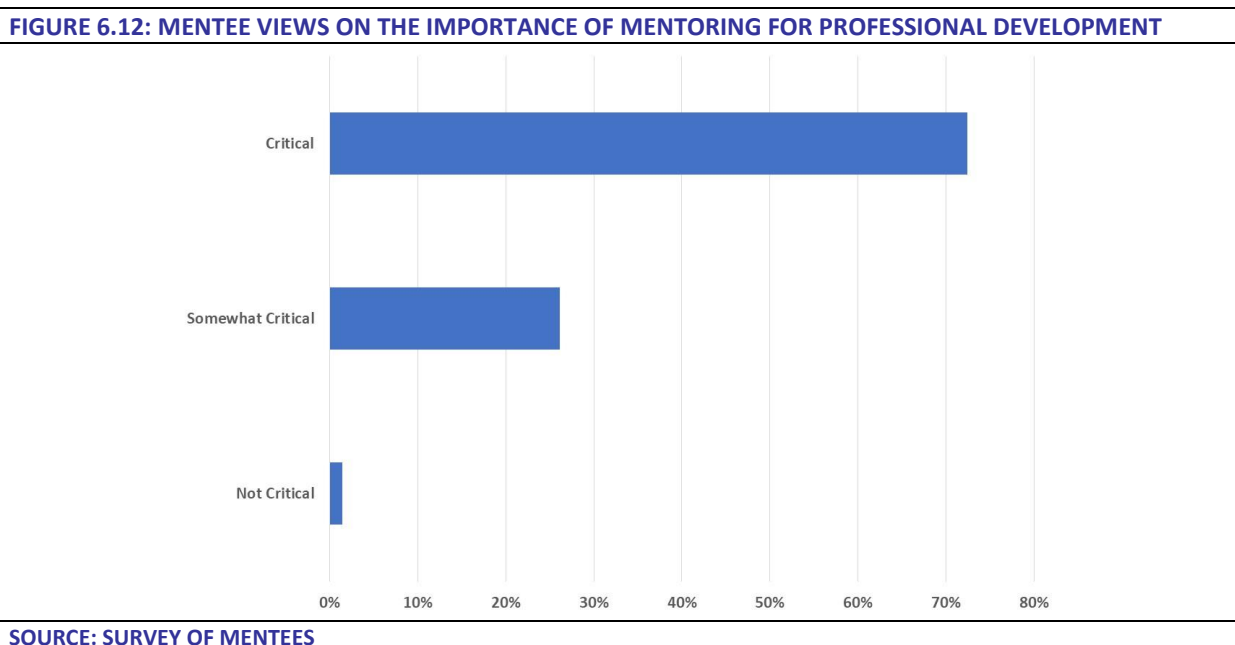


SOURCE: SURVEY OF MENTEES

### 6.2.9 Respondent Views on the Future Role of Mentoring

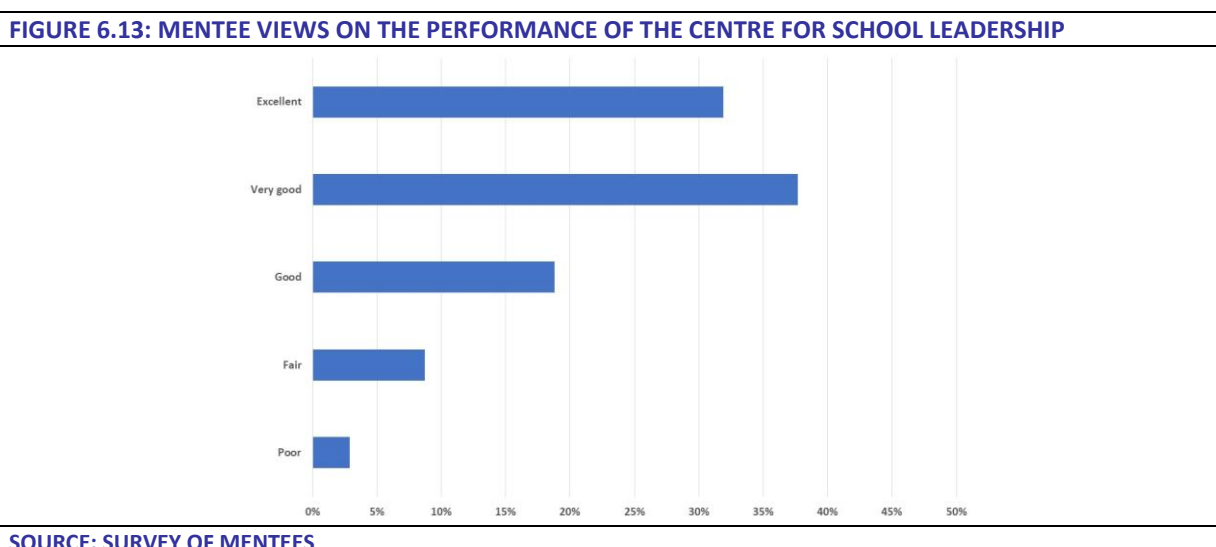
Figure 6.12 summarises respondents’ opinions on the importance of mentoring in supporting the professional development needs of newly-appointed school leaders.

As with mentors, the results indicate strong confirmation of the importance of mentoring, with 73% of respondents regarding it as “critical”, 26% regarding it as “somewhat critical”, and just 1% regarding it as “not critical”.



### 6.2.10 Respondent Views on the Performance of the Centre for School Leadership

Finally, Figure 6.13 gives respondents’ opinions on the performance of the CSL in planning, organising and overseeing the delivery of the mentoring programme. Opinions here have been strongly positive, though not quite as positive as for mentors. Some 70% suggest that the CSL’s performance was either “very good” or “excellent”, another 20% regarded the CSL’s performance as being “good”, while about 10% suggested that the CSL’s performance was either “poor” or “fair”.



### 6.2.11 Mentor Programme – Focus Group Insights

Focus group feedback from mentors reflected the mentor survey findings, and provided illustration and detail in numerous respects:

- overall participants in focus groups were very positive about the programme and the delivery model, the balance and timing of support, the practical support the programme provided, and the clearly beneficial model of transmitting knowledge and assistance from more experienced school leaders to those less experienced;
- the mentor training was particularly positively received and rated by mentors. Many felt that while it clearly assisted mentors to assist and advise mentees and benefit from their introduction, and subsequent structured interaction, what was less anticipated was the assistance it provided to mentors themselves in their own role as principals, and their own awareness of good leadership practice and the leadership role, as it applies in their own schools;
- mentors also strongly welcomed the opportunity the programme provided to network with counterparts in other schools, to share experiences and learn from others, and to consider and develop their own performance and effectiveness as a result;
- maximising the impact of the programme was considered likely to benefit from any means of formally extending its duration. Mentors and mentees are felt to have developed a unique relationship. Mentors feel they have much to offer beyond the “firefighting” assistance mentees required in their first year as principals;
- mentors questioned how strongly mentees are motivated or incentivised to participate. While the motivation of those that do participate is not in question, it is unclear whether others in need of such support are adequately informed, drawn to, or able to participate;
- some mentors have experienced a type of “crisis assistance” approach from mentees, whereby mentors are contacted with urgent and immediate questions and problems, but less so otherwise, when advice and support may be more planned and considered;
- there were some (although not widely-reported) problems with mentor/mentee mismatches. Geography, school type, leadership position and role, and other characteristics and circumstances are all important to try to align, however it is recognised that diversity can also be fruitful where relationships accommodate it;
- mentors relayed a view that a maximum of two years retired is too strict an eligibility condition. While those retired moderately longer may not be fully-familiar with the most up-to-date policies and circulars, up-to-datedness is the least important aspect of the role and the least important qualification called upon by mentees;
- the recognition of mentors is insufficient. While their need to be voluntary is accepted, the sheer lack of financial resources that supports or accompanies the role is evident to many (e.g. with respect to room hire, food, etc.); and
- there are divergent views among mentors on the effectiveness and merit of group mentoring in Year 2.



## 6.3 Coaching of School Leaders

### 6.3.1 Programme Overview

The programme of one-to-one coaching of school principals put in place by the CSL is a confidential and anonymous programme encompassing the provision of six meetings between principals and professional qualified coaches, preceded by one “chemistry check” where principals can elect to proceed or not with any given coach. Principals select coaches for such an initial meeting from a panel established specifically for this purpose following a procurement competition.

The meetings take place over the course of one year, they normally last approximately 90 minutes, can be held in locations agreed between principals and coaches, and are followed by a final review meeting following the final, sixth, coaching meeting.

While the rationale for the programme was originally centred on provision of confidential coaching to principals experiencing “professional difficulty”, the programme as ultimately implemented became available to all principals irrespective of need or motivation to participate.

Six professional coaching companies and consortia were appointed to the panel, with approximately 40 individual coaches made available to principals.

Up to September 2017, a total of 268 principals had begun a programme of coaching, 295 chemistry checks had taken place, and 326 principals had made initial contact with a coach or coaching company. Of those that had begun the programme, just 10 had completed the sixth session by September 8<sup>th</sup>, and a majority had yet to have their fourth coaching meeting.

### 6.3.2 Survey of Coaching Recipients - Overview

An online survey of coaching recipients has been undertaken in November 2017. To safeguard the anonymity of the target group, a link to the survey was distributed to recipients by the participating coaching companies, and the latter were asked to request the participation of their and their individual coaches’ participants. It is assumed that the link and request were distributed to all 268 participants undergoing a programme, however the process designed to ensure anonymity means we cannot be definitive about the number of people contacted and requested to participate.

As of 19 November 2017, some 138 coaching recipients had completed the survey, which represents just over 50% of the number undergoing a coaching programme as of September.

Summary details regarding the profile of these respondents are provided in Table 6.3 below, with the key points as follows:

- about 70% of respondents were female, while 30% were male;
- nearly 80% of respondents were school leaders in the primary sector, with the other 20% coming from the post-primary sector;

- about 25% of respondents have been principals for up to five years, with another 40% in the position for up to 10 years, and about 35% in the position for more than 10 years.

<b>TABLE 6.3: COACHING SURVEY RESPONDENTS – SUMMARY PROFILE</b>		
	<b>Number</b>	<b>%</b>
<b>Gender</b>		
Male	44	31.9%
Female	94	68.1%
TOTAL	138	100.0%
<b>Education Sector</b>		
Primary	108	78.3%
Post-primary	30	21.7%
TOTAL	138	100.0%
<b>Years in Position</b>		
0-2 years	10	7.3%
3-5 years	26	18.8%
6-10 years	56	40.6%
11-20 years	39	28.3%
More than 20 years	7	5.1%
TOTAL	138	100.0%
<b>SOURCE: SURVEY OF COACHING RECIPIENTS</b>		

About 30% of respondents had previous experience as a Deputy Principal, prior to appointment to Principal level, while 15% had experience as an Assistant Principal and nearly 45% had filled a “special duties” role during their career.

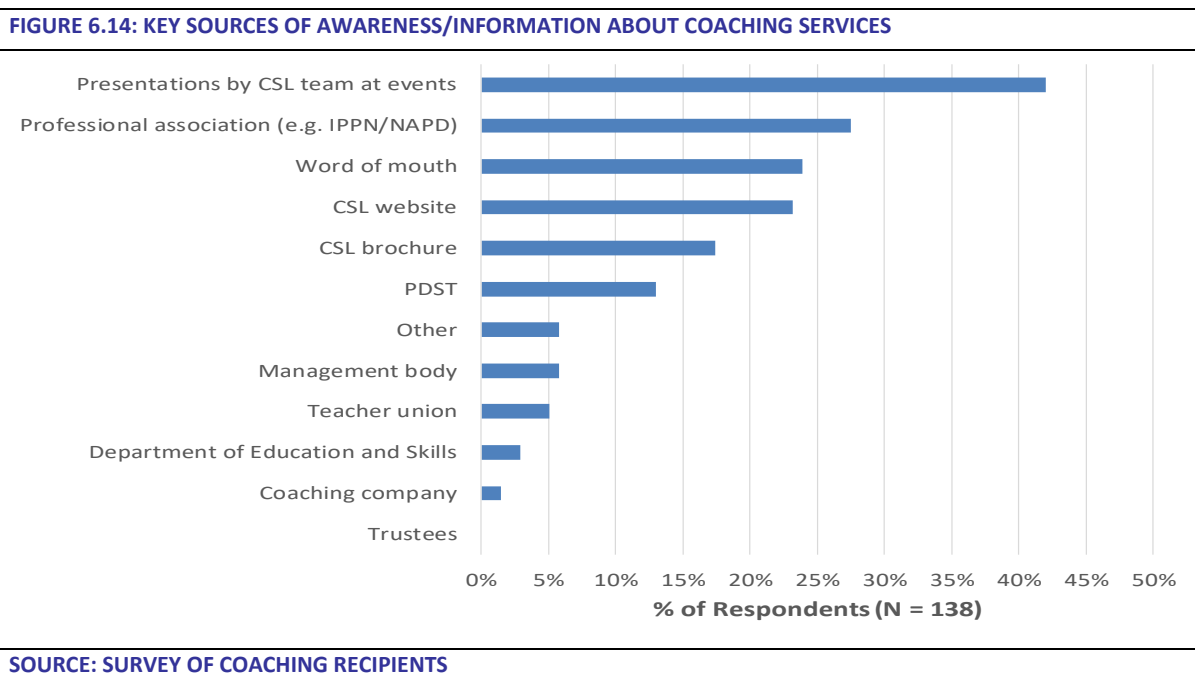
The survey sought the views of coaching participants on a range of issues. The following were included among these issues:

- promotion of coaching supports, and the means by which participants became informed about the supports;
- the introductory stages of the coaching process, and how participants became matched with coaches;
- logistical issues, including ability to find time for coaching, and typical venues used;
- opinions regarding the quality, value and benefits of the coaching support received;
- opinions on the future role of coaching supports in continuing professional development for school leaders.

### **6.3.3 Promotion of Coaching Programme**

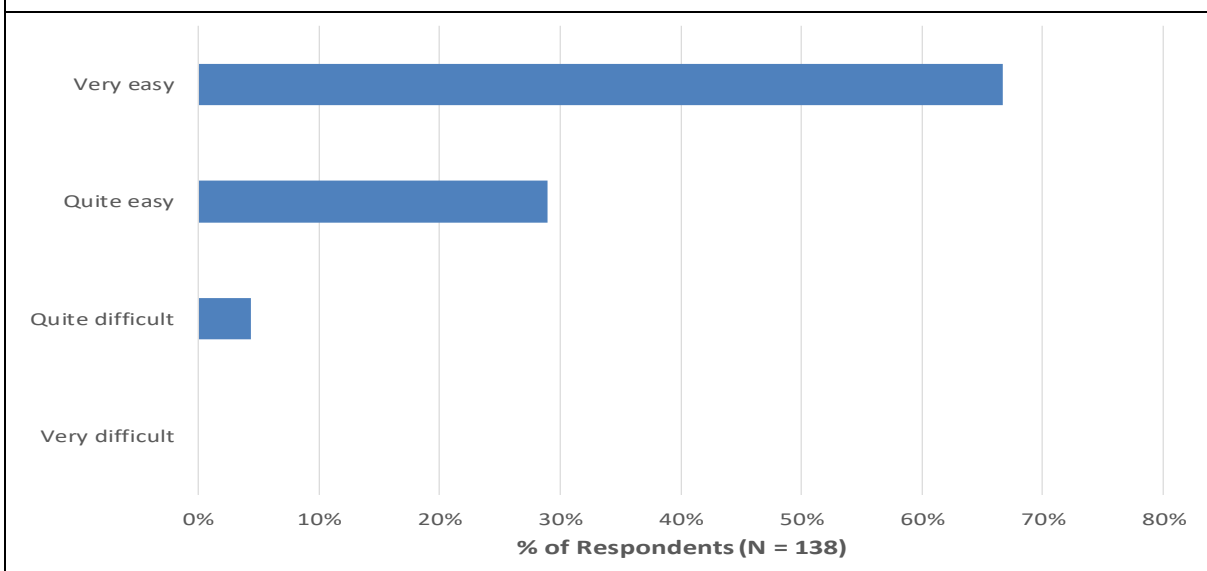
Figure 6.14 lists the key means by which coaching participants became aware of the CSL’s coaching service. In particular, the chart shows that there were several sources of information that featured prominently in making participants aware that coaching was available, and these included a number of the CSL’s own information tools. Over 40% of respondents indicated that presentations by CSL team members contributed to their awareness of the coaching service, more than 23% of respondents cited the CSL website as a key source of awareness, while 18% obtained information about the service through CSL brochures. Other key

sources of information, outside of CSL sources, included IPPN or NAPD (28%), word of mouth (25%) and the PDST (13%).



In relation to use of the CSL website as a means of accessing the service, respondent opinions in this regard were almost generally positive, with over 65% of respondents suggesting that they found the website very easy to use, while another 30% suggested that they found the website quite easy to use. Less than 5% of respondents suggested that they had difficulties using the website to obtain information.

**FIGURE 6.15: EASE OF USE OF CSL WEBSITE TO ACCESS INFORMATION ABOUT COACHING SERVICES**

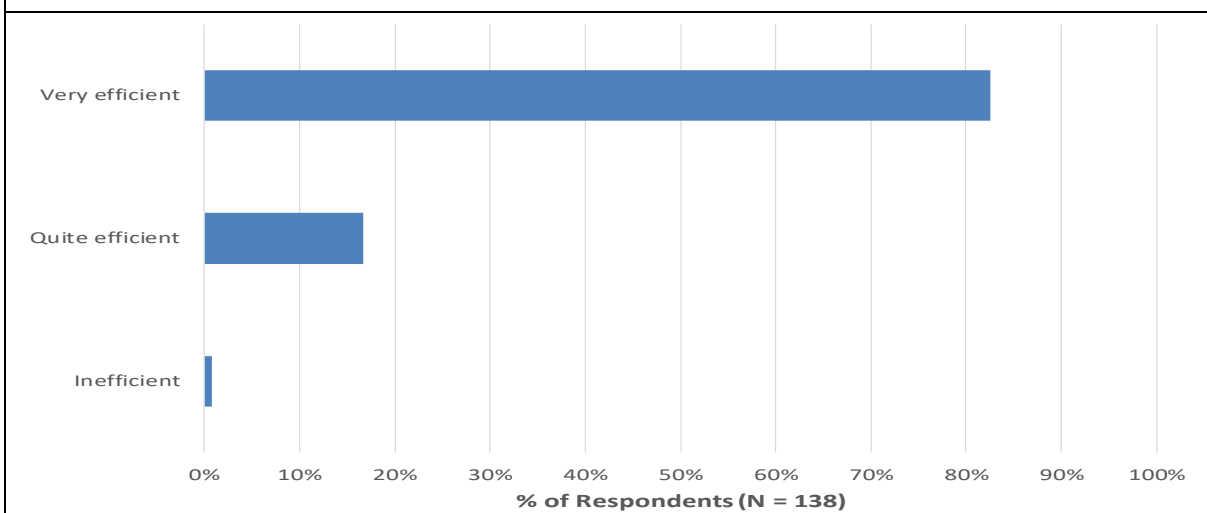


SOURCE: SURVEY OF COACHING RECIPIENTS

### 6.3.4 Engaging with the Service

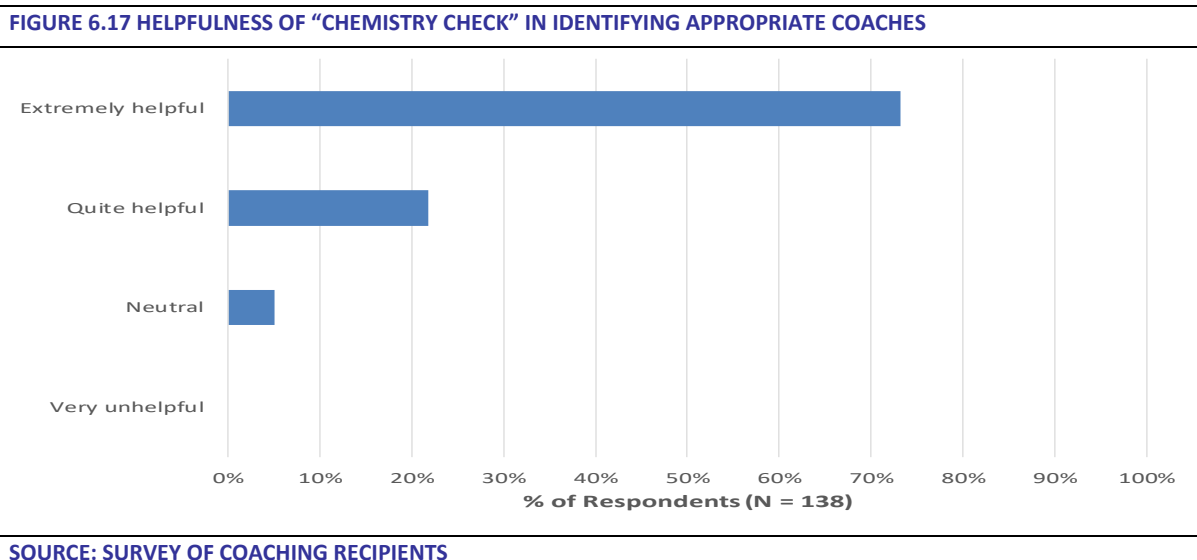
Figure 6.16 gives participant opinions on the efficiency of their initial contact with the coaching companies, which help to establish contact with a candidate coach. The chart shows a very high level of satisfaction with the efficiency of these initial contacts, with over 80% suggesting that the initial contact was very efficient, and another 17% indicating that the initial contact was quite efficient. Less than 1% of respondents, in contrast, felt that this initial contact was not efficient.

**FIGURE 6.16 EFFICIENCY OF INITIAL CONTACT WITH COACHING COMPANY**

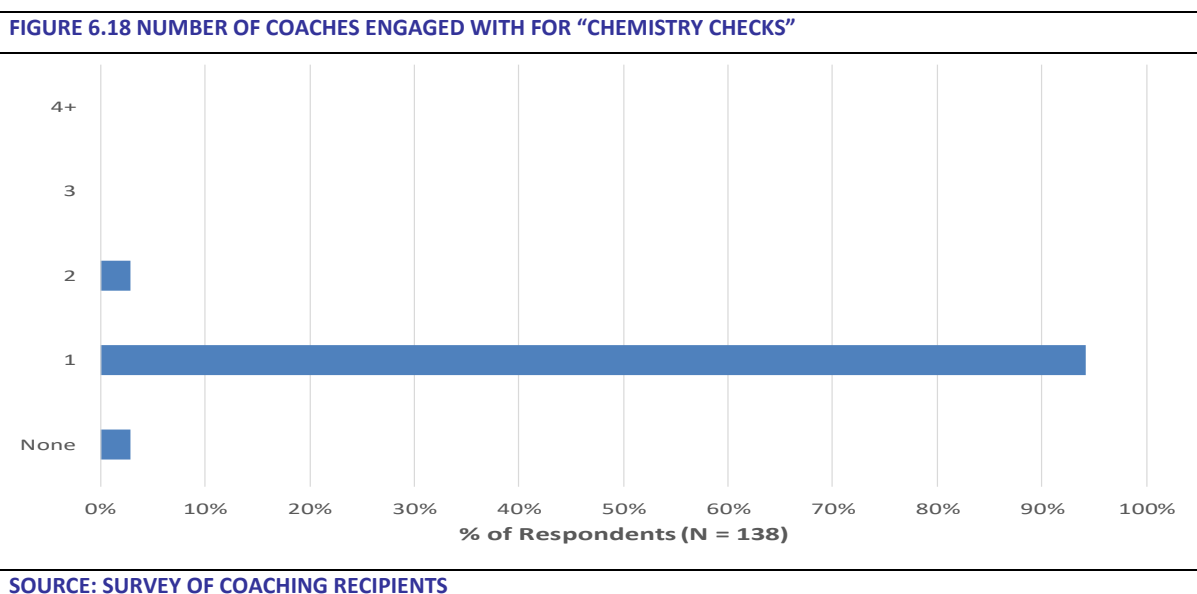


SOURCE: SURVEY OF COACHING RECIPIENTS

Figure 6.17 summarises participant views on the helpfulness of initial meetings with candidate coaches (the “chemistry check”) as a means of identifying appropriate coaches to work with. Again, the feedback on these meetings was highly positive, with more than 70% of respondents indicating that the meetings were extremely helpful, while over 20% of respondents suggested that the meetings were quite helpful.



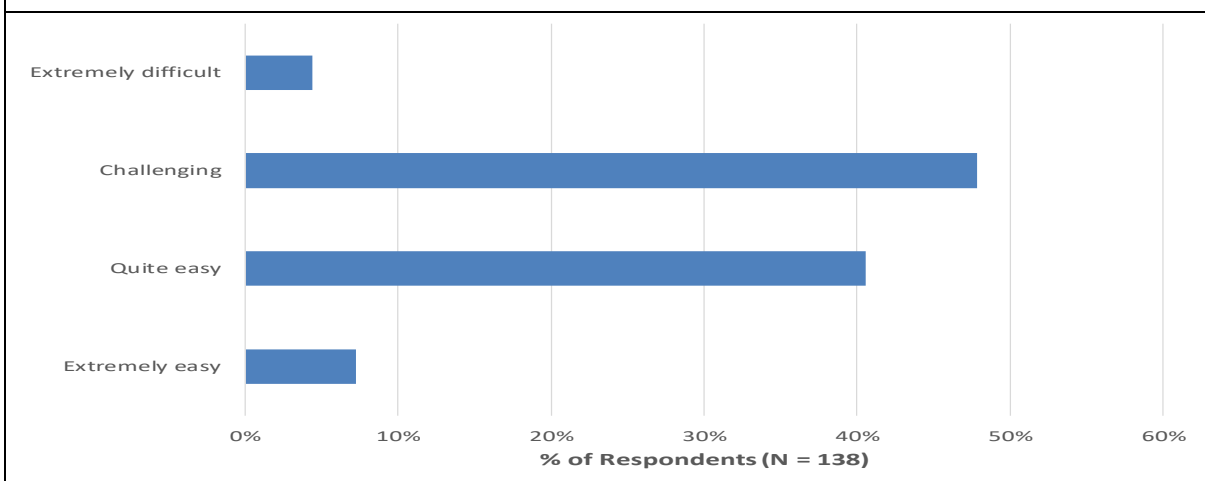
A further pointer to the success of the “chemistry check” process, meanwhile, is evident in the number of different coaches that participants engaged with during the process, as outlined in Figure 6.18. The chart shows that about 95% of respondents engaged with only one candidate coach at this stage, for example, while no respondents engaged with any more than two candidate coaches. This would therefore suggest that the vast majority of respondents very efficiently identified coaches that they were happy to work with.



### 6.3.5 Coaching Meetings

Figure 6.19 provides feedback on how easy it was for participants to find time to avail of coaching support. Experiences here present a mixed picture, however, with just under 50% of respondents suggesting that they found it either extremely easy or quite easy to find time for coaching, while just over 50% of respondents indicated that they found it either challenging or extremely difficult to find the time.

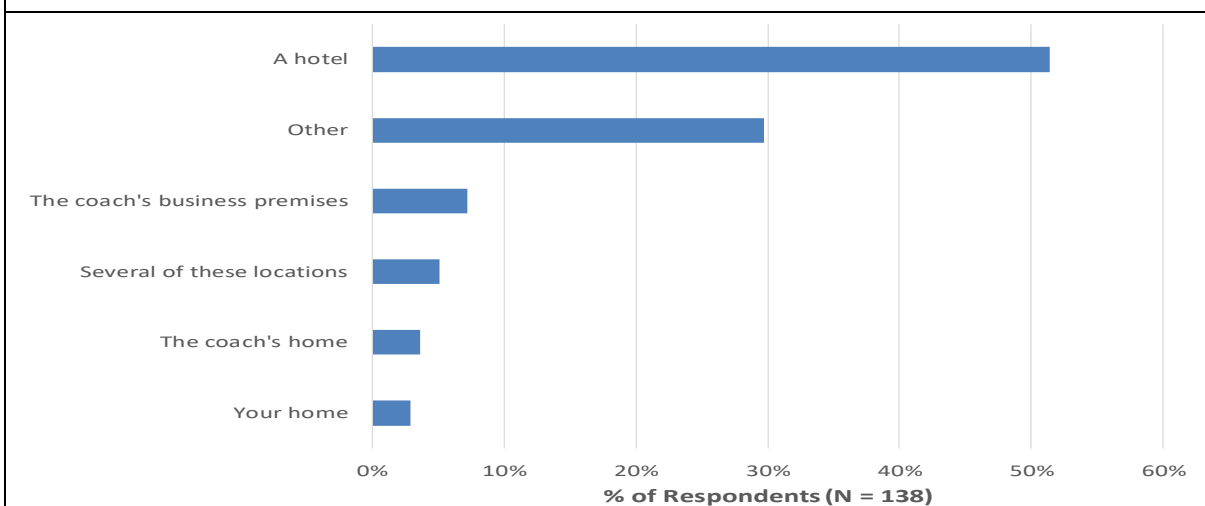
**FIGURE 6.19 ABILITY TO FIND TIME FOR COACHING**



SOURCE: SURVEY OF COACHING RECIPIENTS

Figure 6.20 provides details of the typical locations used for meetings between participants and coaches. The most popular choice of venue were hotels, which were used by more than half of respondents. The coaches’ business premises were used by about 7% of respondents, while either the coaches’ homes or the participants’ homes were used by about 5% of respondents. Nearly 25% of respondents used other unspecified locations for meetings, however, while about 5% of respondents used several different locations.

**FIGURE 6.20 LOCATIONS USED FOR MEETINGS WITH COACHES**

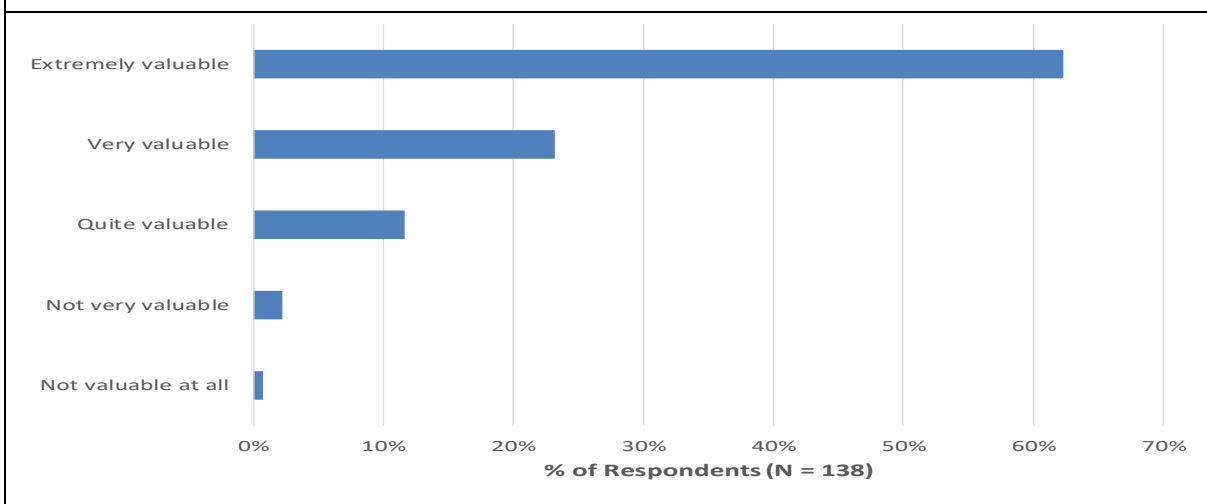


SOURCE: SURVEY OF COACHING RECIPIENTS

**6.3.6 Coaching Experience – Qualities and Benefits**

Figure 6.21 provides participant opinions on how valuable they found the coaching support to be in their working roles. It shows a very high level of satisfaction with the value accrued from the coaching experience, with more than 60% of respondents indicating that the support had been extremely valuable to them, and another 25% indicating that it had been very valuable. Less than 3% of respondents, in contrast, found the support to be of little or no value.

**FIGURE 6.21 VALUE OF COACHING SUPPORT FOR PARTICIPANTS**

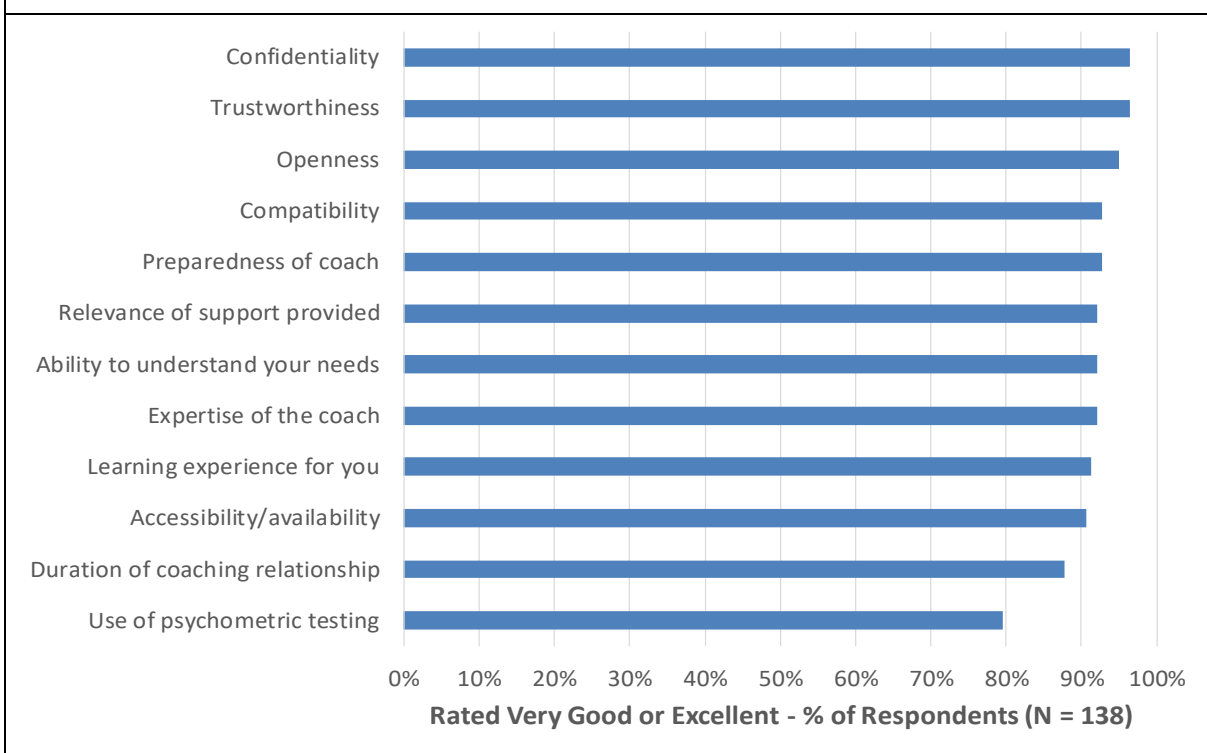


**SOURCE: SURVEY OF COACHING RECIPIENTS**

Figure 6.22 summarises participant views on the quality of different aspects of the coaching experience, based on the percentage of respondents that rated each aspect either “very good” or “excellent”. In general, the chart shows very high levels of satisfaction across all aspects of the coaching experience, with the percentage rating for “very good” or “excellent” ranging from 80% (for the use of psychometric testing) up to 95% or more (for openness, trustworthiness and confidentiality). Most aspects of the experience were rated either “very good” or “excellent” by over 90% of respondents. In contrast, the percentage of respondents rating the coaching experience as either “poor” or “fair” ranged from zero (for trustworthiness and confidentiality) up to less than 8% (for use of psychometric testing<sup>10</sup>).

<sup>10</sup> One coaching company did not use psychometric testing.

**FIGURE 6.22 PARTICIPANT VIEWS ON THE QUALITY OF COACHING SUPPORT PROVIDED**

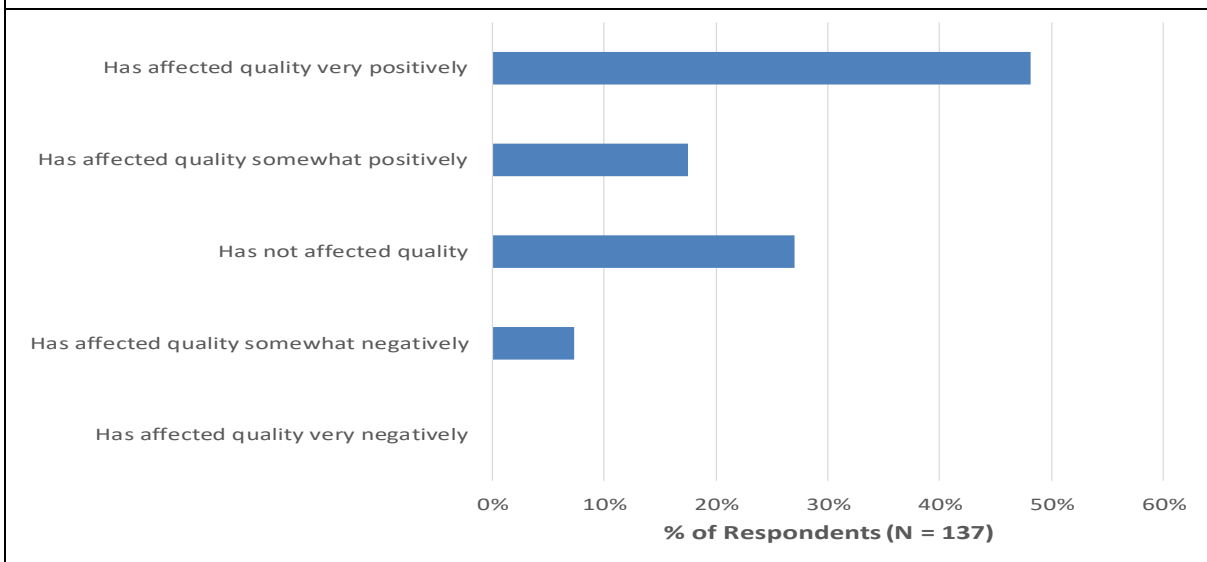


**SOURCE: SURVEY OF COACHING RECIPIENTS**

Figure 6.23 summarises participant views on how the quality of coaching was influenced by the background of the coaches themselves, given that most coaches generally come from non-educational leadership backgrounds. In this regard, it shows that participants have viewed the non-education background of coaches very favourably, with nearly half of respondents indicating that it influenced the quality of the coaching very positively, while another 18% have suggested that it influenced the quality of the coaching somewhat positively. Only 7% of respondents, on the other hand, felt that the non-educational background of coaches had a negative influence on the quality of coaching.



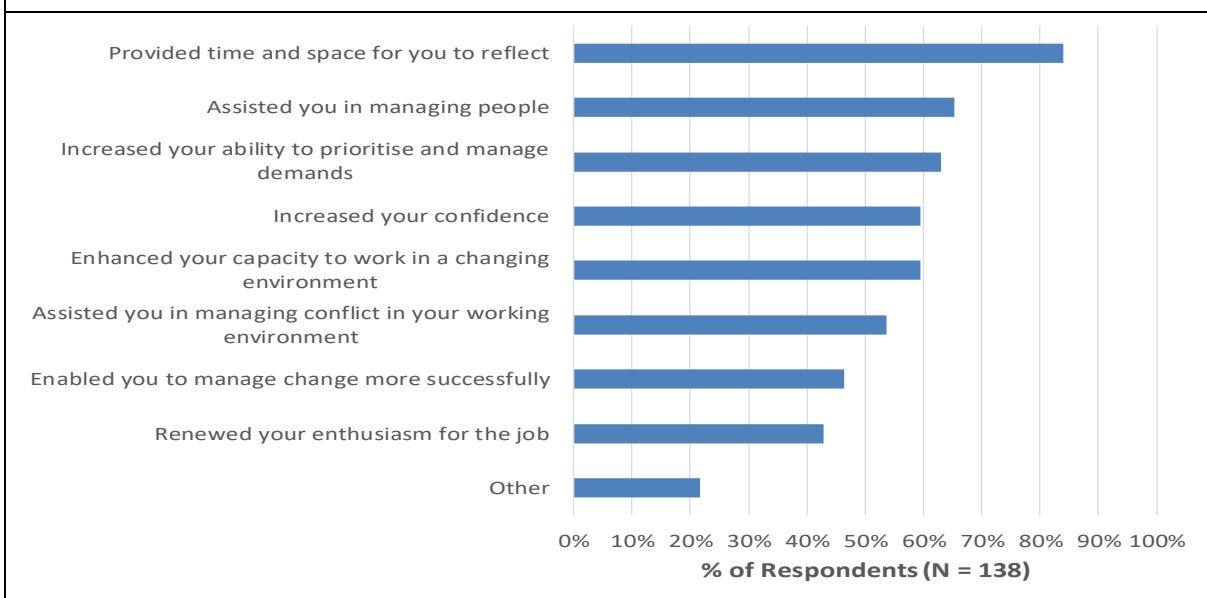
**FIGURE 6.23 PARTICIPANT VIEWS ON IMPACT OF NON-EDUCATION COACHES ON QUALITY OF SERVICE**



SOURCE: SURVEY OF COACHING RECIPIENTS

Figure 6.24 lists some of the most important ways in which coaching support has been of benefit to participants. It shows that some of the key benefits arising for respondents have been the ability to obtain space and time to reflect on their role and work (84%), assistance in managing people (65%), increased ability to prioritise and manage demands (63%), increased confidence (59%) and enhanced capacity to work in a changing environment (59%). Other benefits include assistance in managing conflict in the work environment (54%), ability to manage change more successfully (46%) and renewed enthusiasm for the role (43%).

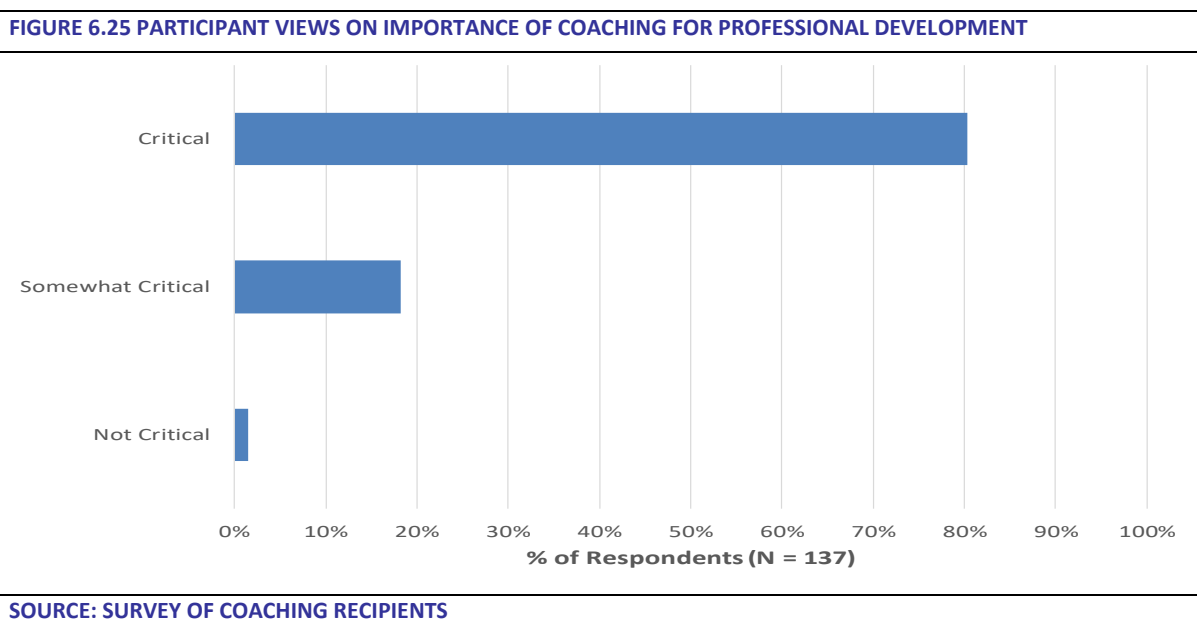
**FIGURE 6.24 BENEFITS OF COACHING SUPPORT FOR PARTICIPANTS**



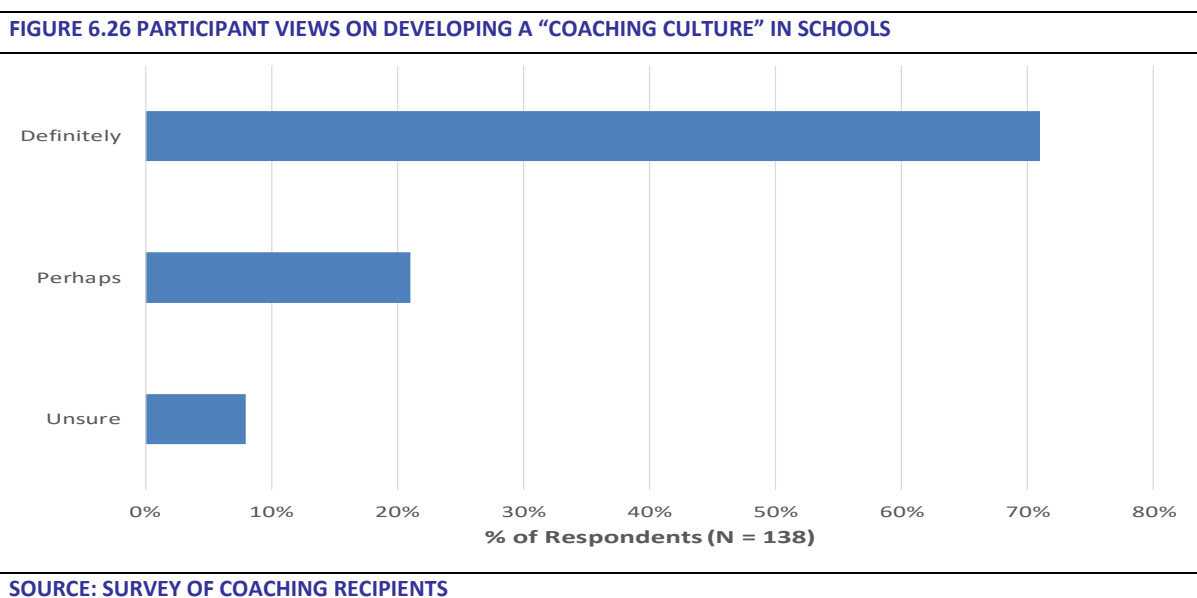
SOURCE: SURVEY OF COACHING RECIPIENTS

### 6.3.7 Future Role of Coaching

Finally, Figure 6.25 gives a summary of participant views on the ongoing importance of the role of coaching in continuing professional development for school leaders, in light of their own experiences. It shows an overwhelming level of support for the importance of coaching going forward, with 80% of respondents believing it is critical to continuing professional development, and nearly 20% of respondents believing that it is somewhat critical to professional development.



Similarly, participants appear to support the idea of developing a “coaching culture” within schools. About 70% of respondents, for example, suggested that they would definitely see benefits in developing a coaching culture within their own schools, with another 20% of respondents suggesting that they could possibly see benefits arising from a coaching culture.



### 6.3.8 Focus Groups with Coaching Recipients

Focus group feedback from participants in the coaching programme, as well as being universally positive and appreciative, offered insights into numerous features of the programme's uptake, operation, benefits and impacts:

- while participants give the support very high praise, many feel a lot of colleagues or other principals they are acquainted with, continue to have an unfounded reluctance to participate themselves. Reasons aren't always clear, but are likely to relate to lack of knowledge about what coaching is and incorrect prejudices about it, lack of time whether actual or perceived, mental blocks about the concept itself and association of coaching with weakness, and lack of knowledge and exposure to its potential benefits for them;
- the programme delivery and accessibility model has worked extremely well. Feedback suggests the coach profiles on the CSL website were very informative, and allowed people to not only identify coaches with qualifications or other practical characteristics they felt appropriate, but also career histories with similarities, and past achievements or experiences of relevance and interest to principals;
- principals were universally complementary of their coaches in respect of practical issues (e.g. scheduling, locations, flexibility, speed of response to contact, etc.);
- as with the survey, focus group participants were resoundingly positive about the lack of direct education experience of coaches, and furthermore many felt it was not only beneficial but necessary. The feeling was that this brought home to participants the universality of the challenges they face, that they are not unique to school settings or education in general, and that new approaches, capacities and skills that they can develop are equally applicable in their current jobs as in many other occupations or areas of life;
- many felt the need for coaches to come from non-education backgrounds was self-evident for two overriding reasons – firstly the need for the service to be utterly free of educational issues to allow engagement to be totally detached and all the more effective as a result, and secondly the simple reality that the range of challenges and responsibilities that principals now face has widened so far beyond core teaching and learning into organisational management, interpersonal engagement, law, HR, industrial relations, care and wellbeing, finance, conflict, child protection and so many more, that supports that continue to relate everything to education are in effect contradictory to needs;
- participants summarised the help the coaching provided quite succinctly in a number of cases. For many it relates to generating greater personal capacity, strength, capability, effectiveness, and resilience, rather than greater knowledge. As one respondent put it "I have done so many other programmes, but this one has done me more good than all the others combined. Others remind you of your responsibilities, this reminds you of your capabilities, and shows you how to enhance them";
- learning the discipline of being reflective is how many summarise the effect of being coached for them. Examples were provided of how principals were becoming more capable of determining the important from the urgent and more effective in addressing the former, and were becoming more capable of identifying things that were neither important nor urgent. Many use the analogy of

“taking a breath” or “using an oxygen mask”, and several point to the importance of the programme in “giving you permission” to step back, reflect, pause, etc., contrasting previous situations where no permission is naturally assumed or instinctive;

- other effects or impacts frequently mentioned include “ability to question my priorities and re-prioritise”, “much greater self-belief”, “realising that no one is perfect nor can be”, “self-confidence”, “much greater self-awareness”, and “much more effective with others”;
- a commonly held view was that no other programmes address a principal’s wellbeing, yet all other learning, and all objectives and responsibilities, depend on it;
- the programme’s impact within the school was probed, and participants were able to illustrate where they felt it was most probably evident. The principal’s dealing with challenging stakeholders whether Board of Management members, parents, staff or others has been strengthened. Principals have learned to prioritise taking a more personal and professional interest in staff and their wellbeing (“I now make a point of asking each staff member about things going on in their lives every week”), principals have learned to encourage staff to examine and prioritise their own wellbeing, providing regular feedback to staff now happens, pupils with distinct challenges can be given greater priority, change is more able to be anticipated and planned for, different solutions to problems are now applied, etc.;
- in respect of the future of coaching support for school leaders, several perspectives were evident in focus groups:
  - its benefits are extremely wide in scope, as it enhances leadership effectiveness in all areas where leadership is needed;
  - its cost-effectiveness should be considered in respect of not just immediate impacts (which are real although difficult to measure) but also future costs that it helps to minimise, and the costs and risks associated with principal burn out, ineffectiveness and job-unattractiveness;
  - development of coaching culture in schools is attractive in principle, but support will be needed in making that happen;
  - team coaching may have a role to play too, but alongside and not as a substitute for one-to-one coaching. Some felt that group coaching is actually a contradiction in terms – what they have engaged with and benefited so much from has been and needed to be one-to-one coaching.

### **6.3.9 Perspectives of Coaching Companies**

Feedback on the coaching programme has also been forthcoming from a small number of the coaching companies involved in its delivery. This is summarised under a number of headings below.

#### **Programme Objectives**

The objectives of the coaching service have included:

- equipping participants to deliver results while enriching individual careers;
- allowing participants to develop a greater understanding of their individual leadership styles;
- unlock potential, identify strengths, and address areas of weakness or difficulty;

- enable participants to more effectively manage stress, anxiety in the workplace;
- encourage participants to take primary responsibility for their own career development; and
- support a culture of continuous professional development.

Feedback from coaching companies has been that the objectives of the programme were both clear and appropriate, and furthermore that they were strongly aligned with the needs and aspirations of participants. Some have commented however that the coaching programme objectives have not aligned strongly to any organisational objectives, nor to any job specification, leadership role profile or set of specific competences.

### ***Delivery Model***

Feedback on the delivery model has been very positive. Participants are felt to be using the means of selecting coaches effectively (with their reasons for selecting individual coaches quite evident), queries are coming in to companies, and the process moving smoothly to chemistry checks. The partnership approach between the providers, the CSL and the DES has been commended, the speed of response of the CSL and Department to queries is acknowledged and appreciated, and the marketing of the programme is felt to have been strong and effective.

Aspects not perhaps anticipated at the outset have been the high extent of cancellations and rescheduling required by principals, reflecting the ongoing need to respond to urgent and immediate issues that their role often comprises. Also, the anonymity of the programme is felt to add to the administrative burden on coaches and coaching companies, as compared to contexts where recipient details are centrally held and administrative communication can take place with more than one recipient at a time.

### ***Needs of Participants***

A number of useful points of feedback have been provided in relation to the needs of participants and the benefits the programme may therefore be providing:

- while recipients are often capable of delivering the role of principal and leader, the coaching can often be required to enhance or support their personal resilience, by which is meant their ability to cope with unanticipated demands, to bounce back from adversity, and to build and develop the right disposition and draw on their own strengths;
- needs are often related to being overwhelmed, having too great a workload, and in some cases the challenges associated with building effective relationships with staff and teams. Many principals report a lack of preparation for the leadership role;
- many participants feel they have limited opportunities to delegate responsibilities in schools, due to limited positions of responsibility and those in existing roles already being overstretched;
- resource management appears to be hugely time consuming, especially at primary school level, while building maintenance, building management, and caretaking are also frequently reported as highly burdensome;
- in DEIS schools, principals are reported as feeling considerable anger, frustration and disappointment with their responsibilities and efforts to advocate for children and families who don't appear to have other services/avenues they can pursue;

- principals' personal tendencies to overwork and try to get everything done, to avoid failing, or having to ask for help, are also evident challenges;
- many principals are frustrated by the lack of opportunity to lead learning in the schools due to increasing operational demands;
- exploring ways to cope with and address significant staff issues that emerge following internal appointments is something many principals seek support on from their coaches. Often there can be significant fallout and disappointment following internal appointments, which puts distinct demands on principals;
- prioritisation, time management, and reflection, are also needs that are apparent to coaches and coaching companies.
- more surprising to some coaching providers has been the complexity and range of issues that characterise the job of principal, and the limited scope for delegation. Similarly the limited time and scope for principals to focus on strategic leadership, leadership of learning, and coaching leadership;
- feedback from recipients to coaches is reported as having been very positive. There is much interest and appetite for this type of support, and significant changes in the thinking and behaviour of recipients is reported, as well as evidently enhanced personal and job satisfaction;
- for some, coaching has acted as a gateway for them to realise that they needed additional therapeutic support to manage anxiety and other challenges.

### ***Confidentiality and Anonymity***

The feedback from the coaching companies suggests that while the anonymity of coaching recipients was something that was reassuring for principals at the outset, it has become less important as time has moved on, with most participants now happy to be identifiable as such, and many who promote the service to associates, and encourage others to avail of it.

The confidentiality of the coach/coachee relationship on the other hand is felt to remain critical, as in any professional coaching relationships.

### ***Future Lessons***

Perspectives of coaches and coaching companies in regard to future coaching include that:

- it is important that the right people access the service, so some element of screening or suitability assessment might be useful to explore;
- the cancellation policy might be reviewed as it applies to repeated late cancellations by individual coachees;
- continued or top-up services in alignment with a career continuum should be considered;
- a web-based reporting system might ease programme administration; and
- dedicated services aimed at resilience development could be very beneficial for principals.

## 6.4 Programme for Aspiring School Leaders

### 6.4.1 Programme Overview

During 2016, CSL developed a detailed specification for a post-graduate programme aimed at aspiring school leaders, for which it subsequently advertised and sought tenders. Following a competitive tendering process, a consortium of universities led by the University of Limerick (UL) and supported by UCD and NUIG, were awarded a contract to deliver a Professional Diploma in School Leadership aimed at teachers aspiring to senior school leadership positions.

The programme operates as a part-time, 18 months postgraduate course, consisting of six taught modules delivered over three semesters. Lectures are delivered online, eight tutorials delivered in classroom settings each week, and four also provided in an online format. To ensure geographical balance and accessibility across the country, students were required to be able to participate in centres in each of the six regions that align to the regional groupings of Education Centres.

Course modules are as follows:

- Module 1: Leading Learning and Teaching in the Irish Context;
- Module 2: Professional Growth and Development;
- Module 3: Leading School Transformation: Looking in our Schools;
- Module 4: Mentoring and Coaching;
- Module 5: Leading School Development: Continuity, Change and Capacity Building;
- Module 6: Building Culture, Capacity and Teams.

The following learning outcomes have been established for programme participants:

1. “Prepare aspiring school leaders for practice as leaders in Irish primary and post-primary schools;
2. Foster the knowledge, skills and dispositions consistent with initial leadership education in the context of the continuum of leadership education;
3. Prepare participants on the programme for future leadership education both in terms of continuing professional education as well as accredited academic programmes at masters and doctoral levels;
4. Foster active and critical engagement with the policy environment, professional practice and scholarly literature relevant to educational leadership;
5. Create and foster sustainable educational leadership professional learning communities for programme participants across PDSL cohorts;
6. Develop participants’ capacity in the use of key leadership practices across that programme specifically: self-awareness, decision-making, reflection on practice, collaborative action inquiry, reading, participation in leadership networks/professional learning community”.

Participants pay €2,000 towards their tuition fees, while the DES pays a further €3,000 to the consortium in lieu of tuition fees for each participant.

### **6.4.2 Uptake and Participation**

The course was promoted over the course of the 2016/2017 academic year, and the first intake of students was in September/October 2017.

A total of 257 teachers enrolled for the 2017/2018 programme, which effectively represents full capacity. Geographically, uptake has been quite balanced, with the breakdown of participants as follows:

- Cork Institute of Technology: 35 participants;
- NUI Galway: 36 participants;
- Sraith Ghaeilge: 13 participants;
- St Angela's Sligo: 30 participants;
- University College Dublin 35 participants;
- Dublin North Blanchardstown IT: 35 participants;
- University of Limerick: 37 participants; and
- Waterford Institute of Technology: 36 participants.

Given its recent start, no evaluation of the programme has yet been undertaken, however the specification explicitly required that it be evaluated and that results be reported to DES and CSL at appropriate stages.



## 7. Wider CSL Activity

### 7.1 Introduction

This section reviews the activities and achievements of the CSL since its inception, beyond the three coaching, mentoring and aspiring leaders' programmes it established over its initial three-year period. Section 7.2 considers the continuum of school leadership CPD that has been developed, while Section 7.3 examines the CSL's proposed leadership CPD quality assurance framework. Section 7.4 then considers a range of other work elements undertaken and achievements made.

### 7.2 Continuum of School Leadership CPD

#### 7.2.1 *Proposals Developed by CSL*

One of the core tasks of the CSL as set out in the MoU has been to lead, support and advise on a strategic framework for a continuum of leadership development for schools". In responding to this, the CSL reviewed leadership learning opportunities and provision in Ireland and a number of other jurisdictions, and engaged with institutions and organisations with similar roles and oversight, in particular the Scottish College for Educational Leadership.



The work has culminated in the specification of a leadership CPD continuum for Ireland, which the CSL has published in a consultation document.

The document acknowledges distinct features of the Irish educational system which present challenges and considerations for any leadership continuum, including the complexity and range of professional development supports at play. Key considerations highlighted regarding this complex system include:

- "co-ordination between various providers or across stages of career development
- the creation of collaborative sustainable clusters or professional learning communities
- inevitable duplication of provision, given the variety of contexts in our system
- the challenge of continuous, collaborative, and on-the-job learning to address common issues and crucial challenges
- significant variety of levels of engagement by school leaders in professional learning
- the challenge of striking the balance between leadership learning and leadership training for operational needs
- the role of professional learning in the development of leadership capacity at all levels in the system".

Reflecting these issues and drawing on international approaches, the document puts forward an overall and detailed continuum as shown in Figures 7.1 and 7.2.

**FIGURE 7.1 CONTINUUM OF SCHOOL LEADERSHIP**

<b>Teachers</b>	<b>Middle Leaders</b>	<b>Middle Leaders aspiring to Principalship and Deputy Principalship</b>	<b>Newly Appointed Senior Leaders (Principal and Deputy Principal)</b>	<b>Established Senior Leaders (Principal and Deputy Principal)</b>
Short, focused courses to support and challenge teachers to lead classroom practice in their own context	Short, focused courses, e.g. curriculum and pastoral leadership, subject and programme co-ordination	Aspiring Senior Leaders' Programme focusing on the Quality Framework for Schools (Leadership and Management)	Induction Programme building on previous learning and supporting principals and deputies in the first two years of their role	<p><b>Established Senior Leaders</b> Co-ordinated menu of professional learning for established leaders</p> <p><b>System Leaders</b> Identification and development of system leaders</p>
 <b>Mentoring and Coaching</b> 				

Source: CSL

**FIGURE 7.2 DETAILS OF THE PROPOSED CONTINUUM OF PROFESSIONAL LEARNING OPPORTUNITIES FOR IRISH SCHOOL LEADERS**

	<b>Teacher Leadership</b>	<b>Middle Leadership</b>	<b>Aspiring Senior Leadership</b>	<b>Induction for Senior Leadership</b>	<b>Established Leadership Support</b>	<b>System Leadership Development</b>
Who is it for?	Teachers	Aspiring or existing middle Leaders	Those for whom deputy principalship or principalship is the next step and who can show evidence of significant collaborative leadership practice outside of their classroom	Principals or deputy principals in their first two years in the role	Experienced principals or deputy principals	Experienced principals who have shown evidence of impact beyond their own school
What should it do?	<ul style="list-style-type: none"> <li>Support and challenge teachers to lead classroom practice in their context</li> <li>Support teachers to explore school leadership</li> </ul>	<ul style="list-style-type: none"> <li>Provide middle leaders in clusters of schools with the opportunity to explore their leadership capacity</li> <li>Collaboration between universities and practitioners</li> </ul>	Provide accredited professional learning that builds on previous leadership learning	<ul style="list-style-type: none"> <li>Support principals and deputy principals in their first two years in the role</li> <li>Build on previous leadership learning</li> </ul>	Provide a suite of bespoke leadership learning activities that principals and deputy principals can access to create their own learning programme	Develop the system leadership capacity of principals
What might it look like?	<ul style="list-style-type: none"> <li>A number of short, face-to-face sessions</li> <li>Online collaborative learning</li> <li>Shared Learning</li> </ul>	<ul style="list-style-type: none"> <li>A number of face-to-face sessions</li> <li>Online collaborative learning</li> <li>Shared Learning</li> </ul>	<ul style="list-style-type: none"> <li>A number of short sessions</li> <li>Summer School</li> <li>Online collaborative learning</li> <li>Internship opportunities</li> <li>Post Graduate Qualification</li> </ul>	<ul style="list-style-type: none"> <li>A number of residential sessions</li> <li>Online collaborative learning</li> <li>Local cluster collaboration</li> <li>Work shadowing</li> </ul>	<ul style="list-style-type: none"> <li>A number of residential sessions</li> <li>Online collaborative learning</li> <li>Local cluster collaboration</li> </ul>	<ul style="list-style-type: none"> <li>A combination of plenary inputs and workshops</li> <li>Draws upon the knowledge and expertise of educational thinkers both national and international</li> <li>Participants lead strategic initiatives in school clusters</li> </ul>
	All programmes and activities above to be quality-assured by CSL Mentoring/Coaching is understood to be an integral part of all programmes					

Source: CSL

The consultation paper encourages a collaborative approach amongst stakeholders to defining the appropriate continuum and to ensuring the highest quality of leadership support and professional development in alignment with it, particularly given the recognised importance of distributed leadership within schools and the likely growth in deputy and middle leadership positions at both primary and post primary level.

Some gaps and limitations in the Irish system of supports as compared to those elsewhere are noted, including in respect of teacher leadership, middle leadership, aspiring leadership, induction, established leadership and system leadership, and specific challenges in respect of leadership induction are explored, and comparisons made with international induction approaches that suggest a more collaborative and strategic approach to this critical part of the continuum is required in Ireland.

### **7.2.2 Stakeholder Perspectives**

A consultative forum was organised by CSL and held on the 9<sup>th</sup> October 2017 at the DES Headquarters in Dublin. A wide range of stakeholders were invited and attended, including representatives of Management Bodies, School Trustees, Professional Bodies, higher education institutions, unions, and other stakeholders and organisations active in or concerned with school leadership and leadership professional development.

The CSL's proposals regarding the continuum of school leadership CPD, as set out in its consultation document, were summarised for delegates, and feedback requested. The format of the forum ensured a rich dialogue and that all delegates contributed to the discussions. Formal submissions have also been requested, and a deadline for making these has not yet been reached.

An overview of some of the feedback provided on the day is set out below.

#### ***Strengths of Existing Provision***

- exiting provision recognises the role and importance of school leadership;
- it facilitates networking;
- PDST programmes play an important role, as now do CSL mentoring and coaching;
- important components are accredited;
- components can be seen to clearly relate to a continuum and points within it.

#### ***Gaps in Existing Provision***

- insufficient support for aspiring leaders;
- under-provision of support for building leadership capacity;
- lack of knowledge of leaders themselves as to the supports available and their own alignment to a continuum;
- under-provision of support for newly-appointed principals;
- the insufficient capacity of many courses and programmes;
- the lack of processes to identify leaders or assist them in self-identification;

- the incapacity of CPD to keep up with changes within schools and leadership and management responsibilities;
- insufficient use of clustered approaches and insufficient informal learning;
- insufficient support for deputy principals.

### ***Strengths of Proposed Continuum***

- its comprehensiveness, and ability to have all teachers and principals located on it, and related ability therefore to offer principals a framework to discuss leadership with staff;
- its ability to help identify and reduce duplication;
- it highlights the range of CPD opportunities at similar and different points on the continuum;
- it demonstrates the leadership options available to all, and the scope to establish a shared leadership vision;
- the important position and recognition given to middle leadership;
- recognition of the role of cluster groups and small groups in effective CPD and support;
- it is innovative in an Irish context, while having a strong foundation in international best practice;
- it will serve to help “professionalise” leadership in schools.

### ***Concerns about Proposed Continuum***

- the role and place of leadership of the wider system (e.g. Boards of Management, Selection Boards, etc.) is not apparent;
- the relationship to the Cosán framework for teachers’ learning isn’t clear;
- the needs of teaching principals and deputy principals require more explicit recognition;
- the role of school-based learning isn’t clear;
- the role and potential of leadership teams within schools isn’t clear;
- a need for it to more explicitly distinguish between management and leadership;
- a risk of losing variety and diversity in provision;
- informal learning and informal approaches need greater incorporation into the framework; and
- a need to recognise the leadership development needs of those not seeking to move up a career path/ladder.

## **7.3 Quality Assurance**

### ***7.3.1 CSL Quality Assurance Framework***

The CSL’s role in QA stems from a number of the core mandates given to it under the Memorandum of Understanding, in particular its responsibilities to:

- “support the design, development and delivery of quality continuous professional development (CPD) for leaders utilising innovative approaches with a proven record of success;
- ensure cohesion and consistency across programmes;

- ensure adherence with DES standards for school leadership and Teaching Council CPD framework when available and if appropriate;
- devise a quality assurance framework for the professional development leadership provision”.

Over the course of 2015, 2016 and early-2017, its work in furthering these responsibilities included:

- researching appropriate standards for school leadership;
- consideration of the objectives of a QA framework;
- consideration of the link between QA of teacher learning and that of school leaders;
- reviewing how domains and standards brought forward in “Looking at our School” should be integrated into leadership CPD QA approaches;
- initiating a quality review of Misneach at both primary and post primary levels, and preparing draft review reports.

Building on this work, and in order to bring focus and strategic direction to all of its research and preparatory work in relation to the QA of leadership CPD provision, the CSL prepared a proposed “Handbook for Providers” setting out an overall framework for QA.

The “Handbook” sets out:

- aims, principles and elements governing and comprising the proposed QA process;
- an overarching framework for approving programmes;
- details of the proposed application, approval and appeals processes;
- proposals regarding monitoring, evaluation and reviewing processes; and
- templates for application documents.

Figure 7.3 presents the QA framework aims and principles.

FIGURE 7.3 AIMS AND PRINCIPLES OF CSL QUALITY ASSURANCE FRAMEWORK	
Aims	Principles
<p>The aim of the Quality Assurance Process is to provide those involved in programme design and delivery with objective and evidence-based information that will allow them and those funding the programme to make decisions about it with a view to improvement.</p> <p>More specifically the framework aims to:</p> <ul style="list-style-type: none"> <li>• Provide assurance from CSL that the programme/course is relevant, well - constructed and of high quality</li> </ul>	<ul style="list-style-type: none"> <li>• There will be mutual respect and trust between CSL and the providers of leadership programmes/courses</li> <li>• There will be partnership and collaboration through the participation of the partners in the review process</li> <li>• The process will be informed by evidence as a means of ensuring high quality leadership programmes/courses</li> </ul>

<ul style="list-style-type: none"> <li>• Ensure adherence with The Quality Framework for Schools (Leadership and Management)</li> <li>• Ensure that participation in professional learning impacts on practice in schools</li> <li>• Build an understanding of and foster engagement with professional learning amongst the profession</li> <li>• Reduce duplication in the system</li> <li>• Ensure good use of public money</li> </ul>	<ul style="list-style-type: none"> <li>• There will be consistency and fairness throughout the QA process</li> <li>• Confidentiality will be maintained in relation to all information obtained during the QA process</li> <li>• There will be clear communication of outcomes to the providers</li> </ul>
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The proposed framework for approving programmes is defined as follows:

- **Objectives**  
Objectives must be stated in terms of what the programme/ activity aims to achieve for participants. They should indicate the knowledge, skills and enhanced leadership capacities that participants are expected to achieve from the programme/ activity.
- **Content and Design of Programme**  
The content of the programme/activity should be informed by and consistent with the domains and standards for leadership and management set out in “Looking at Our School 2016”. It should meet the current leadership needs in the system and should address current national priorities. The design and structure of the programme should ensure that it achieves its objectives. Where appropriate, it should include mentoring/coaching for school leaders.
- **Delivery and Approaches to Teaching, Learning and Assessment**  
The mode of delivery and approaches to teaching and learning should ensure the fullest possible participation by all those who register for the programme/activity. Those who input to the programme/activity should be appropriately qualified, have recent school leadership experience (except in the case of professional coaches) and should have the most recent research knowledge of the topic they deliver. They should also have in-depth knowledge of the domains and standards for school leadership. A variety of assessment methodologies should be used in the programme/activity.
- **Outcomes**  
The programme/activity will enhance participants’ knowledge and understanding of the role of the school leader in the Irish education context. Participants will have improved their capacity to lead learning and teaching, to manage the school organisation, to lead school development and to develop leadership capacity in their own setting.

- Impacts  
The programme/activity should lead to improved leadership in schools. There should be visible signs of changes in practice leading to improvement in the school settings of the participants. Ultimately, this should include improved outcomes for students.

The QA process proposed comprises application, process (i.e. review), decision and appeals stages, and detailed proposals are made in relation to each of these. A template application form has been prepared, and provision is made for approval decisions, provisional/conditional approvals or non-approvals (with feedback).

Finally, the Handbook sets out proposals for programme monitoring and evaluation, including processes, roles and responsibilities, and reporting protocols, and broad proposals for three-year review and re-application processes.

### **7.3.2 Stakeholder Perspectives**

As the case with the CSL proposals regarding a continuum of leadership CPD, its proposals in relation to QA were the subject of discussion at the October consultative forum, and formal submissions from stakeholders have been requested.

In this regard, key points emerging by way of feedback from stakeholders on the day are summarised below.

#### ***Establishment of a QA Framework***

- having a QA framework for leadership CPD is necessary and in keeping with good practice;
- it holds the promise of improving standards and generating greater confidence in CPD provision for participants and others;
- it should reduce duplication and add coherence and consistency;
- it should encourage self-evaluation by providers;
- it is a natural and necessary counterpart to the existence of the continuum;
- it will clarify the aims, objectives and intended outcomes of many supports.

#### ***Critical Success Factors***

- the independence of the CSL and the QA process is critical;
- an effective QA process and function will need to be well-resourced, and involve a range of skills;
- the framework will need to encourage innovation;
- the framework will need to be flexible and supportive of diversity in provision;
- cultural and contextual diversity must be respected.

#### ***Implementation/Delivery Challenges***

- there is insufficient research, knowledge and consensus about CPD needs;



- providers will need support in designing, programming and evaluating their services, prior to them being quality assured;
- quality criteria have not been defined in detail and that could be contentious;
- the standards expected, the measurement of results, and the distinct role and effects of CPD programmes alongside other sources of learning and development (e.g. reflection, action learning, experience, etc.) all need greater consideration and clarification for effective QA to take place;
- what provision will require QA and what provision, if any, will not, isn't yet clear;
- the quality assurance of the QA process itself requires addressing;
- the membership of the assessment panel, and the selection of members and criteria to be used, are not yet sufficiently clear;
- the boundaries between evaluating the providers and evaluating the programmes isn't clear;
- making QA approval too onerous or administratively burdensome will discourage participation and provision;
- whether CSL has the resources to deliver an effective, consistent and comprehensive QA function;
- introduction of such a process needs to be phased; and
- further consultation is required.

## 7.4 Wider CSL Activity

Since the CSL team was appointed just over two years ago (in September 2015), it has undertaken a wide range of work and set of tasks, with the support, direct input and guidance of the partners - DES, IPPN and NAPD, as well as PDST and Clare Education Centre. While much has been relevant to bringing the mentoring, coaching and aspiring leaders' programmes to where they have come, other work has contributed to bringing the more recent proposals for system-wide analysis and improvement to the stage they have reached, while other tasks have been undertaken in support of further features of the CSL's role and remit:

- the team met and consulted with stakeholder organisations and CPD providers in Ireland on several occasions, both in efforts to raise awareness and understanding of CSL and its scope of work, as well as in relation to specific issues on which it wished to gather stakeholder perspectives;
- much research and preparatory work went into planning, designing, specifying, and procuring the coaching and aspiring leaders' programmes, and much work has been put into their management and monitoring since both began;
- the research, planning, initiation and management of the CSL mentoring programme has been highly time- and resource-intensive, particularly for the CSL team but also for the partners;
- the team conducted desk-based research into the range of existing leadership CPD provision in Ireland;
- the team researched and engaged with counterpart organisations and approaches in other jurisdictions, and visited the Scottish College of Educational Leadership;
- a review of the Misneach programme was undertaken, in collaboration with PDST;

- a number of emerging areas of necessary focus were identified and brought forward for consideration (e.g. teacher and middle leadership);
- revised and new approaches to leadership CPD induction were researched and put forward for consideration, drawing on international practice and research evidence; and
- proposals were researched and developed for the future of one-to-one mentoring;
- the specification, planning and procurement of the current post-graduate programme for aspiring school leaders.

A range of other tasks and activities were undertaken to support the establishment of the CSL and its organisational status and management, including:

- attendance at conferences and events (e.g. Teacher Leadership Conference in Stirling, ESHA Conference in Maastricht), and comprehensive reporting back to the Steering and Implementation Committees;
- hosting of a delegation from the Scottish College of Educational Leadership;
- direct input into the specification for the external research and evaluation assignment which this report has addressed;
- design, launch and management of the CSL website;
- participation in and reporting to five committees involved in the governance and management of the CSL and its component initiatives; and
- production and publication of the first CSL Annual Report.

## 8. Conclusions and Recommendations

### 8.1 Overall Conclusions

#### 8.1.1 CSL Evaluation Context

The context in which the CSL was initiated and given its role and remit in 2015 was complex and challenging in several respects. School leadership was not a well-defined and long-understood concept and term in Irish educational policy and dialogue, and its nature, forms and importance were gaining recognition rather than already firmly established. While policy had recognised the importance of leadership, policy goals and objectives regarding its influence, support, development, and performance had only recently been brought into the wider spectrum of educational policy development goals and agendas, to which emergence from the economic recession was providing support and new impetus.

Internationally, the importance of school leadership in determining the performance of schools was increasingly recognised and confirmed in research. Schools in all countries have gone through enormous change in recent history, and the challenges and demands of those leading schools have grown, widened, deepened, diversified and intensified, and schools have performed best in places where leadership needs have been recognised, and have been supported in ways that have adapted, evolved, and been resourced holistically in response. Effective school leadership can have transformative effects on outcomes for students, and on teacher quality, capacity and motivation, and most countries recognise this and are engaged in identifying their school leaders, designing the best contemporary supports they require, ensuring they are both provided and accessed, and evaluating and monitoring their effects and impacts.

Numerous organisations have traditionally supported school principals in Ireland, whether through formal or informal means, accredited and non-accredited training, and mandatory and voluntary programmes. The spectrum of professional support available has however been ad-hoc, disjointed and fragmented, and has lacked any system-wide framework. Moreover, there are many organisations involved in providing supports, with great diversity in their organisational roles, ethos, resources and capacities.

The professional development needs of school leaders in Ireland has also been a complex and highly-challenging set of circumstances for the CSL to research and systematically assess. The social, demographic and economic forces that have changed schools internationally have done so quite profoundly in Ireland's recent history, and Irish educational structures, policies and resources have arguably not enabled the professional development of leadership to keep pace with the change being encountered. Economic weakness over the last ten years has in fact compounded school leadership challenges by curtailing promotion opportunities, limiting supports, and restraining leadership roles, positions and resources, while at the same time change has continued and leadership challenges have grown, in areas such as school accountability and self-evaluation, curricular reform, use of technology, addressing disadvantage and diversity, and child wellbeing and welfare, to name but a few.

### **8.1.2 Key Evaluation Conclusions**

The establishment of the CSL in 2015 gave formal recognition not only to school leadership, its role and importance, but also to the need to examine, review, revise and reform how leadership and leaders are supported throughout their career. The CSL itself has given very strong organisational expression to this policy course, and it has achieved a great deal in its first two years of operation:

- it has boosted recognition and understanding of the concept of school leadership;
- it has spearheaded the provision of highly-valued new programmes and supports for school leaders;
- it has initiated an analysis and dialogue of the strategic role and importance of school leadership, and of the strategic role and response of policy;
- it has helped to bring discussion of Ireland's position in school leadership recognition and support into an internationally comparative domain;
- it has acknowledged the role played by school leaders, and has represented visible policy and professional recognition to existing school principals and leaders;
- it has been welcomed by many stakeholders as a neutral, imaginative and potentially far-reaching innovation on the Irish educational landscape;
- it has initiated important processes of dialogue within and amongst stakeholders about leadership roles, supports, professional development engagement, quality standards, and evaluation; and
- it has embodied and encouraged the principles of partnership, openness, collaboration and co-operation in responding to the needs of school leaders.

For these achievements the CSL partners and team deserve greater credit. While findings from the research and evaluation are wide and relate to many dimensions of school leadership and the CSL itself, of great significance has been our finding that many school principals and leaders working at the coal-face in Ireland that are aware of the CSL or have engaged with it in any way, are both relieved and excited by its existence, and report back how it has and promises to further help them in their roles, and as such is already renewing their motivation as leaders, and their appetite for development and progression as such.

### **8.1.3 CSL Core Functions**

Below we present conclusions in respect of each of the CSLs core functions, as set out in its Memorandum of Understanding.

#### **1. Lead, support and advise on a strategic framework for a continuum of leadership development for schools**

The CSL has researched, developed and articulated a strategic overview of a continuum of school leadership development in Ireland, which it has presented to stakeholders and on which it is currently seeking consultative feedback. The framework is the first such overview of a leadership development continuum, and it provides a comprehensive overview of leadership phases, roles and development needs, as well as support objectives and appropriate delivery formats.

The continuum has been developed and presented with explicit regard to Irish educational systems and structures, but also with reference to similar frameworks internationally, and it rightly recognises the challenges ahead in terms of establishing and implanting a system of effective professional support that is seamlessly aligned to a continuum representative of best practice.

The continuum developed by the CSL has been commended in terms of its comprehensiveness, its recognition of leadership phases, roles and needs that have not been sufficiently recognised in the past, its systematic approach and ability to locate all needs and provision within an overarching framework, its scope to help identify duplication, and its consideration and addressing of support delivery models as well as objectives.

Against these strengths, it is also noted that:

- the proposals have only very recently been finalised and presented to stakeholders;
- additions and improvements are being suggested, including in relation to system leadership beyond school staff, distinguishing the needs of specific leaders (e.g. teaching principals and deputy principals), the consideration of leadership teams as units, and the leadership needs and supports of those not seeking promotion or career progression;
- observers make the point that the status of the continuum, and its relationship to the Cosán framework for teacher professional development, are unclear.

The development and articulation of the leadership professional development continuum is nevertheless welcomed by practitioners and providers. While it will require further consideration and development, it is an evolving framework by its nature, and its articulation and presentation by the CSL is an important first achievement in the work necessary to reform, modernise and enhance leadership support.

## **2. *Support, lead and coordinate professional leadership programmes for primary and post primary schools***

The CSL has had a primary role in designing, implementing and supporting the delivery of new programmes and activities in mentoring, coaching and aspiring leadership, and the scope of each of which has included both primary and post primary schools. In this work its role has also extended to co-ordination with wider provision (e.g. with the PDST Misneach programme in respect of mentoring, and with NAPD and IPPN in respect of group mentoring).

A more extensive and active role in the support and co-ordination of wider CPD provision has not been established over the course of its first two years. This is a reflection of the priorities it was directed towards and which it addressed since its inception, its relatively recent engagement with stakeholders with respect to the leadership continuum and its capacity to serve system-wide

improvements and reform, and the early stage of consideration and development of its future role in the quality assurance of wider provision.

**3. *Lead and manage a pilot programme of leadership development for newly appointed principals and a coaching service for serving principals encountering professional difficulty and/or challenging situations***

Our findings indicate the mentoring programme for newly-appointed principals which was led and managed by the CSL has been warmly welcomed and considered highly effective by both mentees and the more experienced principals who have served as mentors. Recipients have rated the quality of the programme very-highly, with the knowledge gained, advice received, learning generated and its relevance, each particularly strongly regarded. Similarly, operational features of the programme including its focus on developing open and trusting relationships, the accessibility of support it generates, the compatibility of mentors and mentees, and the duration of the relationship, are all rated very positively by recipients of mentoring.

Mentors have been equally positive, and have been particularly complementary about the quality of mentor training organised by CSL. The benefits of mentor training, as well as supporting the quality of mentoring received, is also likely to have supported mentors in their own roles and school leaders, and feedback suggests many mentors consider it a valued form of professional development for them.

While initially conceived as one targeting leaders experiencing difficulty, the CSL coaching programme widened its scope to all principals wishing to participate. Like leader mentoring, the coaching programme is also very highly regarded by participants, and most rate it as extremely valuable. All features of the support are rated highly, with the confidentiality of the service and the trustworthiness, openness, compatibility, preparedness, expertise and quality of support of coaches, all very-widely commended. The delivery format has worked smoothly and beneficially for participants, and while confidentiality remains paramount, the need for the service to ensure anonymity to coaching recipients has probably diminished.

Principals report their enhanced confidence, resilience, self-awareness, capacity for reflection, interpersonal skills, ability to manage, schedule and prioritise tasks effectively, and anticipate and manage change, as immediate and evident effects, and the non-educational background of coaches has been considered a strength much more than a weakness. Most participants consider that coaching has a critical role to play in future professional development, and most wish to develop coaching cultures within their schools. Participants also appear to hold coaching support in a different light to other forms of support and development programmes, due to it adding nothing to the knowledge they must have, but much to their strength and personal capacity to perform.

Both the mentoring and coaching programmes' success and achievements evidently owe much to their effective prior research, design and planning, as well as their close management and monitoring. CSL staff, partners, and the DES each have played key roles in these achievements, while mentors, coaching companies and individual coaches have equally contributed to and ensured the successes and impact for participants.

**4. *Support the design, development and delivery of quality continuous professional development (CPD) for leaders utilising innovative approaches with a proven record of success***

All of the core CPD programmes established by and with the support of the CSL have been built upon research evidence and have adopted innovative approaches. While they have featured in some forms prior to CSL, mentoring and coaching of school leaders are relatively new features of the education CPD landscape in Ireland, and have been shown to be effective formats for support that counter the isolation often associated with the singular role of managing and leading a school. Examples of innovation in CSL programmes include the "Cairde" component of the mentoring programme that emphasises mentor support, networking and experience exchange, the anonymity incorporated into the coaching programme, and the blended online and face-to-face learning format adopted in the aspiring leaders' programme.

While the adoption of innovative approaches in the wider system of CPD provision is likely to be encouraged and enhanced by virtue of the successes of these programmes, the CSL has not as yet established itself fully in testing new approaches to meeting wider needs, or responding innovatively to needs in areas of support for which there are long-standing incumbent providers. Many stakeholders and school leaders consulted see a valuable future role for the CSL in being to the fore of experimentation, testing and piloting of new approaches, content and delivery models in many areas of leadership CPD.

**5. *Foster a culture of engagement with CPD among school leaders***

The CSL's achievements to date in this area stem from the successes and popularity of the programmes it has brought into the CPD arena, and our findings confirm many who have participated in them have become outspoken advocates and regularly encourage peers and associates to similarly participate and engage with supports available. Its work in developing the leadership continuum and promoting awareness of it will also serve to encourage CPD engagement, and has been commended for its ability to have all those in leadership roles identify themselves on such a scale, along with services and supports available and appropriate to them. Supporting and encouraging CPD engagement is also explicitly enshrined as one of the aims of the proposed system of CPD QA.

Our findings also however highlight the importance of this role. Mapping, profiling, supplementing, evaluating and influencing the supply of leadership CPD is one side of the equation, but its uptake, targeting and engagement with will also determine its ultimate impact. While it has arguably been too early for the CSL to explore or influence the balance of mandatory and voluntary provision, there are risks associated with over-emphasis on voluntary programmes, including the non-engagement of those most in need or most likely to gain and spread the benefits of, as well as outcomes that may be perceived as “preaching to the converted”. In many contexts the appropriate beneficiaries of well-designed CPD programmes may be the least inclined to avail of them, whether through already feeling overwhelmed, though not wanting to appear in need of help, or at the other extreme through non-interest. There exists a future role in the systematic research and analysis of the barriers to CPD uptake and engagement at all stages of the continuum and the methods and means of ensuring appropriate engagement.

**6. *Ensure cohesion and consistency across programmes***

This is a core objective appropriate to the vision for the CSL, but by definition one for the medium to long-term. In its first years the CSL has set a foundation by formulating a comprehensive continuum for CPD provision based on recognised models and internationally-adopted approaches, has filled gaps long known to exist and to which it has had its work prioritised, and has constructed a draft QA framework designed to ensure both quality and consistency across the spectrum of provision.

**7. *Ensure adherence with DES standards for school leadership and Teaching Council CPD framework when available and if appropriate***

While the CSL has ensured its mentoring, coaching and aspiring leaders’ programmes each complement, reflect and where appropriate respond to the DES “Looking at our School” framework of leadership standards, it has not yet developed and adopted an advisory or QA role that would enable it to ensure similar adherence within wider provision (although it explicitly recognises that ensuring such adherence is a core function of a future QA role).

The Teaching Council CPD framework is still in development, and the CSL draft QA framework as currently articulated should be capable of fully enshrining cross-compliance in assessment criteria.

**8. *Devise a quality assurance framework for the professional development leadership provision***

The CSL has developed and brought forward a relatively detailed framework for the quality assurance of leadership CPD which it has clearly described and articulated in a consultation document. Comprehensive feedback from stakeholders is now awaited.



The draft framework has many qualities:

- it adopts clear and well-considered aims and objectives, relating to the quality of provision, its coherence and consistency, and its role and potential value to learners, leaders and others;
- it seeks to explicitly incorporate adherence to the Quality Framework for Schools;
- it establishes important principles upon which all QA will be built;
- it incorporates important features of objectivity, transparency, feedback, scope to appeal, and independence;
- the draft QA process correctly extends from initial approval into ongoing monitoring, evaluation, reporting and review.

Initial reaction from stakeholders to the QA framework appears to be quite positive in principle, and both its necessity and positive potential impact are both acknowledged. However reaction also highlights the challenges that will accompany establishing its formal status, its further development, its testing, its use, its acceptance and its ultimate impact on the quality of leadership provision. The work to date has ensured this process is beginning professionally, transparently, consultatively and collaboratively.

**9. *Work collaboratively with IPPN, NAPD, the DES and its support services, networks and other education partners and providers as appropriate***

Partnership, collaboration, co-operation and exchange have characterised the work of the CSL to date, and it has recently implemented a commendable and effective consultative process in relation to its proposals for a CPD continuum and for QA. Raising and spreading awareness of its role, function and services among stakeholders and school leaders remains an ongoing need however.

**10. *Build on existing capacity and services where possible and appropriate***

Examples of how CSL has progressed its work in ways that build upon existing capacity and services are numerous. Its mentoring programme dovetails with Misneach participation and its mentor training builds directly from the National Induction Programme for Teachers. The Aspiring Leaders' Programme is being delivered by a consortia of education departments in Universities with recognised capacity and expertise in leadership programme development and delivery. Both the IPPN and NAPD promote and support the CSL in their own organisational management and initiatives, and both provide platforms and practical assistance for CSL work, outreach and events.

## 8.2 Recommendations

1. Establishing the CSL has been an important initiative in the wider context of policy reform and development aimed at improving school performance, and one with a highly important agenda and potentially far-reaching impacts on the development of primary and post primary education. Over its initial years it has fulfilled its mandate, and it should remain and be further developed.
2. The long-term vision for the CSL was and remains as a centre of excellence the central function of which is to expound best practice in school leadership CPD, and to promote and drive system-wide adherence to it. While it continues to move toward realising its vision, its promoters and partners should renew and reaffirm its central long-term focus as a centre of excellence spearheading the reform and modernisation of school leadership professional development and performance in Ireland.
3. A set of organisational objectives and functions appropriate to that long-term vision should now be established, formally adopted by the partners, and serve to centrally guide ongoing organisational structures and planning. These should revolve around the following key long-term functions:
  - I. Research, monitor and report on evolving CPD needs at all levels both comprehensively and on a recurring basis;
  - II. Elaborate, continuously update, and present a detailed and evolving best-practice continuum, responsive to all needs;
  - III. Map and monitor all CPD provision and the numbers participating in each element, on an ongoing basis;
  - IV. Research and monitor CPD uptake and engagement, and the barriers to it, across different categories of leaders;
  - V. Support providers in enhancing their provision and their capacities to meet best practice in support design and delivery;
  - VI. Quality assure all state-funded provision, in a cyclical and continuous process;
  - VII. Monitor and evaluate CPD impacts, and implant and embed system-wide evaluation processes and practices;
  - VIII. Pilot new approaches and responses to emerging/new needs, and assist the mainstreaming of provision of successful new approaches;
  - IX. Inform system-wide resource allocation and funding;
  - X. Provide and present evidence for leadership policy; and
  - XI. Lead and drive continuous system improvement and optimisation.
4. Notwithstanding the success of the pilot, as this initial phase comes to a conclusion neither the CSL itself, the system which it will seek to reform, nor the policy framework within which it

operates, are fully-prepared or equipped to commence the ultimate phase of full-delivery of CSL-led system reform and improvement on a long-term basis. Realising this long-term vision will take time. Not all aims and objectives can be achieved early or simultaneously. Limits on the speed it can reach its potential exist both internally (including its capacity and resources, the strategic ordering of its actions and initiatives, its need to respond to change and adapt its work-focus, and its need to bring new initiatives through necessary sequential phases), as well as external (the need to build recognition and credibility, the need to consult stakeholders and allow system changes to be understood, considered and adapted to, the need to align with wider related initiatives and reforms such as those affecting teacher CPD, and the need to progress in tandem with related Departmental policy development and implementation). CSL capacities, skills, and resources will need development, its credibility, authority and independence will need to become more firmly established and embedded, CPD providers will require further information and support to fully engage in the reform agenda, and policy clarity will need to emerge with regard to leadership CPD, its relationship to teaching professional development, and the appropriate long-term and Government-mandated structures to oversee both.

For these reasons, the pilot phase should move into a second, “Developmental” or “Interim” Phase, lasting perhaps 2 to 3 years, from which there should be the firm intention to move to a final fully-operational 3<sup>rd</sup> phase, delivering and fulfilling the long-term mandate and functions set out above.

5. Preparing the CSL, the wider system of CPD provision and providers, and associated Departmental policy, for this 3<sup>rd</sup> Operational and Delivery Phase, should underpin and define all objectives and activities of the 2<sup>nd</sup> Development Phase.
6. An appropriate set of functions and priorities to guide Phase 2 should therefore include:
  - a. Development of a medium and long-term research strategy, that examines in detail all existing provision (content, format, participation, outcomes, etc), and incorporates further and ongoing research into CPD needs, systematic research into the extents of participation in CPD, the barriers to participation and the means of overcoming barriers, providers and their capacities for evaluating their programmes, and methods of identifying future leaders and ensuring the right supports are provided for, and participated in by, appropriately-targeted recipients;
  - b. Identification and delivery of priority short-term research tasks within this longer-term strategy. Short-term priorities may include the CPD needs of holders of middle leadership positions, the participation in existing programmes of provision for all leaders and the barriers to engagement, and the learning content and delivery models appropriate to Boards of Management, as well as others;

- c. Further development and elaboration of the CPD continuum, for example with respect to specific objectives of elements within it, intended impacts, programme content, support accessibility, targeting, delivery formats, and long-term provider/delivery options, along with ongoing engagement with stakeholders in the further elaboration and refinement of the evolving best-practice continuum;
  - d. Mapping all existing CPD provision and clear identification of how and to what extent areas on it are currently provided for, areas that are not, and areas where there is duplicated provision;
  - e. Quality assurance of a range of existing CPD provision, and the development and enhancement of CSL QA processes, capacities and capabilities based on the learning that emerges;
  - f. Consultation with existing providers concerning their capacities and constraints with respect to compliance with impending QA requirements, and consideration of the implications of the findings for the reform agenda across the spectrum of provision;
  - g. Research, development, presentation and publication of guidelines for the evaluation of school leadership CPD, for the benefit of providers, practitioners and stakeholders;
  - h. Identification of priority areas of new CPD needs, and development of proposals for responses to meeting those needs, in respect of targeting, content, format and delivery.
7. There is always likely to be a role for innovative approaches to leadership support, whether in terms of targeting, content, delivery, format, or duration. The CSL should play an important long-term role in exploring innovative approaches to high quality CPD provision. During its Development Phase, it should explore priority areas for new and exploratory approaches, with a view to their subsequent wider adoption and operation at appropriate points on the continuum. Team coaching, leadership team support in school settings, supporting the leadership of Boards of Management, learning from and exchanges with leadership outside education, coaching and peer-to-peer support using skype, the application of new learning, innovative online resources, and embedding a coaching culture, are just some examples of where useful experimentation and piloting of approaches could focus;
8. The Department of Education and Skills will have an important role to play alongside the CSL in effecting system reform and development, through providing policy clarity, system oversight, and appropriate resource allocation. Its distinct role alongside that of the CSL in effecting such system change will need to be clearly set out and understood by all stakeholders.
9. The CSL partners will need to consider the appropriate Governance arrangements for the Centre when it commences its 3<sup>rd</sup>, fully-operational Phase, and prepare to put them in place in advance of it. Key considerations will be its organisational structure, its accountability, its clear independence, its equitable treatment of stakeholders, its openness and transparency, its

consultative structures, its oversight and steering, its decision-making hierarchy and levels of autonomy, and its reporting duties and responsibilities.

10. An agreed programme of work for the Development Phase should be drawn up and agreed among the CSL partners in light of the re-articulated objectives for the Development and Operational Phases ahead. Following agreement on the medium-term Work Programme, CSL resourcing and staff contractual clarity should be considered and agreed as a priority.

## Annexes

## Annex 1 Organisations Consulted

Association of Secondary Teachers in Ireland (ASTI)  
Centre for School Leadership (CSL)  
Department of Education and Skills (DES)  
Education and Training Boards Ireland (ETBI)  
Irish National Teachers' Organisation (INTO)  
Irish Primary Principals' Network (IPPN)  
Joint Managerial Body (JMB)  
Junior Cycle for Teachers  
National Association of Boards of Management in Special Education (NABMSE)  
National Association of Principals and Deputy Principals (NAPD)  
National Council for Special Education (NCSE)  
National Induction Programme for Teachers (NIPT)  
National University of Ireland Galway (NUIG)  
Professional Development Service for Teachers (PDST)  
Project Maths  
The Teaching Council  
University College Dublin (UCD)  
University of Limerick (UL)

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## Annex 2 International Perspectives

### The Organisation for Economic Cooperation and Development (OECD)

The OECD has led much research on leadership of schools that addresses many if not all of the themes set out in Section 3 of the main report, including the various models for leadership, the range of provision and the subject of different leadership practices, also highlighting the findings from the TALIS surveys of 2013 which are neatly summarised as follows: “Using data about principals, the report examined how school leaders share instructional leadership (principals’ practices related to the improvement of teaching and learning within school) and distributed leadership (the ability of schools to incorporate different stakeholders into decision-making processes). Most principals engage in one form of instructional leadership, but about one third do not actively support these actions, highlighting that further stimulation of leadership for learning is needed. For distributed leadership, most systems incorporate teachers into school decision-making processes, but the opportunities offered to parents/guardians and students to actively participate in school decisions differ. Given the complexity and dynamics of educational change, these subtle differences in engaging additional stakeholders in the decision-making process could represent important differences in the quality of educational processes that take place within schools.”<sup>11</sup> (TALIS is the OECD’s international survey of teachers <sup>12</sup>.)

Several of the **core challenges** set out above emerge in the report that emerged from survey and research activity known as *Improving School Leadership* between 2006-2008<sup>13</sup>. Overall challenges identified include a shortage of applicants, a retirement boom and the lack of a suitable training offer to provide a solution. The report specifies 4 issues, namely a lack of clarity about the core roles of school leadership; role overload; insufficient preparation and training; and finally concerns about recruiting new school leaders.

The policy **solutions** to this are to use a range of levers – to redefine the role, distribute responsibilities, offer training and support (so developing and providing extra knowledge and skills for effective school leadership) and encouraging new recruits, making the profession more attractive. The OECD also offers some solutions under these headings, which include system leadership (that is joining up leaders and decisions in different levels or sectors, explored further in volume 2 of the report), the use of leadership frameworks, the recognition of and reward for distributed leadership and to consider leaders beyond those just/already in headteacher posts. This report also differentiates – as do many programmes – between the phases of a leader’s journey, referring to the continuum cited above - namely pre-service, induction (new to service) then in service (experienced). The policy recommendations cited include the need to provide ongoing and

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<sup>11</sup> [http://oecdeducationtoday.blogspot.ie/2016/09/leaders-for-learning\\_20.html](http://oecdeducationtoday.blogspot.ie/2016/09/leaders-for-learning_20.html)

<sup>12</sup> <http://www.oecd.org/edu/school/talis.htm>

<sup>13</sup> <http://www.oecd.org/edu/school/44612785.pdf>



career-staged training (preparation, induction, in-service), to ensure coherence and quality of provision by different institutions and to connect training to experience with a combination of learning and coaching and practice.

The 2008 study (volume 2) suggested that countries must “**change the way school leadership is developed and supported** including improving incentives to make headship in particular more attractive for existing heads and those taking up school leadership positions in the future, and strengthening training and development approaches to help leaders face these new roles”. The authors also warn that: “Training and professional development for school leaders across OECD countries is of variable quality and availability. While there is evidence that many countries now provide school principals and senior staff with significantly more training, support and guidance than in the past (e.g. England’s Headteacher Induction Programme [Headship Early Provision from September 2006], the Australian National Professional Qualification for Headship, the Swedish four-step approach to principal training), opportunities for school leaders in this area leave room for improvement.

Case studies identify **innovative practices** to develop and support high quality school leaders. They include:

- i. national or regional academies for preparation and continuing professional development promoting effective leadership aligned with the desired vision of schooling and student outcomes;
- ii. alternative mechanisms to recruit and prepare school leaders, conducted through non-traditional organisations rather than universities and schools;
- iii. collaborations authorised by regional authorities in which individual partners (e.g. university-school district partnerships, intermediate unit collaborations) jointly define their needs, design an academic programme aligned with those needs, and offer certified programmes to selected candidates;
- iv. school or local level professional development specifically designed to promote the competencies required for academic leadership.

Although written nearly a decade ago, the concluding chapter still offers a valid summary of the **benefits of developing individuals for system leadership** - that is leading a school and its students beyond the boundary (*leadership capacity building, rationalisation of resources, improved co-operation, a greater distribution of leadership within schools and improving school outcomes*) and points out several features in 5 countries of support and programmes that accelerate that development. The summary relating to professional development states that “Generating a pool of high quality system leaders requires appropriate professional development. System leaders need to focus on the promotion of student learning, the schools’ contexts and capacity building, problem-based learning, and a repertoire of practices rather than a single style”. The OECD highlights distinct categories of development – formal qualifications (England, Victoria); tailored learning

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including informal learning and meeting individual need and learning through practice, for example in Finland and Belgium.

TALIS was last carried out in 2013 and in 2016 the associated report was published.<sup>14</sup> Again this focuses on different leadership approaches in various countries, be that integrated, instructional, distributed, as set out in their survey responses. However one policy conclusion is valid here and relates to the development of CPD and support – **and who should be involved**: “school leaders, school boards and governmental agencies, as well as providers of teacher training programmes and courses, have a role in shaping and sustaining teachers’ professional development” This refers to those in lower secondary (post primary) education but is relevant to considerations of leadership development overall, giving cause for thought about who designs programmes of support, and logically also how they are delivered. Slides used in September 2016 at the launch of this report offer much detail on different approaches to the main leadership models, with one relevant conclusion: <sup>15</sup> “The link between principals’ leadership and students’ achievements is rarely direct: Principals actions are mediated by a series of school factors including teacher quality: Principals have the means of improving teacher quality through actions such as fostering a professional learning community”. This would naturally include their own CPD.

The OECD publishes an annual report known as *Education at a Glance*<sup>16</sup>. The summary report is broad and lengthy but two findings are worth citing. First in terms of **context** and **challenges**, the point is reinforced about the variety of challenges principals now face with additional challenges for students’ achievement in a changing economic climate and a multitude of decisions and responsibilities that each individual faces.

Second, the TALIS 2013 data is drawn on once again to make a point in favour of a **model of distributed leadership** (and the support or CPD that encourages or underpins that approach, rather than instructional leadership) - “principals who participate in professional development activity are more often engaged in distributed leadership although the kind of development activities that are related to distributional leadership varies widely across countries. This concerns principals’ participation in a professional network, mentoring or research activity, as well as their participation at conferences, courses or observational visits.”<sup>17</sup>

The data relating to the indicator on gender and age distribution illustrates the challenge of **succession planning and recruitment** in current circumstances where the age profile of principals showing an average

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<sup>14</sup>[http://www.keepeek.com/Digital-Asset-Management/oecd/education/school-leadership-for-learning/executive-summary\\_9789264258341-2-en#.WRMkL4jys2w](http://www.keepeek.com/Digital-Asset-Management/oecd/education/school-leadership-for-learning/executive-summary_9789264258341-2-en#.WRMkL4jys2w)

<sup>15</sup> <http://www.oecd.org/edu/school-leadership-for-learning-9789264258341-en.htm>

<sup>16</sup> – see <http://www.oecd.org/ireland/education-at-a-glance-2016-country-notes.htm> for the Irish and other country reports from September 2016 (using 2013/14 data)

<sup>17</sup>[http://www.keepeek.com/Digital-Asset-Management/oecd/education/education-at-a-glance-2016\\_eag-2016-en#.WS5-1Ygrl2w#page459](http://www.keepeek.com/Digital-Asset-Management/oecd/education/education-at-a-glance-2016_eag-2016-en#.WS5-1Ygrl2w#page459)

age of 52 in TALIS countries in lower secondary education. This speaks to the policy solution around smart recruitment plus ongoing CPD and support programmes.

Finally, the 2016 report concludes that the factors that affect **the take up of CPD** include availability of relevant provision, time and other resources, supportive employers, and the necessary qualifications to be able to benefit. These would seem universal considerations in establishing an effective CPD and support programme for school leaders.

### European Commission

The European Commission offers more on **the delivery side and on effective practice**, rather than the theoretical assessment of the leadership imperatives and international comparisons. The Commission is a conduit for Member States, including Ireland, to find out more about other States' positions, approaches and of course, through community wide programmes, to facilitate access for nationals of different countries to learn, including abroad. The range of materials, resources and reports offered via European Commission and other European channels is quite considerable.

The current (2015 Council Recommendations) Education and Training 2020 Priorities for the European Commission set out an overall ambition to improve **the quality and efficiency of education and training and within that, a priority is set out to ensure "Strong support for teachers, trainers, school leaders and other educational staff who play a key role in ensuring the success of learners and in implementing education policy."**<sup>18</sup> The document elaborates though not always specific to school leaders: references are made to equipping relevant staff at all levels and in all sectors with strong pedagogical skills and competences, based on solid research and practice. They should enjoy induction support early in their careers and Member States should take measures to increase the attractiveness and status of the teaching profession, including in relation to selection, notably with a focus on diversity and opportunities for career development. The concrete measures to support the priority on supporting teachers and other staff suggest a focus on teachers, but reference is made "to all levels" so leaders ought to be within scope of the associated support programmes and EU tools cited.<sup>19</sup>

The issues of "**school networks, quality assurance and staff development**" are set out for the 2016-2017 work programme. Under the last of these, the ambition is to offer or discuss systemic initiatives for recruitment and career steps; diversification of careers; incentives and mechanisms to stimulate relevant professional development; measures for effective school leadership and management. The intention - the

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<sup>18</sup>[http://eur-lex.europa.eu/legalcontent/EN/TXT/?uri=uriserv:OJ.C\\_.2015.417.01.0025.01.ENG&toc=OJ:C:2015:417:TOC](http://eur-lex.europa.eu/legalcontent/EN/TXT/?uri=uriserv:OJ.C_.2015.417.01.0025.01.ENG&toc=OJ:C:2015:417:TOC)

<sup>19</sup> [http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C\\_.2015.417.01.0025.01.ENG&toc=OJ:C:2015:417:TOC](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2015.417.01.0025.01.ENG&toc=OJ:C:2015:417:TOC) - see Annex

outputs agreed - is to develop or highlight common tools, identify areas for investment, facilitate peer support and exchange through formal Peer Learning Activities (underway now, according to the timeline offered). One of the areas proposed for PLA is development of the teaching profession including leaders, and all PLAs will result in EU and country reports.

The Commission's activity in education operates under the new *open method of coordination* with established Working Groups now the main means of collaboration between Member States and it is or will be through them that **good practice and networks** are identified.<sup>20</sup> As for CPD itself, teachers and leaders can via their national agencies access exchanges through Erasmus+, offering for example two development days spent in another Member State being exposed to different practice.<sup>21</sup> This offer is backed up by a range of resources on the School Gateway site which operates as a portal into European school policy and practice - including for example latest information on some events relevant for leaders across the EU and the relevant working group looking at professional development and practice for leaders.<sup>22</sup> Such resources are a useful support for leaders – networking with peers and updating professional practice – alongside some specific courses such as one covering shared leadership and school development.

The same website offers access to topical blogs – of relevance to the CSL's approach to **mentoring and coaching** is an article by Dr Rachel Lofthouse of Newcastle University in the UK, setting out how an effective mentoring conversation ought to have three key elements, alongside trust: the mentor *stimulates* the conversation, *scaffolds* it with wider context and *sustains* it with appropriate tone, listening and curiosity.<sup>23</sup>

The European Policy Network on School Leadership (EPNoSL) doesn't focus on development per se but nevertheless offers some **valid resources and material** that would aid with policy design and CPD considerations. Relevant research is presented too that allows access to valuable material and reports, such as the July 2013 *International perspectives on leadership development: Definition and Design*.<sup>24</sup> From the opening paragraph: "*Over the last 20 years discussion about how to better prepare leaders for their role in increasingly complex schools has featured prominently in political and professional forums. Debate about the place, shape and intricacies of what constitutes meaningful development are common across geographic, systemic and cultural boundaries. These run within broader interest and investigation into what constitutes successful school leadership. It is now accepted that you can neither discuss successful leadership without reference to leader development, or leader development without reference to what we know about why and how leadership works best.*"

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<sup>20</sup> [https://ec.europa.eu/education/policy/school/teaching-professions\\_en](https://ec.europa.eu/education/policy/school/teaching-professions_en)

<sup>21</sup> [https://ec.europa.eu/programmes/erasmus-plus/opportunities-for-individuals/staff-teaching/school-education\\_en](https://ec.europa.eu/programmes/erasmus-plus/opportunities-for-individuals/staff-teaching/school-education_en).

<sup>22</sup> [https://www.schooleducationgateway.eu/en/pub/theme\\_pages/teachers\\_and\\_teaching.htm](https://www.schooleducationgateway.eu/en/pub/theme_pages/teachers_and_teaching.htm)

<sup>23</sup> <https://www.schooleducationgateway.eu/en/pub/viewpoints/experts/improving-mentoring-practices-.htm>

<sup>24</sup> <http://www.schoolleadership.eu/portal/resource/international-perspectives-leader-development-definition-and-design-july-2013>

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In a special 2013 edition of the Educational Management Administration and Leadership Journal, (volume 14, issue 4) articles are presented on the comparative analysis of the **content/design of development programmes**, from a policy perspective highlighting the specifics of programmes in Australia, China and England, plus the impact of two programmes in USA and Germany.<sup>25</sup> These countries were selected for different reasons, notably in China's case due to an improvement in PISA results that prompted interest in how leaders are prepared and the abstract for that article, entitled *Change and Continuity, a critical analysis of Principal Development Policy in mainland China*, asserts that "The main changes identified include formal recognition of the need for and potential of principal development to effect change in schools; growth in the number and background of training providers; and shifts in the stated purpose, content, curriculum and pedagogy of principal development programmes. The 'continuities' are the enduring power of the state in shaping the ideology that dominates principal development, such as framing it as both a national obligation and a right".<sup>26</sup>

It is worth noting that one article in this important collection examines the relevance of three **MBA type programmes that often usefully double as principal preparation programmes**, considering learning methodologies, structure, curriculum and content.

More recently, in 2016, the same journal published a discussion of **distributed leadership** by Alma Harris and John Delaines<sup>27</sup>. Dr Harris has published widely on the subject of distributed leadership but also various comparative studies of leadership preparation including in the Pacific Rim and Russia.<sup>28</sup> She is currently leading a study of 7 systems in differently performing countries, looking at school leadership development approaches – this is known as the 7 System Leadership Study and due to look at several countries cited here below.

Run by the EPNoSL, the <http://www.schoolleadership.eu/portal> presents a range of **toolkits** under various headings and can be searched for relevant professional development reports, such as the one on Norway cited below. Some of the material appears out of date or the courses took place already, but a toolkit aims to support leaders as they "reflect upon, kick start dialogue, stimulate ideas" and so presents resources, workshops, videos and news.

The **European School Heads Association**, ESHA, offers a European Commission-funded website with resources and videos, primarily on the topic of distributed leadership on which there is a policy paper but little reference to the relevant training and support for that model.<sup>29</sup> An associated wiki community acts as a

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<sup>25</sup> <http://journals.sagepub.com/toc/emad/41/4>

<sup>26</sup> <http://journals.sagepub.com/doi/pdf/10.1177/1741143213485463>

<sup>27</sup> <http://journals.sagepub.com/doi/abs/10.1177/0892020616656734>

<sup>28</sup> [http://www.almaharris.com/journal\\_articles/](http://www.almaharris.com/journal_articles/)

<sup>29</sup> [http://www.esha.org/wp-content/uploads/2016/12/Position-paper-Distributive-leadership-FINAL-2016\\_07\\_12-18\\_57\\_18-UTC.pdf](http://www.esha.org/wp-content/uploads/2016/12/Position-paper-Distributive-leadership-FINAL-2016_07_12-18_57_18-UTC.pdf).

forum, featuring for example other relevant literature but also more personal accounts on successful leadership habits for example that could be relevant for heads/principals in devising development plans.

The **International Confederation of Principals** now has 40 members, each a school leaders' association, and was started in 1990. The most relevant of its 4 strategic priorities is to establish networks and provide regional support and online CPD. From a research perspective also, the IPC offers reading as useful input in the design of support programmes and in understanding other approaches, though not specifically on professional development in the main. For example, a 2016 document suggests building blocks for a school association to be effective in support members (leaders of schools), including reference to professional networks and reinforcing the need for capacity building and investment to drive school improvement.<sup>30</sup>

Steve Munby, former CE of the Centre for School Leadership, in his chapter in the IPC document, on **lessons learned from leadership and CPD in England**, sets out that a self-improving system should contain several elements including: joint practice development and research and also a collaborative approach to leadership development and succession planning. He concludes that "Practitioner-led leadership development is also valuable in conjunction with national standards, robust quality assurance and refreshment of input and materials (with external diversity related to points of view). Munby has also written and spoken widely on learning-centred leadership arguing that the four pillars of this are Leaders who ensure powerful learning for children and young people; Leaders who enable all staff to develop their own professional expertise; Leaders who are enthusiastic learners themselves; and Leaders who help lead the system and support future learning.<sup>31</sup>

### **Beyond the EU and OECD**

It is also valid to briefly consider practice and policy in less well-developed countries where countries such as Chile or the Dominican Republic are striving to **professionalise the position** of principal. A recent literature review highlights training as one of the seven dimensions for the study of school leadership in Latin America, the others being: (i) responsibilities and standards; (ii) autonomy in diverse areas of school management; (iii) recruitment process; (iv) appraisal of performance; (v) working conditions; (vi) school leadership teams.<sup>32</sup> In this paper, training is deemed to consist of professional development opportunities that the principal can or should do to acquire or develop specific skills and like in many countries, stages can be distinguished in terms of pre-service, induction and in-service. It may be voluntary or mandatory, and linked or not to a principal career: it could be funded by various sources.

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<sup>30</sup> <http://www.icponline.org/files/9214/6069/4307/OPC-ISL-White-Paper-School-Leadership-Associations-2016.pdf>

<sup>31</sup> [https://www.educationdevelopmenttrust.com/~/\\_media/CfBTCorporate/Files/Resources/inspiring-leadership-2014/keynote-Steve-Munby-Inspiring-Leadership-Speech.pdf](https://www.educationdevelopmenttrust.com/~/_media/CfBTCorporate/Files/Resources/inspiring-leadership-2014/keynote-Steve-Munby-Inspiring-Leadership-Speech.pdf)

<sup>32</sup> [http://www.schoolleadership.eu/sites/default/files/Blrth\\_pains\\_5.pdf](http://www.schoolleadership.eu/sites/default/files/Blrth_pains_5.pdf)

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Whilst identifying that, in these countries, there is no current effort to follow the growing trend to establish national institutions dedicated to guide leadership policies, three specific and relevant **delivery challenges** are identified. First, the lack of providers [of training] specialised in school leadership; second how to ensure it is part of and also integral to school education policy and finally, the lack of adequate capacity to track quality or impact programmes. But the widespread overall challenge is set out as: “... in most cases, programmes have an academic and theoretical approach to leadership and have little relationship with the actual practices that principals develop in their schools and with education challenges that they face daily.”

McKinsey published in 2010 *Capturing the Leadership Premium, how the world's top schools' systems are building leadership capacity for the future*.<sup>33</sup> The authors, Sir Michael Barber, Fenton Whelan and Michael Clark suggest that: “Around the world, school systems rely on **three types of approach to unlocking and developing future leadership talent**:

- i. The first depends primarily on self-identification by potential leaders and informal mechanisms by which potential leaders are coached and given opportunities to develop within schools.
- ii. The second builds on the first by providing opportunities for potential leaders to take courses or join programs to build their capacity and interest in leadership.
- iii. The third approach goes further, proactively guiding the careers of potential leaders so that they gain progressively greater leadership experience through new roles taken on within their schools with guidance and support.”

Several of the country case studies/examples below are cited in McKinsey's report, which provides more in-depth analysis.

The National Center on International Education Benchmarking (Washington DC, USA) cites some useful research and links to further reading, with **the aim of learning from the worlds' high performing education systems**. It is connected organisationally to the National Institute for School Leadership mentioned below. Japan emerges as one relevant country from the NCEE work, on the topic for example of lesson study – an approach favoured in Ireland by Project Maths – where the leadership of teaching and learning (instructional leadership) is paramount and the principal very involved in ensuring that the most effecting teaching and learning practice prevails.<sup>34</sup> Other country overview pages provide more detailed information.

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<sup>33</sup> <http://eshacommunity.wikispaces.com/file/view/McKinsey+on+Leadership+building.pdf>

<sup>34</sup> <http://ncee.org/what-we-do/center-on-international-education-benchmarking/top-performing-countries/japan-overview/japan-teacher-and-principal-quality/>

### Country specific examples

Country specific examples are now set out to illustrate the general themes and points made in Section A and to provide more information or links on the programmes highlighted.

**Norway offers an example of a national programme, for aspiring or current leaders, delivered through 6 different providers: it also benefits from a full set of evaluation reports.**

In 2009, the Norwegian Directorate of Education launched a national leadership programme for schools: as the first of four evaluation reports sets out in the Introduction, “has some common characteristics that are relatively typical in terms of the development tendencies of modern school leader education: stronger national control through the establishment of standards and stated goals, a content that emphasizes a close proximity to the school’s core assignments, and modes of work that open for individual development and practice-oriented exercise of leadership. The program is not tied to one single theory of leadership, but draws on empirical research about what leads to effective school leadership more in general.”<sup>35</sup>

This programme is part time, achieved through credits in a selected institution plus self-directed study and is aimed at current or aspiring leaders: 500 started in Autumn 2013 but the total cohort for the programme is over 1100 principals and school leaders. The overall aim is to strengthen leadership confidence and in the words of one of the authors, to provide a programme for the key learning processes in leadership education, that is to *create leader language, to construct leader identity and create meaning from practice*. This is centred around co-reflection and sharing in leader education. The agreed ambition for the programme is that is to be a response to the challenges school face, be for all newly appointed principals in elementary and junior high school, be guided and goal oriented, be needs oriented and have a practical aim. There are 6 different providers of the leadership development - two in business schools, three in universities and a research institute.

Report 1 of the evaluation provides more detail on the provision which in short is prescribed in content (with standards and relevant competences) by the centre/state and then the form and delivery of learning varies per provider – be that seminars, written work, training, theoretical exams, group work, lectures or case studies in different combinations. The same report covers the proposed evaluation methodology. This combines for example qualitative individual interviews in a longitudinal survey starting in 2010 and taking place again in 2013. There is also analysis of empirical data. Several tables set out means of assessing and quality assuring provision including the range of expectations from the leadership education that are

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<sup>35</sup> <https://brage.bibsys.no/xmlui/handle/11250/281999>

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assessed – from *become a more confident leader, to better use research and theory, to develop leadership language and to become a more reflected practitioner.* <sup>36</sup>

The 2013 report also reminds of a major challenge in developing relevant and appropriate leadership development/education – *“a possible contradiction between being theoretical and conceptually ‘modern’ on the one hand and practically ‘relevant’ on the other. Participants also have different work situations, so how do you pick and disseminate knowledge that is important in relation to the day-to-day lives the participants in the programs actually have? Does one solve problems that participants are actually struggling with in day-to-day life, or are providers more concerned with the dissemination of general ‘evidence-based’ knowledge that is reflected in modern research in this field?”*

The final report reiterates that leadership is a tool for quality development in a school<sup>37</sup>. As for the new national programme, the conclusions are that the provision in and of itself of a/any programme at national level has been deemed very important to leaders, not least in creating motivation and interest and adding legitimacy to the issue of school leadership. It is found that the capacity of leaders to change and develop has been enhanced by the programme. Participants thought the programme high quality, they were better able to change and develop as leaders having completed the programme, they found the programme highly relevant and their initial expectations were definitely met.

Finally, recommendations for future programmes, or in general for the design of such offers, include: the benefits of the education programme acting in a dual way, as a recruitment channel for future leaders: some participants reporting the time to attend/commit alongside their day jobs was challenging so more time ought be allowed: the social/peer network that emerged from the programme; and links between school owners (in this case, local municipalities) and the individual schools ought be developed, as should links between a leadership programme and any other CPD/similar programmes offered by the same Department.

**Several Canadian examples cover mentoring, Principals Qualification, executive leadership beyond education and a National Academy of Principals.**

McKinsey (2010) cites Ontario, Canada as a strong example of the opportunities available to serving leaders where intensive support in the early years of a new post is key. In Ontario, issues of identification, selection and development are tackled and the overall programme offered includes mentoring and a Principals Qualification. In the first year programme for new principals, they are exempt from appraisals and formal evaluation of performance, allowing instead mentors to develop goals that are agreed with the superintendent (manager); mentoring by (paid) experienced principals; and each school joins one of 22

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<sup>36</sup> <https://www.udir.no/Upload/Forskning/2013/NIFU%20Report%203%20for%20WEB%2018.12.2013.pdf?epslanguage=no> Led to learning The National Leadership Education for School Principals in primary, lower and upper secondary schools in Norway; participants’ assessments of own development. Report 3 from the Evaluation of the National Leadership Education for School Principals

<sup>37</sup> [https://www.udir.no/contentassets/d973e55c8ab04dfd82eb0f91878f4de4/lede\\_final\\_report.pdf](https://www.udir.no/contentassets/d973e55c8ab04dfd82eb0f91878f4de4/lede_final_report.pdf)

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Learning Networks facilitated by the Institute for Educational Leadership. Exhibit 5 in McKinsey (2010) sets out the detail of the Ontario programme, with impact conclusions focussing on first, the value of intentionally identifying and developing leaders in advance and second, mentors, where after the two funded years, school usually extend this valuable relationship for their principal.

Training programmes for a range of leaders in education and beyond started in 2005 are run by a charitable organisation, the Learning Partnership: *Outstanding Principals* is one of their Executive Leadership programmes.<sup>38</sup> One interesting feature is that the programme includes business management skills and cross sector networking in its programme. There is an element of competition and recognition – leaders can be nominated to take part, to attend and benefit from the programme and to be recognised as outstanding by their peers. Delivery is via two business schools at the University of Toronto and the University of Western Ontario and the inputs are not limited to education.

“Candidates come to a series of multi-day modules at the School of Business where they participate in learning opportunities. Learning is interactive and the participants build a network as they progress. Professional readings are an integral part of the program and participants are required to complete an individual project that will enhance their leadership capabilities. These programs are staged over a 6 to 12 month period.” Following one set of five days of modules at the Business School, leaders attend a celebratory gala dinner and so become part of the Canada wide alumni network known as the National Academy of Principals. Over 300 leaders have completed the programme to date and been welcomed in to the Academy, and 40 did so in 2015.

**In the Netherlands, we see an example of leaders identifying their own training, deciding CPD for themselves, and self-selecting for a headship: development pools are also used.**

Here, in terms of context, there are fewer formal programmes but much autonomy for teachers to identify themselves for leadership and organise their own training. Two aspects of their programme are worth citing.

First, they focus on the appropriate and effective selection of principals using a development pool, where at the end of 3 years of support and networking, the individuals decide if they wish to continue on to being a head. These pools across the country are also key to recruitment, as external advertisements not necessarily used if a school can find a talented head in the pool, although this varies by school size and region. McKinsey (2010) offers more detail on the Netherlands.

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<sup>38</sup> <http://www.thelearningpartnership.ca/what-we-do/educator-program-and-executive-leadership/canadas-outstanding-principals>

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Second, the Netherlands School of Operational Management is an association of academies and the programme offer includes personal development courses and an accredited Masters in Educational Management.<sup>39</sup>

**The English approach to CPD and school leadership is relatively sophisticated and well-structured in comparison to many. It features a series of formal qualifications, strong coherence via a National Centre, National Leaders in mentoring roles and also the growth of other organisations offering interesting leadership opportunities to the more experienced.**

In an OECD summary report of 2008 as part of their *Improving School Leadership* project, it's asserted in the English case study section that access to best practice and quality professional development was one of the important elements in a successful policy mix for school improvement, along with for example ambitious and high standards, devolved responsibility and devolution of resources and employment powers to schools and accountability.<sup>40</sup> The OECD's recommendation for the UK was to "Include training for system leadership in the different stages of teacher and leadership training [as] Training for system leadership should start with teacher education and continue in school leader preparation and training and thereafter during professional development for teachers and other leaders. System leaders, distributed leadership, and learning organisations accomplish levels of performance that are not possible in settings where these elements are lacking."

Leadership development in England is now delivered primarily by the National College for Teaching and Leadership, opened in 2000 as an executive agency of the Department for Education. One of the many responsibilities of the National College is "enabling successful school leaders and governors to take on a lead role in school-to-school support to improve the performance of other schools" – note that this role extends to governors, in volunteer roles in schools nationwide. 2016-17 priorities include reforming the suite of National Qualifications - "provide the framework and scaffolding to reform the national professional qualifications (NPQs) while continuing to quality assure the awarding of these qualifications.

The National College offers a raft of provision for leaders at all levels, known as the Leadership Curriculum and encompassing National Professional Qualification for Middle Leadership (NPQML), for Senior Leadership (NPQSL) and for including the National Professional Qualification for Headship (NPQH). This latter was introduced prior to the Centre existing, in 1997: it was mandatory for new heads in 2009 but reverted to optional status in 2012. This is explored in more detail in a paper by Tony Bush - *Preparing Headteachers in England, Professional Certification, not Academic Learning (2013)* which also reviews the evidence on the

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<sup>39</sup> <http://www.schoolleadership.eu/portal/partner/netherlands-school-educational-management-nso>  
<https://www.nso-cna.nl/> in Dutch.

<sup>40</sup> <https://www.oecd.org/edu/school/44375122.pdf> - pages 117 and 146

impact of the NPQH and considers how it could be developed to blend leadership learning with leadership practice.<sup>41</sup>

In NPQH, modules can be compulsory or elective, across three topics: education excellence, operational management and strategic leadership. The qualifications take c12 – 18 months with each module about 40 hours learning: there is also a leadership placement and some flexibility – a leaders could do one module online without undertaking the whole NPQH.

As for the delivery model, organisations are licensed by the Department to deliver the national qualifications – the list of licensees is quite varied, although they operate from one common standard and model. One example is Leadership Colab in London: this is a well-established partnership with the University of London and over 200 local schools, offering 5 core programmes – the three qualifications (NPQH, NPQSL, NPQML) plus Exploring Headship (a new programme for heads in first two years offering networking, coaching, diagnostics, online resources, discussion and knowledge hub) and an international programme (offering the 3 qualifications in Middle East and the Far East).<sup>42</sup> In the East of England, a consortium of Anglia Ruskin University and some outstanding schools in the area offers the Leadership Curriculum – a summary of the provision and duration, modules, costs and information too on scholarships is available.<sup>43</sup>

Alongside the qualification-based offer from the National College and licensed providers, which is widely understood and enjoys significant take up, other leadership CPD is gaining traction still under the broad umbrella of peer support, mentoring and coaching but aimed a meeting individual need more directly. For example, there is increasing interest in mentoring women leaders: <https://www.gov.uk/guidance/women-leading-in-education-get-leadership-coaching> which is frequently taken up alongside the formal qualification pathway

Other providers complement their core qualification offer with leadership tools, such as the East Midlands provider that has a 360degree assessment tool plus additional add on of coaching to follow up.<sup>44</sup> In this tool, 9 areas of leadership are assessed for effectiveness.<sup>45</sup>

The established programme of National Leaders of Education is also part of the suite of support available for leaders – as part of a model of peer support, collegiate school improvement and use of experienced champions where “NLEs work alongside teaching schools and other system leaders to provide high quality

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<sup>41</sup> <http://journals.sagepub.com/doi/abs/10.1177/1741143213485465>

<sup>42</sup> <http://www.leadershipcolab.org.uk/>

<sup>43</sup> <http://www.enfieldlearningtrust.org/attachments/download.asp?file=6&type=pdf>

<sup>44</sup> <http://leadershipearst.org/programmes/heads-up/>

<sup>45</sup> Creating the culture and climate for success; Effective Communication; Empowering and Developing Others; Holding People Accountable; Managing Resources; Personal Intellectual Capacity; Purposeful Leadership; Relating to the Wider Community; Self-awareness.

support to those who need it most".<sup>46</sup> An NLE has at least 3 years' experience a head and record of pupil improvement, and is from a Good (Ofsted) school - applications are stringent and repeated annually. According to latest public figures, there were over 1100 NLEs in 2016.<sup>47</sup> Note the same Department also funds a network of National Leaders of Governance for schools – echoed in fact in the FE sector – of which there were over 400 in 2016.

National Support Schools are designated such if their head is an NLE helping another school given that it's likely the NLE will draw in others on her/his staff to provide support. A site housing a School to School Support register allows a search for a local teaching school, NLE or NLG by postcode.

Robin Alexander writing in a publication for the National Schools focusses on primary school leaders and curriculum capacity. Alexander makes the point that curriculum leadership is, in particular in self-improving schools, about building capacity, at the school leader level, the subject head level then the classroom level. His argument is "that school leaders need generic expertise in the art and skill of leading, teachers need expertise in the art and skill of teaching, and schools collectively need both." And this points to the importance raised above in general thematic points and in the reference below to Japan, of the leading of teaching and learning as the core of a school's purpose.<sup>48</sup>

The English model has a strong mentoring and coaching offer, assessed in more detail by Dr Rachel Lofthouse of Newcastle University and set out clearly in a guide also published by the University.<sup>49</sup>

Moving away from the more formal or centrally lead or mandated courses and offers, there is an emerging type of CPD that perhaps more experienced heads or heads of different type of schools take up. At St Georges House, London, one founder and head of a Multi Academy Trust and NLE Seamus Oates cited his experience recently as the "best CPD ever done".<sup>50</sup> Cohorts of leaders at St Georges House use the space and time for their own development, often with other very experienced leaders. This is considered both private and prestigious in appeal, with more than a nod to the notion of Leadership Fellows and use of Trusted Conversations, including with leaders beyond education.

In England – or online rather – Leadership Matters is a movement that exemplifies the trend for leadership to be accessible, online and not developed centrally or about standards or qualifications. Leadership Matters offers some leadership tools – such as an intriguing Predisposition Tool and a Peer 360 tool - and annual

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<sup>46</sup> <https://www.gov.uk/guidance/national-leaders-of-education-a-guide-for-potential-applicants> – see also McKinsey 2010, Exhibit 14

<sup>47</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/537534/56348\\_HC\\_399\\_web.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/537534/56348_HC_399_web.pdf) – National College annual report, year end March 2016

<sup>48</sup> <http://www.robinalexander.org.uk/wp-content/uploads/2012/04/Alexander-Nat-Coll-curric-capacity.pdf>

<sup>49</sup> <http://www.ncl.ac.uk/media/wwwnclacuk/cflat/files/teacher-coaching.pdf> and

<http://www.ncl.ac.uk/media/wwwnclacuk/cflat/files/coaching-for-teaching.pdf>

<sup>50</sup> <https://www.stgeorghouse.org/> - @HeadTBAP

membership gives your school access. “Leadership Matters is a movement designed to give all schools access to the high-quality leadership development that ultimately improves pupil educational outcomes. By giving school leaders the opportunity to actively develop their leadership abilities around a busy work schedule, Leadership Matters helps to support executive heads as powerfully as aspiring middle leaders thinking about the next step.”<sup>51</sup>

Membership allows leaders to meet ambassadors, read blogs, access material and filter for reading topics – with over 9000 twitter followers for example, and an active social media approach, this perhaps represents a shift from classroom-based leadership training towards one that provides a traditional network but in a different model and very immediate feedback and input from peers in similar posts and facing similar challenges. For example, one Ambassador currently features in a video blog entitled *Changing Times, Changing Roles – keeping our heads*, focussing on the role of a head teacher and suggesting ideas for coping and thriving.<sup>52</sup> More than 20 such Ambassadors offer advice, wisdom, insights and this seems to be a more informal but widely used addition to the delivery mix in leadership training and support.

There are other organisations in the national picture of CPD delivery such as Ambition School Leadership that has a range of programmes all linked to the formal qualifications cited above and referring to the continuum of CPD a leader would need.<sup>53</sup> This has been running since 2006 but as of 2016 is a new coherent group of two former charities bringing together offers in middle leadership, headship and system leadership, plus a special alliance for Multi Academy Trusts. Future Leaders is a flagship programme, for aspiring leaders. Alongside it there is a programme called Talented Leaders that matches exceptional headteachers and deputy heads ready for headship with schools that have struggled to recruit, embedding strong leaders in schools and communities that need long-term investment. Ambition School Leadership hosts a Headship Institute which is a dedicated network for alumni of their programmes who have become a head, however they are not currently accepting new members.

**The Scottish example features the focus and coherence provided by a national Centre alongside 6 distinct programmes for leaders on a clear continuum, backed by a Framework. The model also provides two different delivery angles – outsourcing and endorsing existing programmes.**

The 2107-17 Strategic plan in Scotland is influenced by the OECD report *Improving Schools in Scotland: An OECD Perspective* (2016) which was commissioned by the Scottish Government to inform the ongoing development of education policy, practice and leadership in Scotland. The report provides an independent review of the direction of the Curriculum for Excellence (CfE) and emerging impacts seen in quality and

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<sup>51</sup> <https://www.leadershipmatters.org.uk/>

<sup>52</sup> <https://www.leadershipmatters.org.uk/articles/keeping-our-heads/>

<sup>53</sup> <https://www.stgeorghouse.org/society-leadership-fellows/leadership-conversations/>

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equity in Scottish schooling. The review calls for a strengthened ‘middle’ operating through networks and collaboratives among schools, and in and across local authorities. It also recommends the development of a coherent strategy for building teacher and leadership social capital.

The context and clarity set out in that Strategic Plan shows how a difference is made by the Scottish College for Educational Leadership (SCEL) explicitly between teacher leadership, middle leadership, preparation for senior leadership, Headship preparation, programmes for new Heads (extended induction), and Serving heads/fellowship. The offer, as with all development for teachers, is set against a common Framework based on a Model of Professional Development around four themes – Reflection, Cognitive Development, Experiential learning and Social learning processes. Under that Framework, a leader can explore Learning Activities or Programmes: the offer for leaders also includes out conferences, a register of providers and experts and a Regional Network of Leaders.<sup>54</sup>

A programme known as Excellence in Headship started to recruit heads in post for more than 2 years in March 2017.<sup>55</sup> This offer comprises a selection of five key areas to study, after a two-day residential induction: delivery is mixed, including master classes, professional learning activities, learning opportunities across the public sector. Some leaders undertake an international exchange on the theme of system leadership. The programme recruits annually and has no set length – the individual chooses themes and learning opportunities according to their own Professional Development Plan.

A Fellowship programme is offered for ambitious serving heads of 5 years or more – interesting that this is aimed more widely at Heads of Establishment, and that can include school heads but also heads of Early Learning and Childcare Centres. The aim is to offer “advanced and stretching opportunities to experienced head teachers ... to build on their capacity to contribute to system leadership”. The feedback from participants in the first three cohorts is positive – as reported on the main programme website – and a fourth cohort has now commenced the programme. This culminates in the leaders being recognised as Fellows and considered champions – “high performing active role models for leadership and the teaching profession” in their sector.<sup>56</sup>

The Scottish model has two interesting features in delivery. The first is outsourcing – for example to a company called Columba1400 for the theme of values-based leadership for the Excellence in Headship programme cited above.<sup>57</sup> Columba1400 also delivers the Head Teachers Leadership Academy aimed at three groups together – existing, newly appointed and aspiring head teachers.<sup>58</sup>

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<sup>54</sup> <https://www.scelframework.com/>

<sup>55</sup> <http://www.scelscotland.org.uk/who-we-are/>

<sup>56</sup> <http://www.scelscotland.org.uk/wp-content/uploads/2016/02/SCEL-Fellowship-Programme.pdf>

<sup>57</sup> <http://www.columba1400.com/component/content/article/213-columba-1400-head-teachers-leadership-academies - covers topic />

<sup>58</sup> <https://www.scelframework.com/programmes/head-teachers-leadship-academy/>

A second delivery feature is to endorse existing leadership programmes – for a period of 3 years and the rate associated with this endorsement varies per amount of learning/days. The aim is that an SCEL endorsed programme has demonstrated that it's informed by the agreed Model and Professional Standards. This of course helps ensure high quality and programmes “which have a long term positive impact on leadership development.” Endorsed programmes appear on the Framework for Educational Leadership – an online resource supporting career-long professional learning in leadership for educational professionals at all stages of their career.

The breadth of the Scottish offer is familiar in that there is online learning for leaders and programmes on offer including mentoring and coaching. The research presented is also relevant and insightful, such as a set of thought pieces by Dr Joan Mowat on next steps for leadership development across the career trajectory in Scotland.<sup>59</sup> One of these looks at the changing paradigms of school leadership and also suggests to the reader some open questions for further reflection.

**In Wales, a new central national Academy has been announced, alongside new leadership standards, with ongoing regionalised delivery of CPD and a gateway headship qualification.**

“Taking Wales Forward 2016–2021” (Welsh Government, 2016) sets out that government’s programme to drive improvement in the Welsh economy and public services. “A key priority for education is to incentivise, recognise and promote teaching and leadership excellence so that we raise standards across the board, and develop training and opportunities for teachers, leaders and the broader education workforce. Professional standards have an important role to play in achieving this priority, by describing the skills, knowledge and behaviours that characterise excellent practice and by supporting professional growth.”

The associated vision statement sets out clearly why: “The importance of effective leadership at all levels is key to this vision by ensuring leadership practices shape the internal processes, establish effective pedagogy and drive wider collaboration, with necessary innovation, all of which result in improved learner outcomes. The expectation of continuing professional learning and the growing of leadership capacity in all teachers, from the point of entry to the profession, and supporting career-long development, forms a critical part of the vision.”

The Welsh Assembly Government in late 2016 announced a new academy, seeking national coherence in the CPD offer for leaders. The intention, - much like the CSL in Ireland, is that the Academy will not be a provider but “*will work with all committed partners to ensure that leadership development is well co-ordinated,*

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<sup>59</sup> <http://www.scotland.org.uk/what-we-offer/research/> - 2016



*appropriate, challenging, and designed to equip all leaders with the skills and knowledge to lead in a changing world.”*<sup>60</sup>

The shadow board for the new Academy has stated that will be a focus on three things, namely allowing fair access for teachers to develop their leadership skills, using the latest evidence and research on how leadership in schools makes a difference, and developing current leaders in schools while identifying future leaders. Between March and May 2017, the board consulted on new standards, including for leadership (which currently date back to 2011): these are mandatory for those wanting to hold national professional qualification for headship. In summary, the new professional standards are intended to be:

- i. a focus for individual professional development
- ii. a description of the complex roles of teaching and leadership
- iii. a vehicle for career-long growth
- iv. the basis for an on-going professional conversation in the pursuit of positive impact upon learning, and
- v. a means to better outcomes in learning for all learners, the school and the nation.

Learning Wales shows how applications to their aspiring heads NPQH programme - which is a gateway qualification - are encouraged, with regional briefings, videos and testimonials from past candidates.<sup>61</sup> The application process, now open for example for new entrants, with a deadline of September 17, includes quite an innovative form to be submitted called an Individual Leadership Review, which requires self-reflection and the form itself for application stipulates that the qualification and associated programme is not for practitioners seeking a headship in the near future. In 2013, 800 teachers held NPQH but the media still reported a recruitment problem, with a lack of candidates for headship posts: unions put down to lack of training.

Support for all teachers and leaders is delivered at regional level, aiming to ensure that a school led programme of improvement builds capacity of schools and within schools to help each other. For example, the Central South consortium in Wales shows that through a varied programme, lead and brokered by an advisor, there is a range of support on offer – including for example a programme of 6 days just for deputy heads that looks at concepts of excellence, at leadership standards, at areas of accountability, vision and managing a team, inter alia.<sup>62</sup>

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<sup>60</sup> Kirsty Williams, Cabinet Secretary for Education, 17 November 2016

<sup>61</sup> <http://learning.gov.wales/resources/browse-all/national-professional-qualification-Headship-resources/?skip=1&lang=en>

<sup>62</sup> <https://www.cscjes-cronfa.co.uk/events/view/8c0d36a6-9263-4f02-ba25-a956102b52c8>

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**Northern Ireland’s leadership development model has a familiar continuum of courses for aspirant, emergent or strategic leaders with particular provision on leadership and management also offered, all backed by National Standards.**

The NI School development service, part of the Education Authority, splits out the courses offered in to sections – Strategic, Emergent, Aspirant, Induction and Leadership and Management. Each is aimed at a different group.<sup>63</sup> Induction for example however includes support for principals and deputies in early years of their posts, and those in acting positions for significant periods. This programme is presented as an entitlement for these leaders and opportunity also to build a network of trusted colleagues.

The Aspirant programme is really the Professional qualification for Headship in NI – this is an accredited course recognised as being equivalent to NPQH in England with equal status also with Welsh NPQH and Scottish Qualification for Headship. But this is currently under review, with the School Development Service stating that a redesign is taking place so no applications can be accepted. Started in 1999, this qualification is a licensed variant of the English qualification, with adaptations relating to scale, curricula and systems and even if aspirant leaders cannot currently apply, there is a wide range of material, resources, interactive audio and video plus advice on the site to assist with reflection and self-assessment about the career move to a headship role.

The dedicated Leadership and Management offer in NI is for Principals and is aimed at them developing a coaching leadership style: it is offered as a standalone 3-day course with 25 attendees. The programme features listed suggest this is a practical, participative interactive course, blending tutor facilitation with coaching skills practice and three stated benefits for leaders: to develop and increase leadership capabilities, to improve self-awareness, insight and confidence and finally to recognize the opportunities to use coaching in the school context.<sup>64</sup> The final NI offer is very specific, meeting demand from principals in special and nursery schools for more support in system leadership development.

Dating to 2005, NI has a set of contextualised National Standards set out to embody the three principles that headteachers should be *learning centred, focussed on leadership and reflect the highest possible professional standards* set out in six key non-hierarchical areas. To quote, “These six key areas, when taken together, represent the role of the headteacher”: they are Shaping the Future, Leading Learning and Teaching, Developing Self and Working with Others, Managing the Organisation, Securing Accountability, and Strengthening Community.

However, it seems valid to compare these to the current English professional standards for Headships, from 2015, where it is helpfully reiterated that the changing context, job titles and governance arrangements

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<sup>63</sup> <http://www.rtuni.org/courses/>

<sup>64</sup> <http://www.rtuni.org/apply/application/?id=8adcdf81310b6bd9>

underpin the fluid role of a Headteacher or Principal. Four domains are set out for these Standards, with six expected characteristics under each one – Qualities and Knowledge, Pupils and Staff, Systems and Process and finally, the Self-Improving School System.<sup>65</sup>

**Austria is often cited in literature and research in relation to its Leadership Academy, which includes self-assessment, and here we also present some early findings on its impact.**

In Austria, a Leadership Academy prepares range of leaders to “work in and on the school system” using a mixed approach of individual learning and development, project leadership and network development.<sup>66</sup> To 2014, there were ten cohorts, each doing 4 sessions or fora each culminating in certification: the goal is c3000 leaders trained in total with about 250 leaders signing up each year and those who complete become members of the Academy. The Academy uses a leadership competence scale and a set of leadership qualities - dated back to the third generation of leaders at the academy in 2005. The structure presented has four qualities – *Give Direction, Show Strength of Character, Mobilise Individual Commitment, Create Atmosphere of Achievement*. Under these, specific behaviours and how to assess against them are set out allowing a leader to mark Basic Ability, Good General Ability, Leadership Strength or Excellence/Brilliance – and then to develop themselves or seek support accordingly.<sup>67</sup>

The OECD led an evaluation of this offer in 2007 concluding that the Academy was a bold and ambitious initiative with much success in a short period.<sup>68</sup> There had been an impact on leaders’ individual development and their practice, that leaders had taken part in significant numbers and that the personal effects of the Academy seem to last over time. However, the challenge was at that point to ensure sustainability in the programme and the evaluation made several suggestions – improving the alumni network, additional system support, building the capacity of the delivery team, added to vigorous Ministry involvement and support.

The OECD review of school resources for Austria (2016), draws a related conclusion - that further steps are needed on leadership capacity and on distributed leadership essential to promote new vision of teaching and learning.<sup>69</sup> It is recommended that Austria professionalise the recruitment processes and needs to develop school leadership standards to help promote pedagogical leadership. The OECD acknowledges that the Leadership Academy means opportunities are now more systematic and a new teacher code also now means school principals are freed up from teaching responsibilities if a certain number of teachers are in a school –

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<sup>65</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/396247/National\\_Standards\\_of\\_Excellence\\_for\\_Headteachers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/396247/National_Standards_of_Excellence_for_Headteachers.pdf)

<sup>66</sup> <https://www.leadershipacademy.at/academy.en.php>

<sup>67</sup> [https://www.leadershipacademy.at/downloads/LKS\\_Leadership\\_Qualities.pdf](https://www.leadershipacademy.at/downloads/LKS_Leadership_Qualities.pdf)

<sup>68</sup> <https://www.oecd.org/edu/school/39883466.pdf>

<sup>69</sup> <http://www.oecd.org/publications/oecd-reviews-of-school-resources-austria-2016-9789264256729-en.htm>

this is the necessary recognition of the need to free up time for complex role. One interesting questions emerges of how far school principals want more challenging, less administrative or managerial roles, and more autonomy.

**The USA, or rather states within the USA, have some longstanding principal programmes, featuring mentoring, structured summer programmes and a focus too on the crucial induction phase, when a head is “thrown in at the deep end.” This section includes reference to some evaluations already carried out on these programmes, with relevant recommendations on programme design and quality improvements.**

A programme in Virginia, USA, called the Recently Appointed Principals Programme offers focussed support and guidance, in recognition of the point that there is in schools now a high level of new complexity that can make it very hard for a new Principal to acclimatise to the job.

The model is collaborative – the programme is run between the Western Virginia Public Education Consortium (WVPEC) and the Center for Organizational and Technological Advancement (COTA) at Virginia Polytechnic Institute and State University. “The program is facilitated by three coordinators coming from a variety of roles in public education. Four, 2 ½ day sessions are held each year, starting on Wednesday evenings and ending early in the afternoon on Friday. The program utilizes instruction from leaders in the field, interaction opportunities between participants, discussion of reading materials, and connections with a mentor.”

A 2010 evaluation of this offer was carried out and drew some valid conclusions.<sup>70</sup> The identified strengths of the programme include its collegial approach with networking and guest speakers used at events. Participants report being grateful to be allowed to be on the course (as those in their hierarchy had granted permission); the positive learning atmosphere helps professional learning: “participants reported that areas that related to understanding and working with staff members, clarifying their role as a leader, attaining and maintaining balance, and delegation and involvement were among the most important but unexpected outcomes of the program. They reported that this knowledge helped them back at their buildings even more than some of the more technical aspects of the program”.

Recommendations were also made on quality, to improve the programme: this included suggestions of more informal time to share solutions, more use of IT in the sessions, speakers sticking to allotted times, and more clarity early on what was meant by some key notions, such as Socialization and Role Clarification. For ongoing longitudinal, annual evaluation, the recommendation was that more ought to be assessed and made explicit in terms of outcomes, with consistent quality in material and presentations, and consistent feedback forms.

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<sup>70</sup> <http://nsuworks.nova.edu/tqr/vol15/iss4/11/>

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The New York leadership Aspiring Principals academy is focussed on identifying, developing, supporting, then mentoring school principals. There are many elements to this mixed and extensive programme which has now also been extended to other states, however overall there are 4 phases of the structure (recruitment and then selection, summer intensives, school-based residency and summary planning phase to ensure readiness).<sup>71</sup> An impact assessment shows that leaders completing it are better able to “turn around poor performing schools” which is one of the stated aims.<sup>72</sup>

Also, in the USA but slightly older, a research report from 2007 looks at “preparing school leaders”<sup>73</sup> and assesses 8 exemplary pre and in-service development models in the USA, “chosen both because they provided evidence of strong outcomes in preparing school leaders and because, in combination, they represented a variety of approaches, designs, policy contexts, and partnerships between universities and school districts.”

There were many common features of effective pre-service programmes, including a “comprehensive and coherent curriculum aligned with state and professional standards....; a philosophy and curriculum emphasizing instructional leadership and school improvement; and active, student-centred instruction that integrates theory and practice and stimulates reflection.” Delivery was by a “Faculty who are knowledgeable in their subject areas, including both university professors and practitioners experienced in school administration; and “Social and professional support in the form of a cohort structure and formalized mentoring and advising by expert principals”. Selection was key – the recruitment to the programme was vigorous and targets to seek out those with potential – and the evaluation reports that a natural and welcome spillover from the programme was an established peer network. Those completing the pre-service training had a positive experience and “on average, graduates rated themselves significantly better prepared for instructional leadership and management of school improvement.”

Recommendations were also made for the optimum programme design and success, including selection and recruitment; the use of professional standards, durable partnerships, specific or unique features have to be integrated in to the agreed model of leadership, and significant resources in particular human resources. One conclusion of the study is that there are three “facilitating conditions” present, to varying extents, in these exemplary programs:

- i. dedicated programme champions and leaders;
- ii. the political will and capacity to build university-district partnerships; and
- iii. significant financial support.

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<sup>71</sup> <https://www.nycleadershipacademy.org/programs-and-services/aspiring-leaders-programs/aspiring-principals-program>

<sup>72</sup> More detail on impact is set out here <https://www.nycleadershipacademy.org/impact/results>

<sup>73</sup> <http://www.wallacefoundation.org/knowledge-center/Documents/Preparing-School-Leaders-Executive-Summary.pdf>

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There are many other school leader development programmes in the USA – one national offer worth briefly citing is the National Institute for School Leaders run out of the National Center on Education and the Economy in Washington DC. This is a USA wide offer of executive leadership differentiating between “aspiring, novice and veteran” school leaders, reiterating the importance of the continuum of CPD for leaders beyond the early years of a career. To quote NISL – “.... improving school leadership at scale is impossible without effective training for existing principals as well—and the benefits reverberate throughout school systems”.<sup>74</sup>

Finally, on the USA, the Educational and Management Administration and Leadership (Journal Vol 42 issue 4 2015) published a report on the implications for practice, *Comparing the effects of instructional and transformational leadership on student achievement*, in which one conclusion is that leadership style – be it, say, instructional or transformational – did have a meaningful impact on student achievement beyond the school context and principal demographics. The data was gathered from 590 teachers rating their principal’s style.<sup>75</sup>

**The limited research about Chile reiterates a key point about policies and programme design that truly takes in to account differences between schools, where context and geography and local politics are relevant.**

Recent research (May 2017) sets out that “principals in Chile are required to mobilise change to raise performance indicators. School improvement is a complex endeavour—a complexity that is intensified for newly appointed principals, particularly when placed in a high-poverty, ineffective school.”<sup>76</sup> All participants in the study “converged on actions to promote changes in: staffing, redesigning the organisation, and managing instruction. The quality of the actions, however, differed by type of school, highlighting the importance of defining policies for strengthening school leadership that take into account differences among schools. Induction will provide needed support at the individual level, but it might be insufficient support if other measures at the district level fail to create conditions, such as staffing, so the arrival of a new principal is indeed an opportunity to reverse a downward trajectory of an ineffective, high-poverty school.”

**Victoria (Australia) is often cited as an example of effective professional leadership, with key features including a coherent reform programme, a focus on performance development and continuous learning linked to the school context**

The OECD cites Victoria as an innovative example of a school leadership development strategy, aware that the state is investing in leadership capacity in a purposeful way in order to raise educational achievement,

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<sup>74</sup> <http://www.nisl.org/executive-development-program/for-aspiring-and-current-leaders/>

<sup>75</sup> <http://journals.sagepub.com/doi/full/10.1177/1741143213502192>

<sup>76</sup> <http://journals.sagepub.com/doi/full/10.1177/1741143217707520>

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which is mixed across the state.<sup>77</sup> Victoria has a range of provision for school leaders – some but not all of which are familiar, for example networks of leaders, secondments to government, structured reading activity with books circulated for required reading and an annual convention for all principals in the state.

An extensive report on this state by the OECD (2007) is relevant. The Flagship Strategy for building leadership capacity has these features:

- i. Improved principal selection process
- ii. Mentoring programme for first-time principals and a coaching support programme for experienced principals
- iii. A balanced scorecard approach to principal performance management
- iv. An accelerated development programme for high potential leaders
- v. A development programme for high performing principals
- vi. Local administrative bureaus for networks of small schools <sup>78</sup>

According to the OECD, the “Victorian leadership framework breaks new ground in being applicable to leadership throughout the school at all levels in the school, showing where a teacher or school leader is located on a continuum and what they need to know and be able to do in order to improve” – the framework set out on in box 6 on page 18 (OECD, 2007) shows the different profiles in the educational leadership continuum and what capabilities are expected at each of the levels.

**New Zealand is setting up a dedicated national leadership school, seeking efficiencies from that approach, with some CPD offered by a contracted company, notably here for new principals.**

The New Zealand model for new secondary school principals’ leadership is to use a full-time team of leadership advisors offering support in specific areas– namely “leading learning, governance, staff and stakeholder relationships and professional leadership inquiry.” This is under a contract from the Ministry to a firm called Evaluation Associates.<sup>79</sup>

Principals in their first posts (known as beginning principal/tumaki) are also supported by a mentor, who helps with day to day queries – a short term, task focussed approach. They provide support primarily around the administration and management of the school. Support is also offered by a regional management group in each region that comprises representatives from Evaluation Associates, the Ministry of Education and local principals’ associations. This group allows for wider, more strategic support to complement the mentoring.

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<sup>77</sup> <http://www.oecd.org/edu/school/improvingschoolleadership-casestudyreportsofinnovativepractice.htm>

<sup>78</sup> <http://www.oecd.org/edu/school/39883476.pdf>

<sup>79</sup> <http://www.evaluate.co.nz/services/school-leadership/>

The Evaluation Partnership also offers a very wide range of leadership supports, including consultancy on new appointments, a dedicated coaching package and communities of learning for whole schools.

Building on this programme, New Zealand is currently moving to a more coherent national approach, seeking efficiencies from a national budget and setting up a national centre. This follows a review by the Ministry and the Education Council of its centrally-funded support for leaders and designed supports based on feedback from the sector.

New leadership support, the Ministry of Education has announced, is vital as effective leadership is crucial to successful student outcomes. The Ministry has three new supports for leaders for 2017, again looking at different cohorts on a continuum but also at who should offer the support – leadership advisors and experts partners are cited alongside emerging leaders for example. This offer is part of the Ministry’s interim support package for leaders which will be in place for the next two years while the Education Council develops a leadership strategy and establishes its new Centre for Leadership Excellence.



## Annex 3 Main Survey Questionnaire – Principals and Deputy Principals

The Centre for School Leadership ([www.cslireland.ie](http://www.cslireland.ie)) was established as a partnership between the Department of Education and Skills, the National Association of Principals and Deputy Principals ([www.napd.ie](http://www.napd.ie)), and the Irish Primary Principals' Network ([www.ippn.ie](http://www.ippn.ie)) in 2015, with the goal of becoming a centre of excellence for school leadership and for the development and promotion of best practice in leadership development and support within schools.

As part of its work-programme for 2016/2017, the CSL has commissioned independent consultants Fitzpatrick Associates to research the professional development needs of school leaders at different stages of their careers, and this survey is being undertaken by the consultants to research and explore professional development needs as perceived and articulated by existing school leaders at both primary and post-primary level.

The survey is being issued to the members of the National Association of Principals and Deputy Principals (NAPD) and the Irish Primary Principals' Network (IPPN), but responses will be identifiable, collated and aggregated only by the independent consultants Fitzpatrick Associates, who will present their findings in aggregate only. As such, responses are provided on a confidential basis, and no individual's responses will be shared with the CSL, Department of Education and Skills or other parties.

Your participation will help to ensure that professional development support meets the needs of school leaders today and into the future, and is greatly appreciated.

Please note that questions marked with an asterisk (\*) require an answer. The survey should take no more than 10-15 minutes to complete.

**Section 1 - Background Details**

1. Please give your name (optional).

\* 2. Are you male or female?

\* 3. Which of the following age bands do you fit into?

\* 4. Please indicate whether your school is primary or post-primary.

\* 5. Please answer "yes" or "no" to the following questions.

	Yes	No
Is your school a DEIS school?	<input type="radio"/>	<input type="radio"/>
Is your school less than five (5) years old?	<input type="radio"/>	<input type="radio"/>
Has your school got an autism class or a special class?	<input type="radio"/>	<input type="radio"/>
Does your school provide instruction through the medium of Irish to some or all pupils?	<input type="radio"/>	<input type="radio"/>
Is your school a hospital school or special school?	<input type="radio"/>	<input type="radio"/>

\* 6. Which management body has responsibility for your school?

- Primary** - Catholic Primary Schools Management Association (CPSMA)
- Primary** - Church of Ireland Education Board
- Primary** - National Association of Boards of Management in Special Education (NABMSE)
- Primary** - An Foras Patrúnachta
- Primary** - Educate Together
- Primary** - Muslim Primary Education Board
- Primary** - Other
- Post-primary** - Joint Managerial Body (JMB)
- Post-primary** - Association of Community and Comprehensive Schools (ACCS)
- Post-Primary** - Education and Training Board (ETB)
- Post-primary** - Other

For other (primary or post-primary), please give details

\* 7. How many pupils are in your school?

\* 8. Please indicate which of the following leadership roles you occupy.

\* 9. In this position, are you working in:

- a) an acting capacity?
- b) a permanent capacity?

\* 10. Please indicate the number of years you have been in this leadership position.

Section 2 - Existing Qualifications

\* 11. Apart from your teaching qualification, have you attained any other further relevant qualifications?

\* 12. For any qualifications attained, please indicate the type of award and also both the year of award and the country/region of accrediting institution.

	Year Attained	Country/Region of Accrediting Institution
PhD	<input type="text"/>	<input type="text"/>
Masters	<input type="text"/>	<input type="text"/>
Postgraduate Diploma (other than Postgraduate Teaching Diploma)	<input type="text"/>	<input type="text"/>
Postgraduate Certificate	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>

For other, please specify

### Section 3 - Existing Leadership Professional Development Supports

\* 13. Have you received formal professional development in school leadership between 2015 and 2017?

### Section 3 - Existing Leadership Professional Development Supports

\* 13. Have you received formal professional development in school leadership between 2015 and 2017?

\* 14. Have you availed of any of the following **PDST or CSL services** for school leadership training and professional development, and in what year? Please tick all relevant years (or not applicable) for each row as appropriate.

	2015	2016	2017	Not Applicable
PDST - Misneach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PDST - Forbairt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PDST - Toralocht	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PDST - Tanalste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CSL - Mentor Training and Shared Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* 15. Have you availed of any **other services** for school leadership training and professional development, and in what year? Please tick all relevant years (or not applicable) for each row as appropriate.

	2015	2016	2017	Not Applicable
IPPN provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NAPD provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher union provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management body provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Privately sourced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For other, please specify



Section 4 - Leadership Professional Development Needs

16. Recognising the multiplicity of leadership roles and responsibilities in contemporary school settings, from the following list, please indicate the areas in which you feel you **currently** need further professional development, and whether these areas are an "important need for support" or a "critical need for support". **Please tick for all rows in which you feel support is needed. If support is not currently needed, please leave the row blank.**

	Important Need for Support	Critical Need for Support
<b>Leading Learning and Teaching</b> - Building a collaborative culture - with staff	<input type="radio"/>	<input type="radio"/>
<b>Leading Learning and Teaching</b> - Building a collaborative culture - with learners	<input type="radio"/>	<input type="radio"/>
<b>Leading Learning and Teaching</b> - Promoting a culture of learning	<input type="radio"/>	<input type="radio"/>
<b>Leading Learning and Teaching</b> - Creating an inclusive school	<input type="radio"/>	<input type="radio"/>
<b>Leading Learning and Teaching</b> - Assessment	<input type="radio"/>	<input type="radio"/>
<b>Leading Learning and Teaching</b> - Curriculum development and planning	<input type="radio"/>	<input type="radio"/>
<b>Leading Learning and Teaching</b> - Curriculum timetabling	<input type="radio"/>	<input type="radio"/>
<b>Leading Learning and Teaching</b> - Technology-enhanced learning	<input type="radio"/>	<input type="radio"/>
<b>Leading Learning and Teaching</b> - Supporting teacher learning and development	<input type="radio"/>	<input type="radio"/>
<b>Leading Learning and Teaching</b> - Supporting teacher networking	<input type="radio"/>	<input type="radio"/>
<b>Leading Learning and Teaching</b> - Innovation and creativity in teaching	<input type="radio"/>	<input type="radio"/>

	Important Need for Support	Critical Need for Support
<b><u>Leading Learning and Teaching</u></b> - Promoting equality of opportunity	<input type="radio"/>	<input type="radio"/>
<b><u>Leading Learning and Teaching</u></b> - Promoting well-being in the school community	<input type="radio"/>	<input type="radio"/>
<b><u>Leading Learning and Teaching</u></b> - Learner monitoring systems	<input type="radio"/>	<input type="radio"/>
<b><u>Managing the Organisation</u></b> - Management	<input type="radio"/>	<input type="radio"/>
<b><u>Managing the Organisation</u></b> - Education legislation and policy	<input type="radio"/>	<input type="radio"/>
<b><u>Managing the Organisation</u></b> - Organisational structures in schools	<input type="radio"/>	<input type="radio"/>
<b><u>Managing the Organisation</u></b> - Building relationships/relationship management	<input type="radio"/>	<input type="radio"/>
<b><u>Managing the Organisation</u></b> - Conflict management/resolution	<input type="radio"/>	<input type="radio"/>
<b><u>Managing the Organisation</u></b> - Managing diverse groups	<input type="radio"/>	<input type="radio"/>
<b><u>Managing the Organisation</u></b> - Managing challenging behaviours	<input type="radio"/>	<input type="radio"/>
<b><u>Managing the Organisation</u></b> - Financial planning and budgeting	<input type="radio"/>	<input type="radio"/>
<b><u>Managing the Organisation</u></b> - Self-evaluation within schools	<input type="radio"/>	<input type="radio"/>
<b><u>Managing the Organisation</u></b> - Critical thinking and decision making	<input type="radio"/>	<input type="radio"/>

	Important Need for Support	Critical Need for Support
<b>Managing the Organisation -</b> Communication skills	<input type="radio"/>	<input type="radio"/>
<b>Managing the Organisation -</b> Motivation	<input type="radio"/>	<input type="radio"/>
<b>Managing the Organisation -</b> Human resource management	<input type="radio"/>	<input type="radio"/>
<b>Managing the Organisation -</b> School strategic planning	<input type="radio"/>	<input type="radio"/>
<b>Managing the Organisation -</b> Project and programme management	<input type="radio"/>	<input type="radio"/>
<b>Managing the Organisation -</b> Procedures and protocols	<input type="radio"/>	<input type="radio"/>
<b>Managing the Organisation -</b> Managing industrial relations	<input type="radio"/>	<input type="radio"/>
<b>Managing the Organisation -</b> School health and safety	<input type="radio"/>	<input type="radio"/>
<b>Leading School Development -</b> Creating a school "vision"	<input type="radio"/>	<input type="radio"/>
<b>Leading School Development -</b> Building a collaborative culture - with Boards of Management	<input type="radio"/>	<input type="radio"/>
<b>Leading School Development -</b> Building a collaborative culture - with Trustees	<input type="radio"/>	<input type="radio"/>
<b>Leading School Development -</b> Continuous improvement within schools	<input type="radio"/>	<input type="radio"/>
<b>Leading School Development -</b> Developing the school culture	<input type="radio"/>	<input type="radio"/>

	Important Need for Support	Critical Need for Support
<b>Leading School Development</b> - Leading change	<input type="radio"/>	<input type="radio"/>
<b>Leading School Development</b> - Staff and learner personal development and well-being	<input type="radio"/>	<input type="radio"/>
<b>Leading School Development</b> - Building a collaborative culture - with parents	<input type="radio"/>	<input type="radio"/>
<b>Leading School Development</b> - Building a collaborative culture - with others	<input type="radio"/>	<input type="radio"/>
<b>Leading School Development</b> - Building external relationships	<input type="radio"/>	<input type="radio"/>
<b>Leading School Development</b> - Professional networking in school development	<input type="radio"/>	<input type="radio"/>
<b>Leading School Development</b> - Mentoring and coaching	<input type="radio"/>	<input type="radio"/>
<b>Developing Leadership Capacity</b> - Leadership concepts and principles	<input type="radio"/>	<input type="radio"/>
<b>Developing Leadership Capacity</b> - Leader reflection/self-evaluation	<input type="radio"/>	<input type="radio"/>
<b>Developing Leadership Capacity</b> - Leader personal development and well-being	<input type="radio"/>	<input type="radio"/>
<b>Developing Leadership Capacity</b> - Distributing leadership roles and responsibilities	<input type="radio"/>	<input type="radio"/>
<b>Developing Leadership Capacity</b> - Encouraging leadership within the school	<input type="radio"/>	<input type="radio"/>

	Important Need for Support	Critical Need for Support
<b>Developing Leadership Capacity</b> - Team building and empowering staff	<input type="radio"/>	<input type="radio"/>
<b>Developing Leadership Capacity</b> - Developing learner voice and pupil/student leadership	<input type="radio"/>	<input type="radio"/>
<b>Developing Leadership Capacity</b> - Leadership networking	<input type="radio"/>	<input type="radio"/>

## Section 5 - Needs of Aspiring School Leaders

17. From the same list, please identify **up to five (5) areas of skills and competence** in which you feel aspiring school leaders (i.e. those considering or wishing to move into leadership positions in schools) require professional development. **Please limit your responses to the five (5) you consider most important for aspiring leaders.**

- Leading Learning and Teaching** - Building a collaborative culture - with staff
- Leading Learning and Teaching** - Building a collaborative culture - with learners
- Leading Learning and Teaching** - Promoting a culture of learning
- Leading Learning and Teaching** - Creating an inclusive school
- Leading Learning and Teaching** - Assessment
- Leading Learning and Teaching** - Curriculum development and planning
- Leading Learning and Teaching** - Curriculum timetabling
- Leading Learning and Teaching** - Technology-enhanced learning
- Leading Learning and Teaching** - Supporting teacher learning and development
- Leading Learning and Teaching** - Supporting teacher networking
- Leading Learning and Teaching** - Innovation and creativity in teaching
- Leading Learning and Teaching** - Promoting equality of opportunity
- Leading Learning and Teaching** - Promoting well-being in the school community
- Leading Learning and Teaching** - Learner monitoring systems
- Managing the Organisation** - Management
- Managing the Organisation** - Education legislation and policy
- Managing the Organisation** - Organisational structures in schools
- Managing the Organisation** - Building relationships/relationship management
- Managing the Organisation** - Conflict management/resolution
- Managing the Organisation** - Managing diverse groups
- Managing the Organisation** - Managing challenging behaviours
- Managing the Organisation** - Financial planning and budgeting
- Managing the Organisation** - Self-evaluation within schools
- Managing the Organisation** - Critical thinking and decision making
- Managing the Organisation** - Communication skills

- Managing the Organisation - Motivation
- Managing the Organisation - Human resource management
- Managing the Organisation - School strategic planning
- Managing the Organisation - Project and programme management
- Managing the Organisation - Procedures and protocols
- Managing the Organisation - Managing industrial relations
- Managing the Organisation - School health and safety
- Leading School Development - Creating a school "vision"
- Leading School Development - Building a collaborative culture - with Boards of Management
- Leading School Development - Building a collaborative culture - with Trustees
- Leading School Development - Continuous improvement within schools
- Leading School Development - Developing the school culture
- Leading School Development - Leading change
- Leading School Development - Staff and learner personal development and well-being
- Leading School Development - Building a collaborative culture - with parents
- Leading School Development - Building a collaborative culture - with others
- Leading School Development - Building external relationships
- Leading School Development - Professional networking in school development
- Leading School Development - Mentoring and coaching
- Developing Leadership Capacity - Leadership concepts and principles
- Developing Leadership Capacity - Leader reflection/self-evaluation
- Developing Leadership Capacity - Leader personal development and well-being
- Developing Leadership Capacity - Distributing leadership roles and responsibilities
- Developing Leadership Capacity - Encouraging leadership within the school
- Developing Leadership Capacity - Team building and empowering staff
- Developing Leadership Capacity - Developing learner voice and pupil/student leadership
- Developing Leadership Capacity - Leadership networking

Section 6 - Additional Comments and Feedback

18. Please provide any further comments or feedback you would like to make.

\* 19. As part of the research, would you be willing in principle to participate in a focus group exploring professional development in the area of school leadership? If yes, you may be contacted by IPPN, NAPD or the consultants. However, the number of planned focus groups is limited, and participation is unlikely to be possible for all those that express interest.

If yes, please provide your name and appropriate contact details (telephone number, email address)

Thank you for your time.

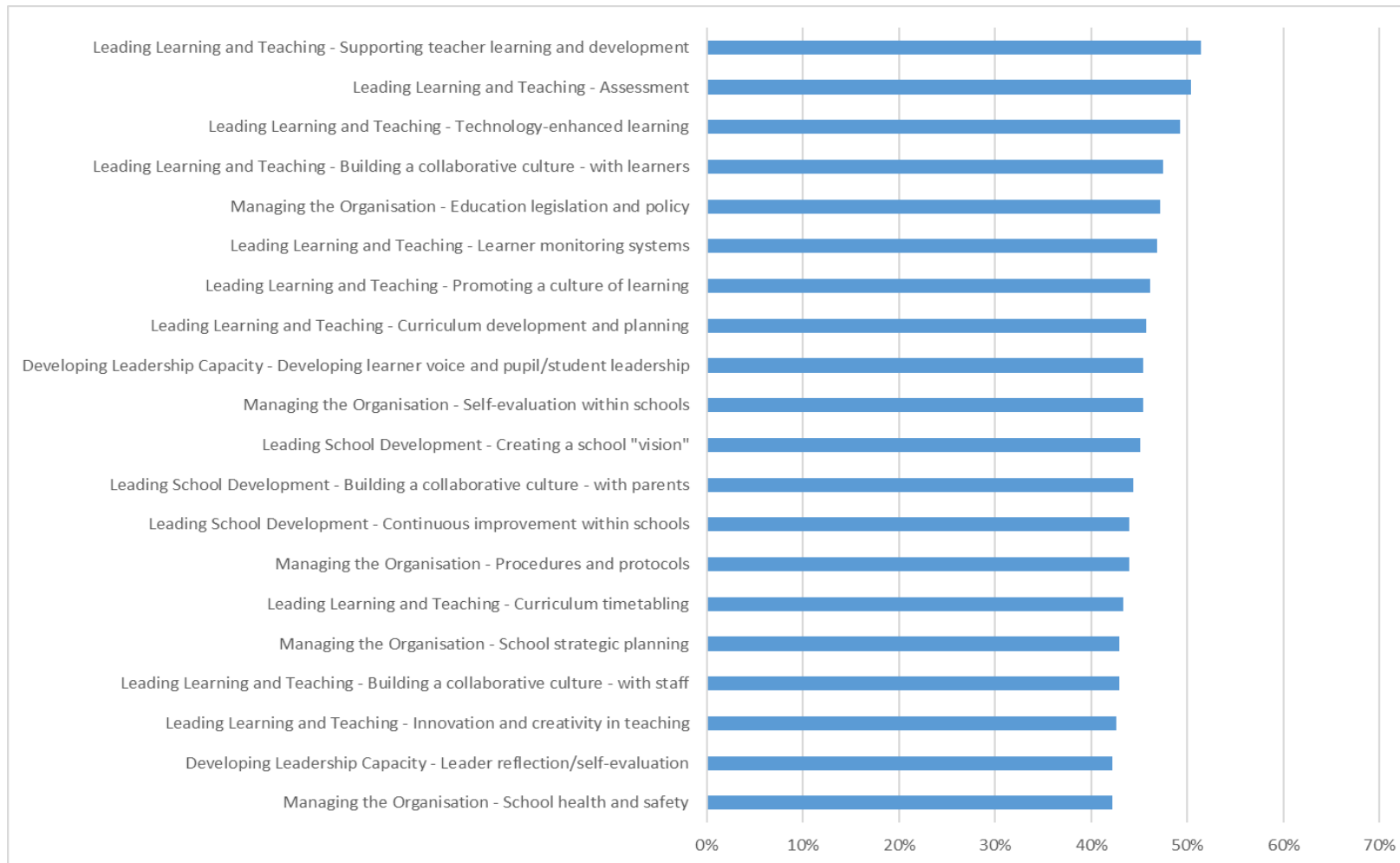


## Annex 4 Detailed Results of Main Survey – Professional Development Needs of School Leaders

FIGURE A4.1 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– ALL RESPONDENTS



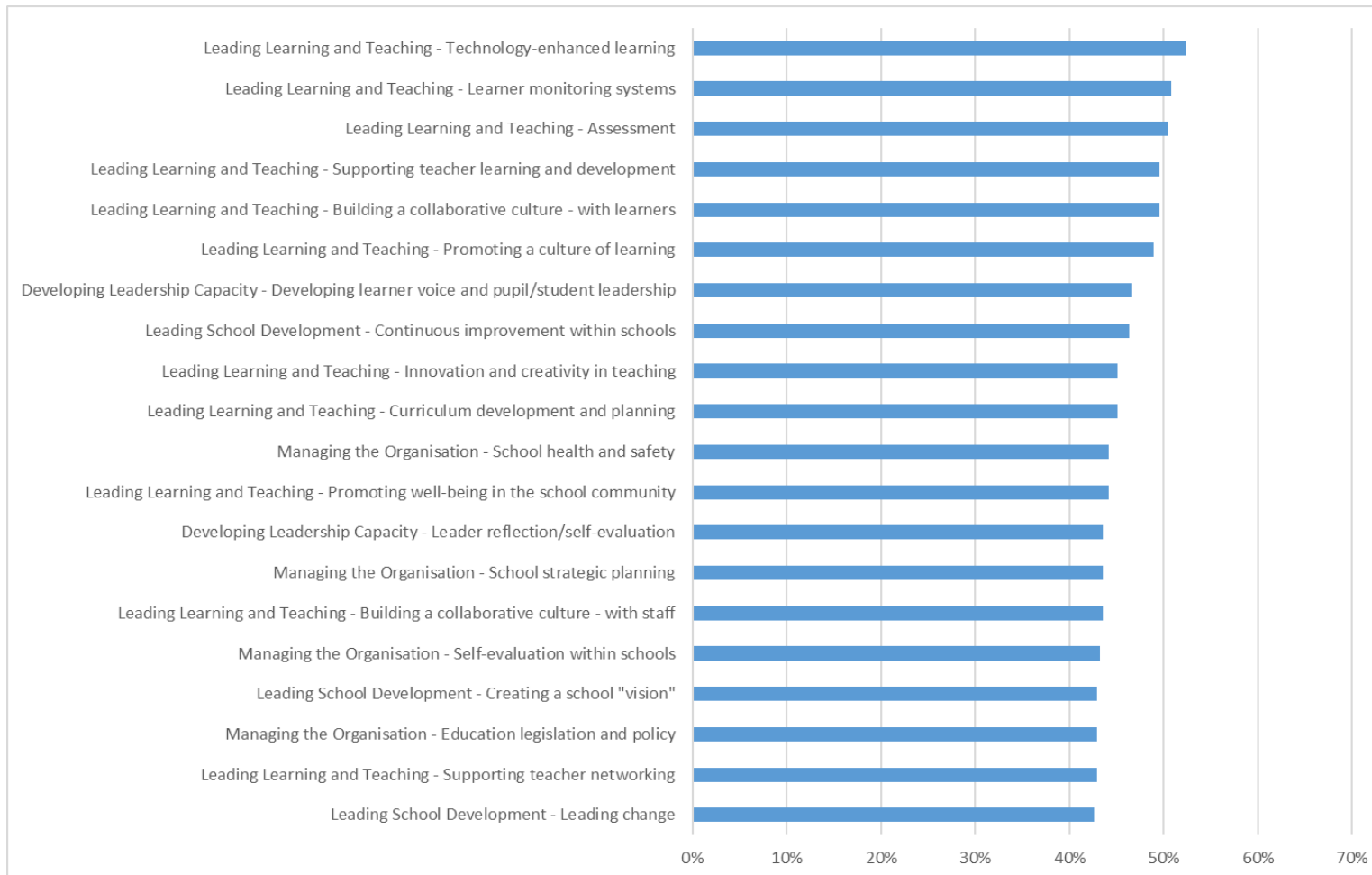
**FIGURE A4.2 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– PRIMARY SCHOOL RESPONDENTS ONLY**



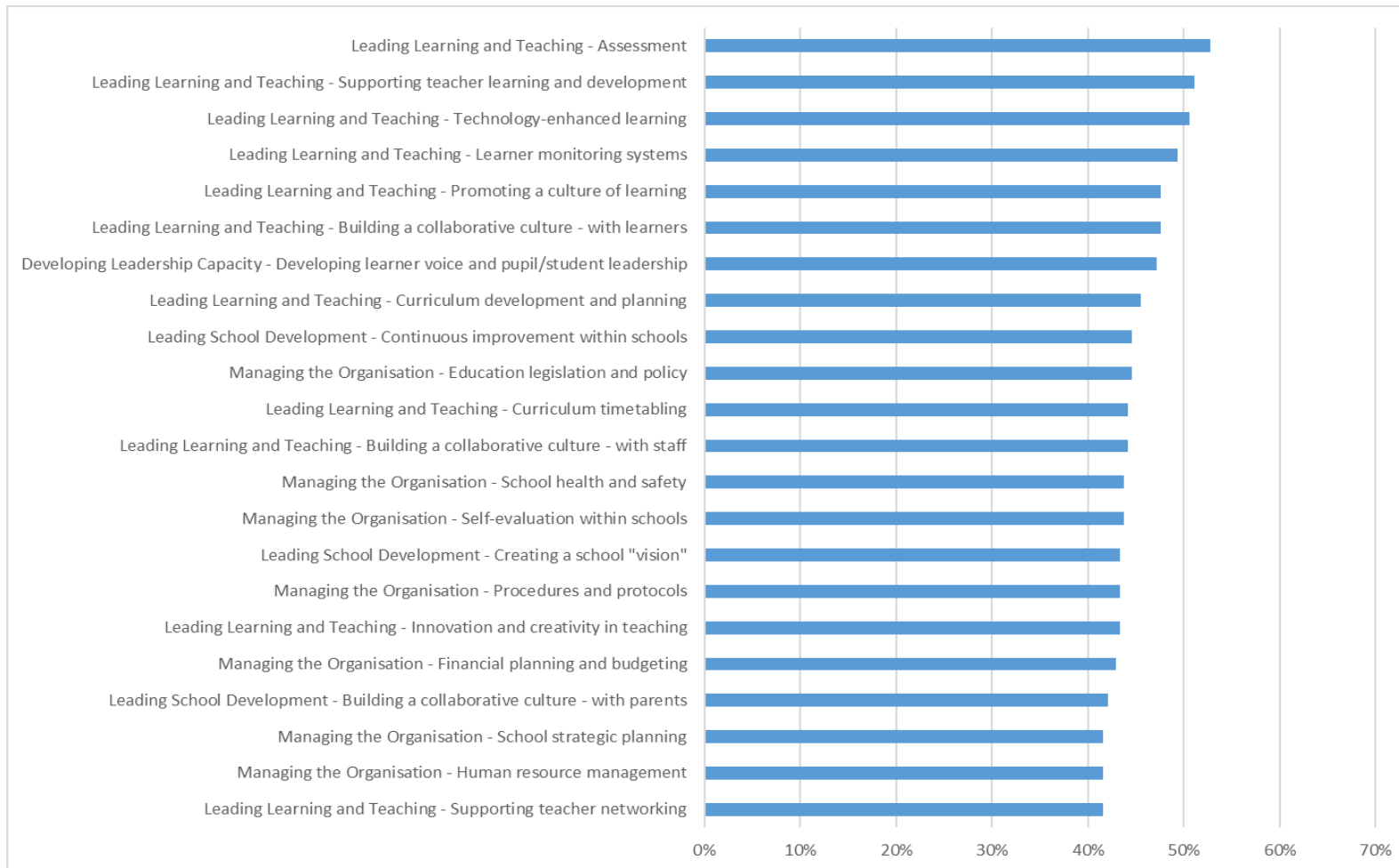
**FIGURE A4.3 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– POST PRIMARY SCHOOL RESPONDENTS ONLY**



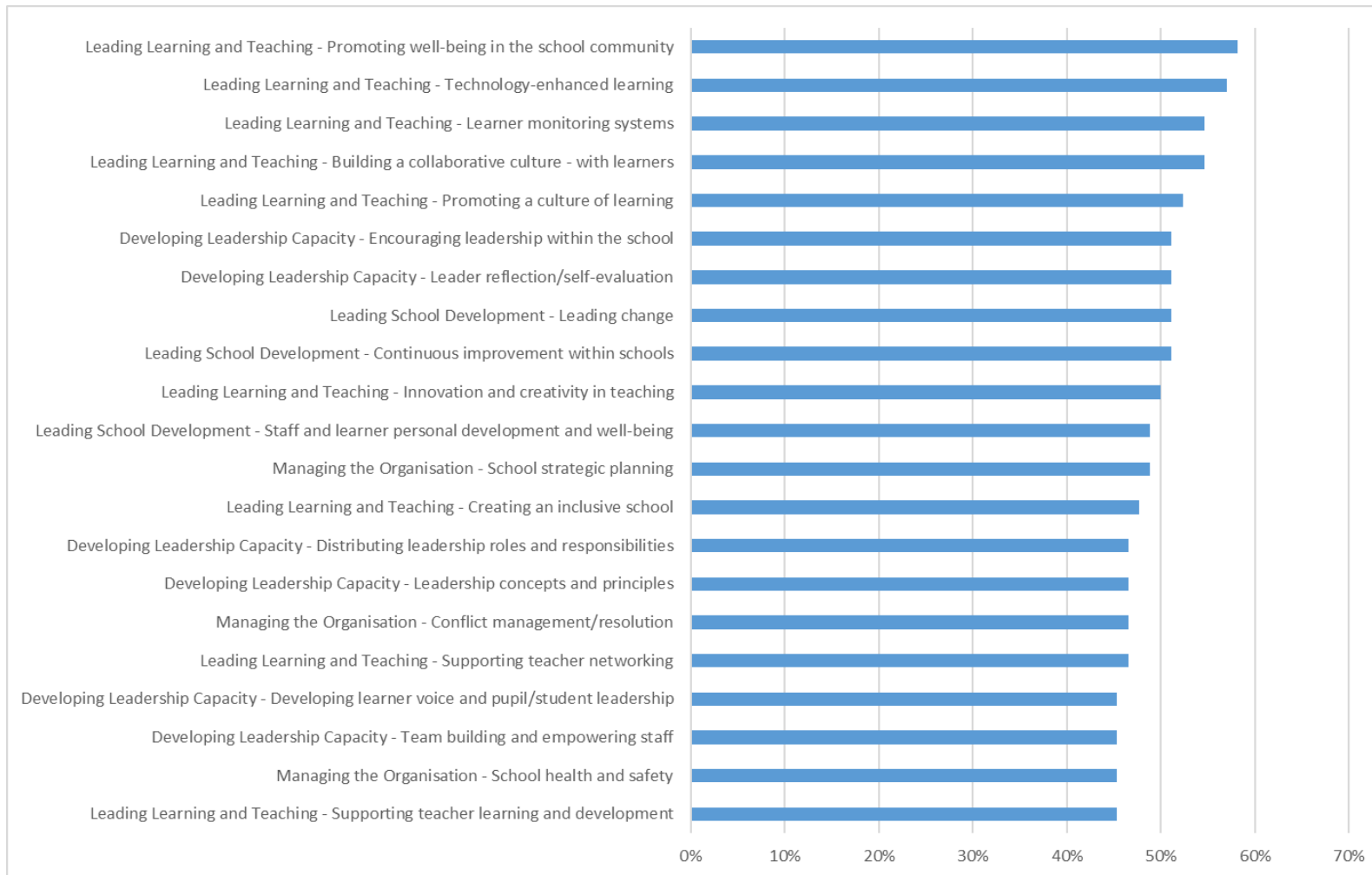
**FIGURE A4.4 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– PRINCIPALS ONLY**



**FIGURE A4.5 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– PRIMARY PRINCIPALS ONLY**



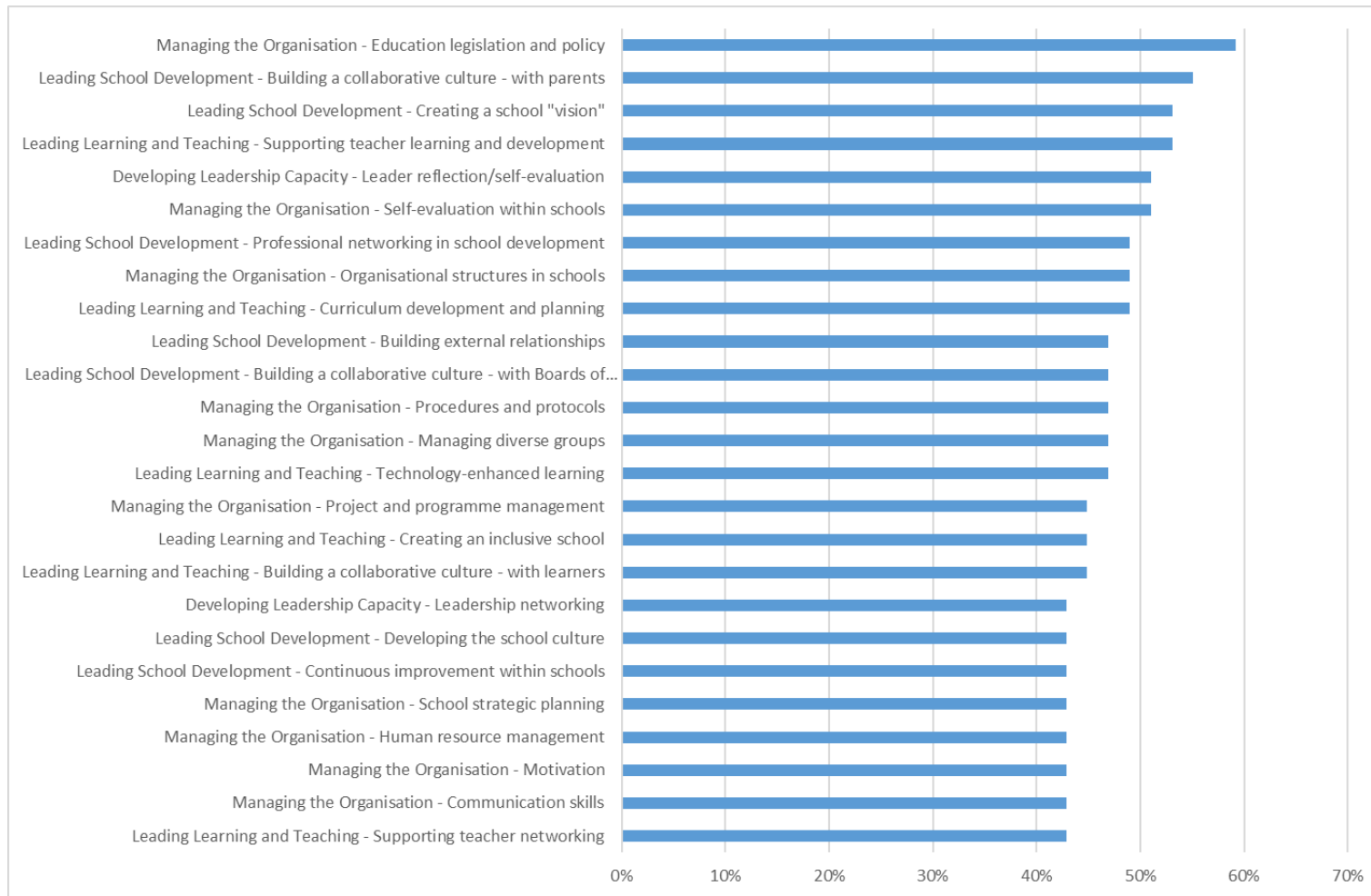
**FIGURE A4.6 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– POST PRIMARY PRINCIPALS ONLY**



**FIGURE A4.7 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– DEPUTY PRINCIPALS ONLY**

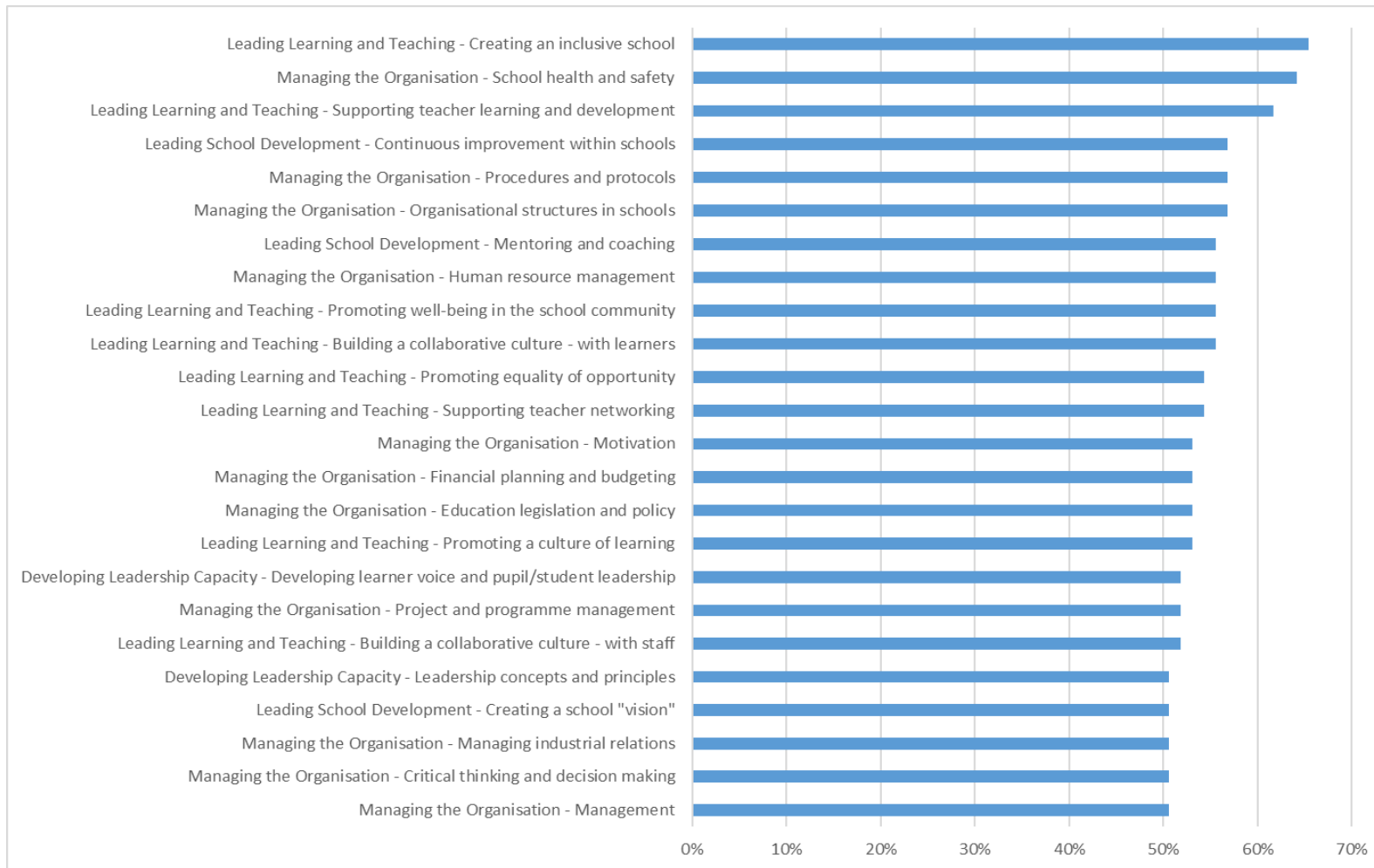


**FIGURE A4.8 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– PRIMARY DEPUTY PRINCIPALS ONLY**





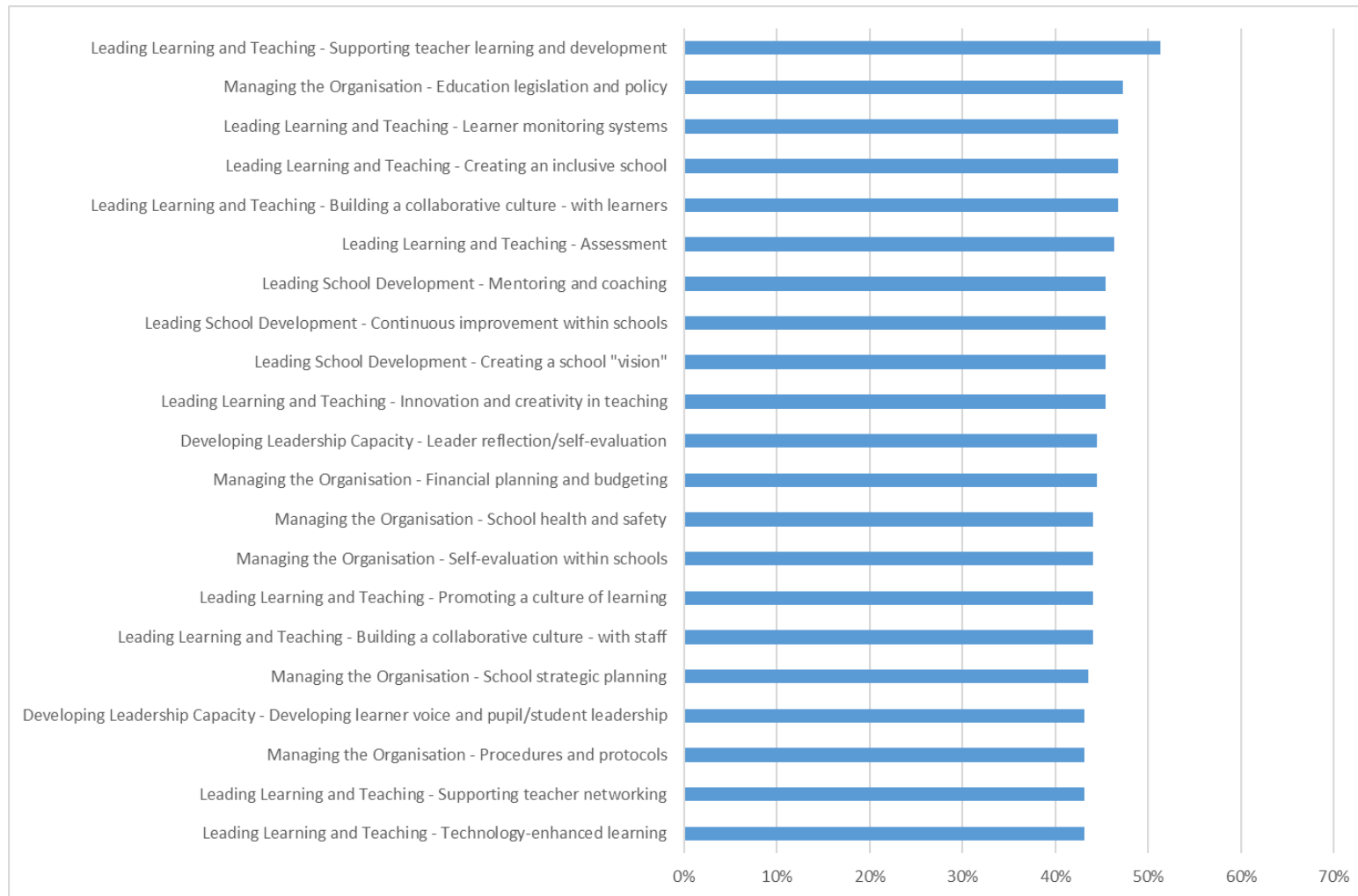
**FIGURE A4.9 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– POST PRIMARY DEPUTY PRINCIPALS ONLY**



**FIGURE A4.10 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– SCHOOLS WITH FEWER THAN 150 PUPILS**



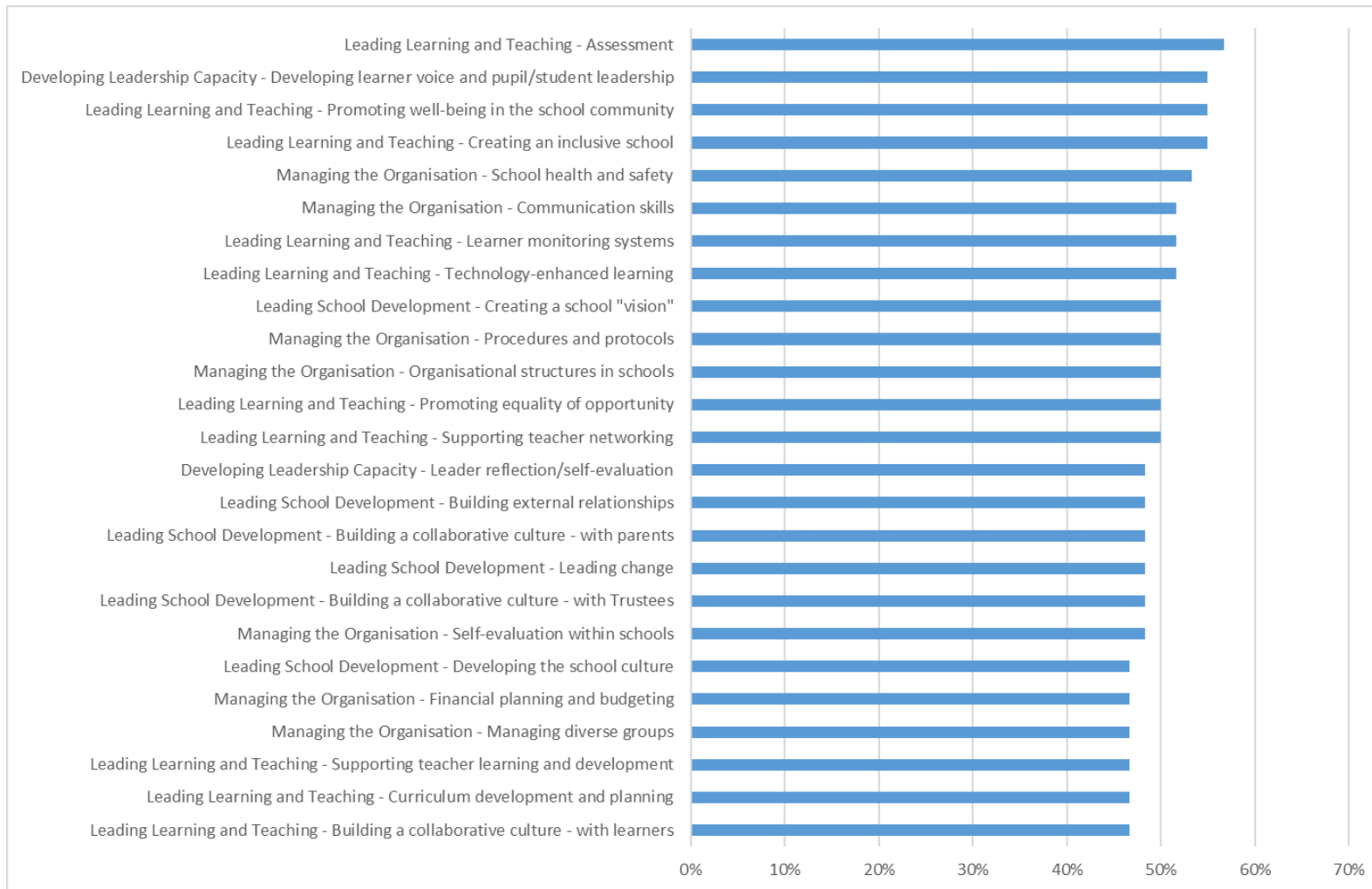
**FIGURE A4.11 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– SCHOOLS WITH BETWEEN 150 AND 500 PUPILS**



**FIGURE A4.12 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– SCHOOLS WITH MORE THAN 500 PUPILS**



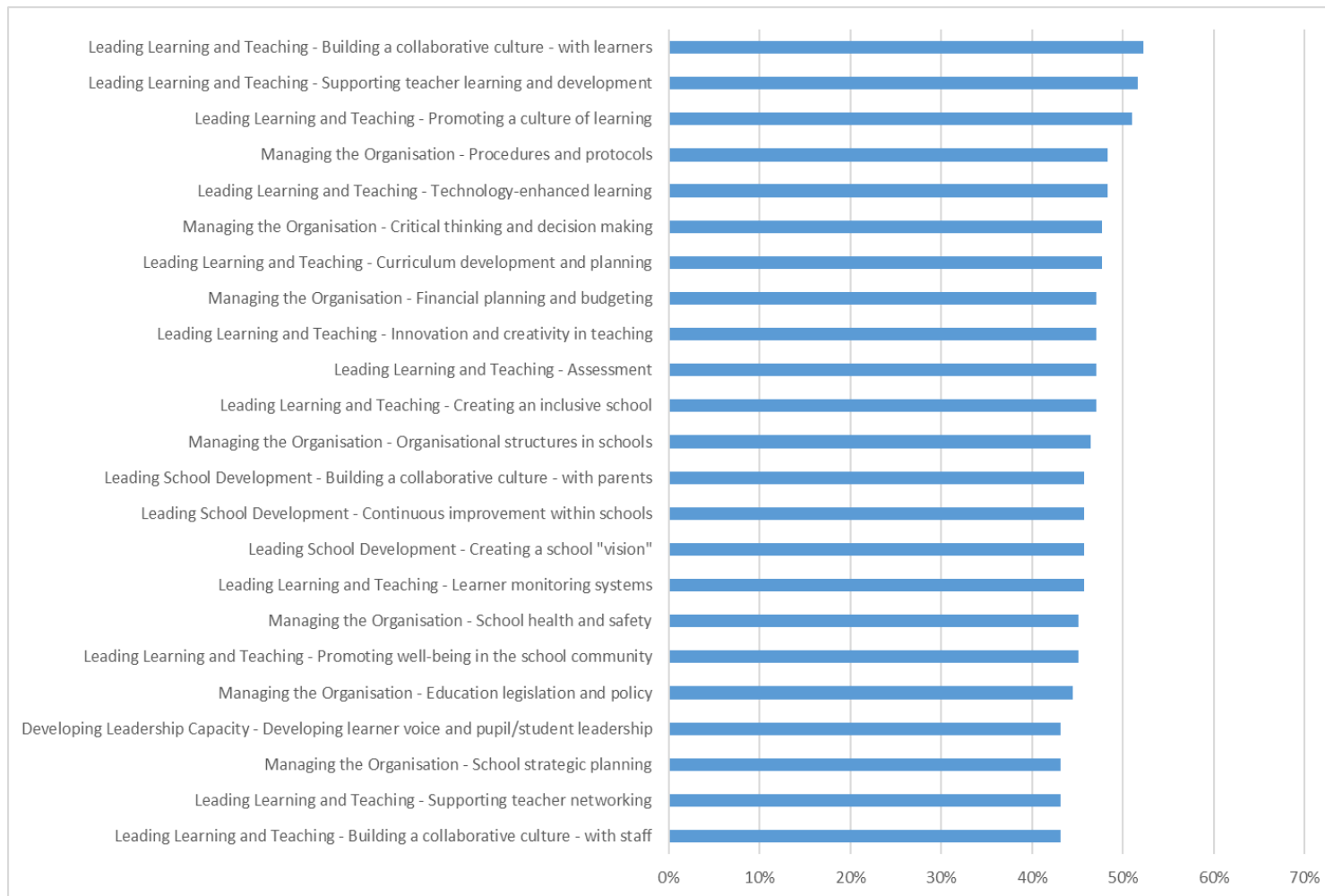
**FIGURE A4.13 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– RESPONDENTS IN LEADERSHIP ROLES FOR 0-2 YEARS**



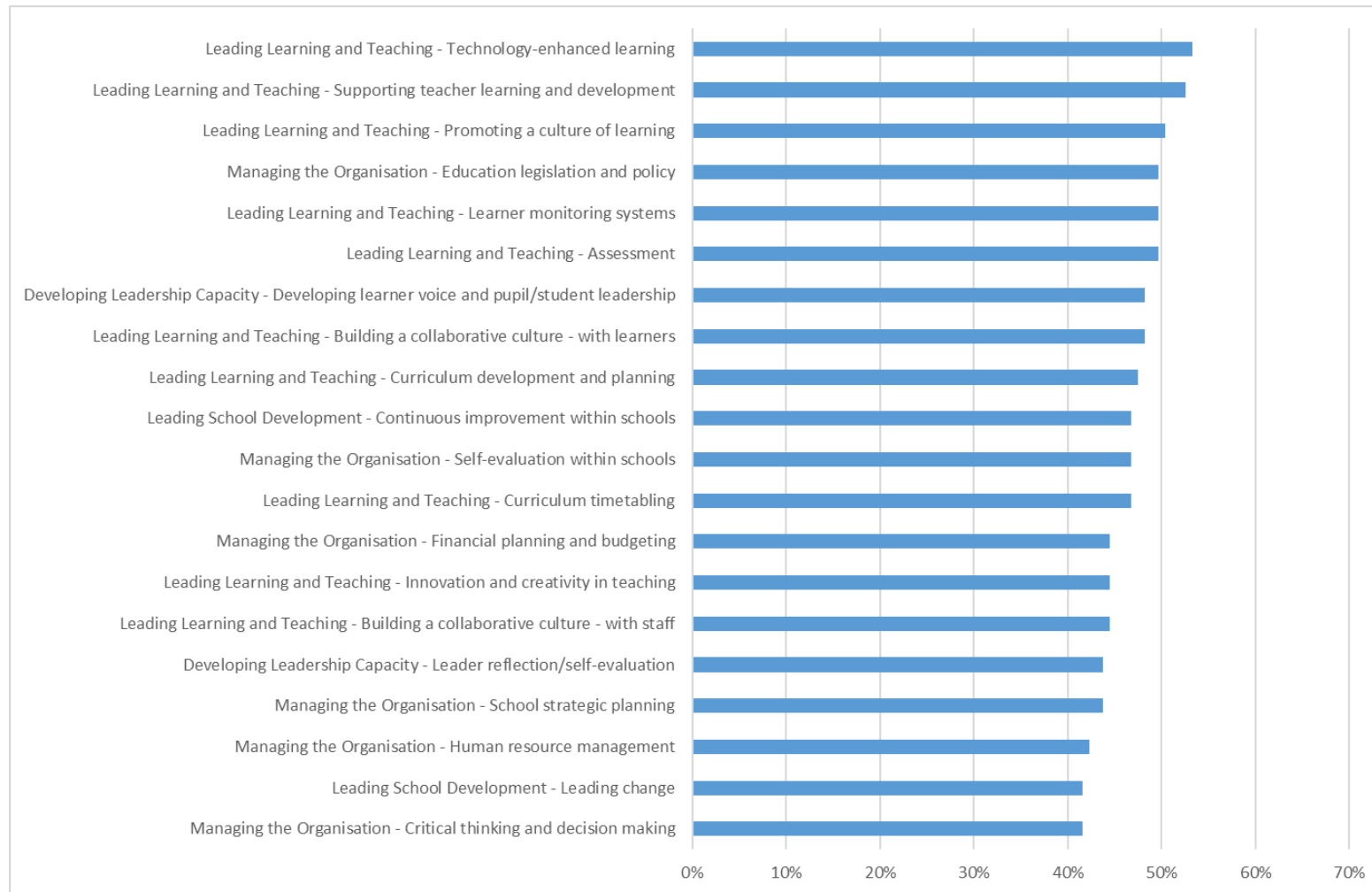
**FIGURE A4.14 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– RESPONDENTS IN LEADERSHIP ROLES FOR 3-5 YEARS**



**FIGURE A4.15 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– RESPONDENTS IN LEADERSHIP ROLES FOR 6-10 YEARS**

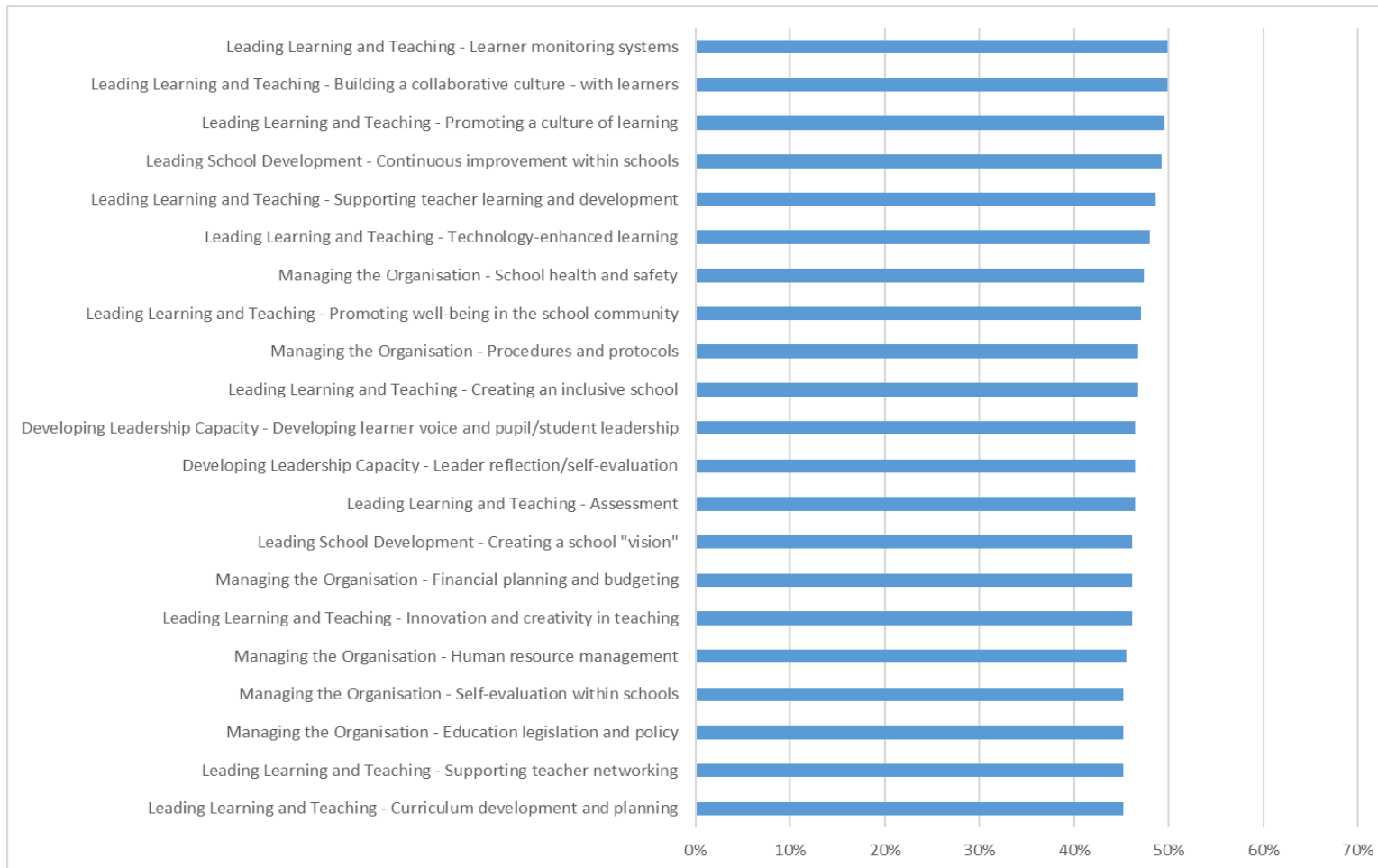


**FIGURE A4.16 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– RESPONDENTS IN LEADERSHIP ROLES FOR MORE THAN-10 YEARS**

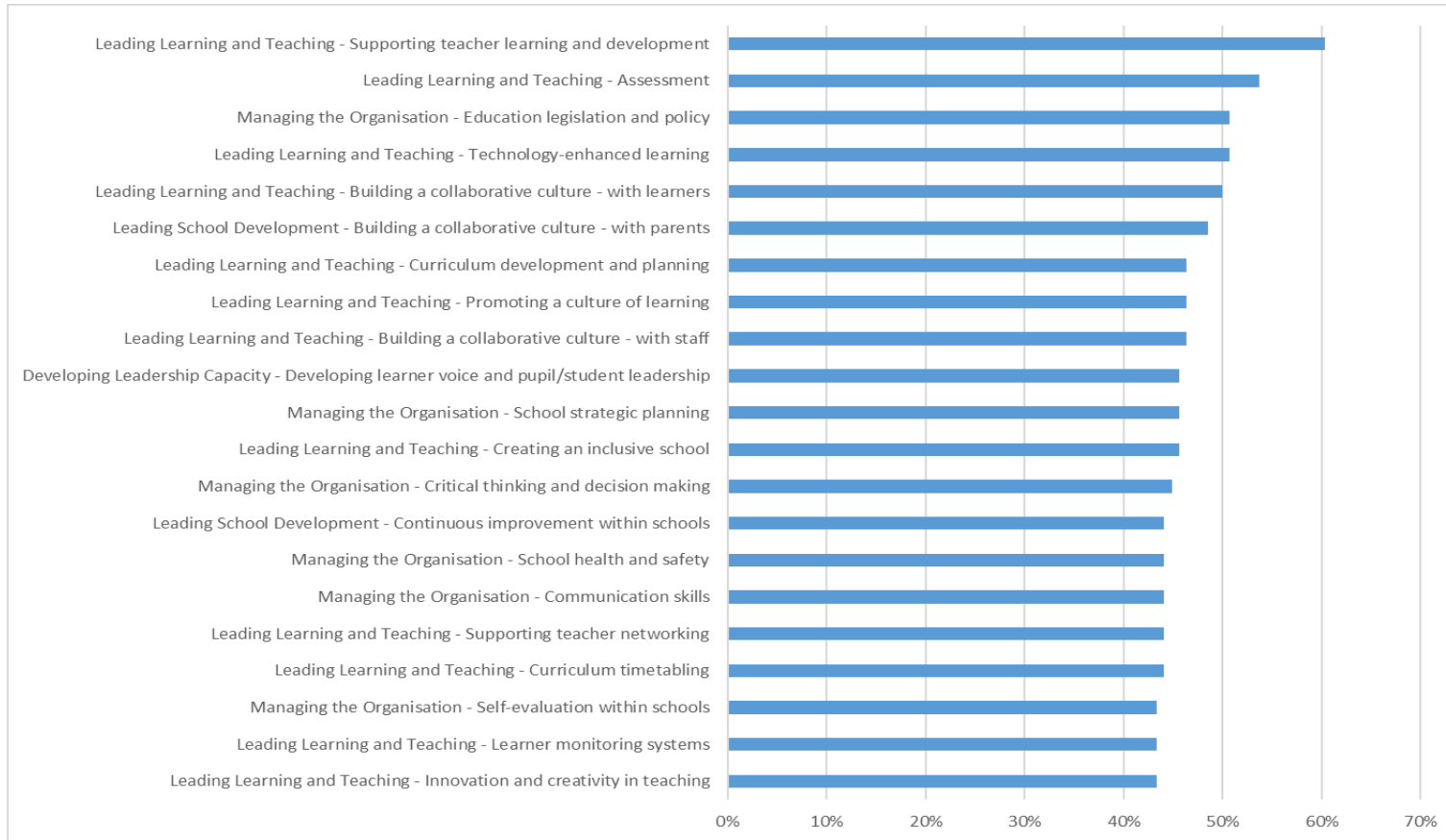




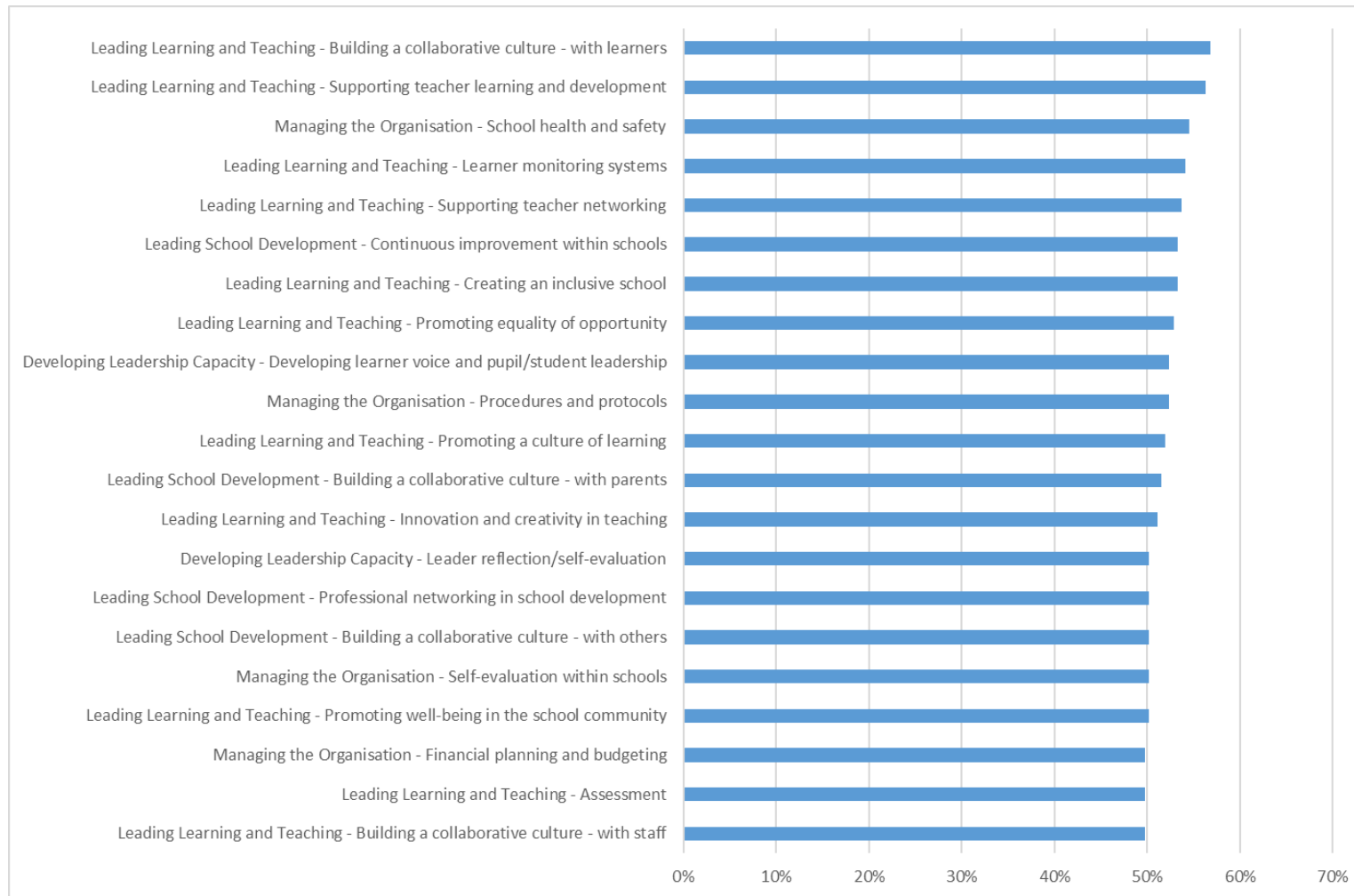
**FIGURE A4.17 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– RESPONDENTS WITH OTHER RELEVANT QUALIFICATIONS**



**FIGURE A4.18 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– RESPONDENTS WITHOUT OTHER RELEVANT QUALIFICATIONS**



**FIGURE A4.19 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– RESPONDENTS WHO HAVE AVAILED OF LEADERSHIP CPD BETWEEN 2015 AND 2017**



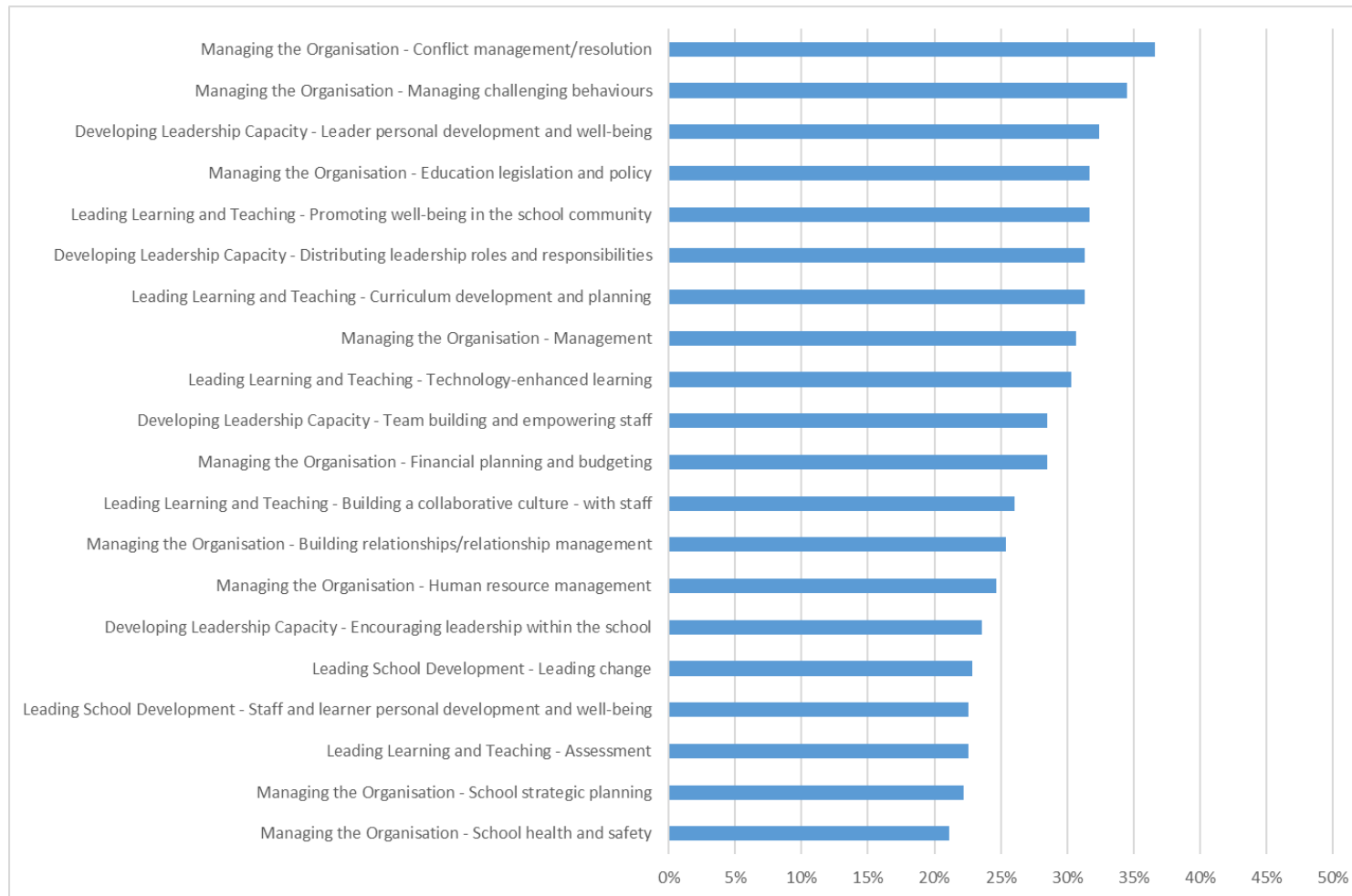
**FIGURE A4.20 TOP 20 “IMPORTANT” AREAS FOR PROFESSIONAL DEVELOPMENT– RESPONDENTS WHO HAVE NOT AVAILED OF LEADERSHIP CPD BETWEEN 2015 AND 2017**



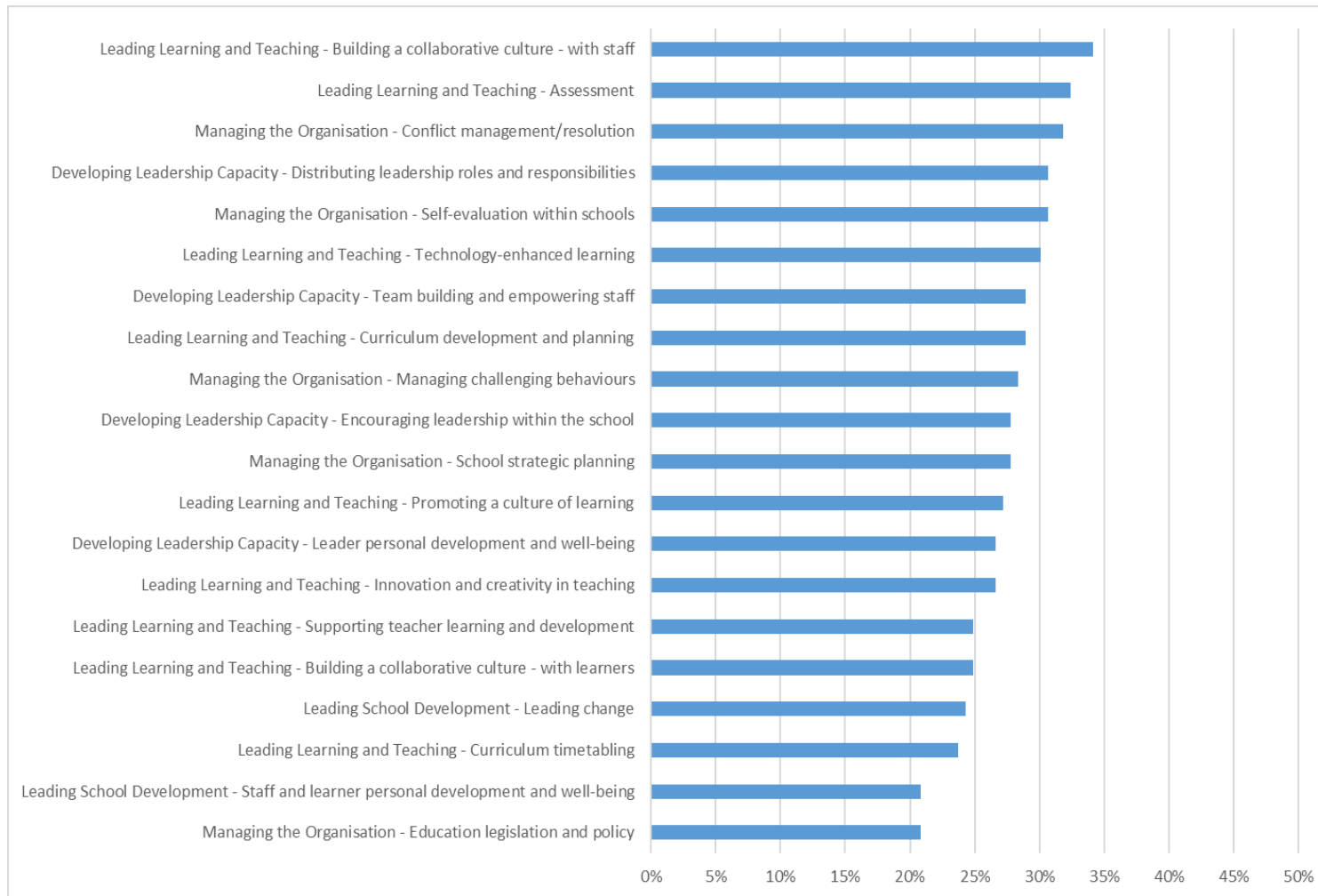
**FIGURE A4.21 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– ALL RESPONDENTS**



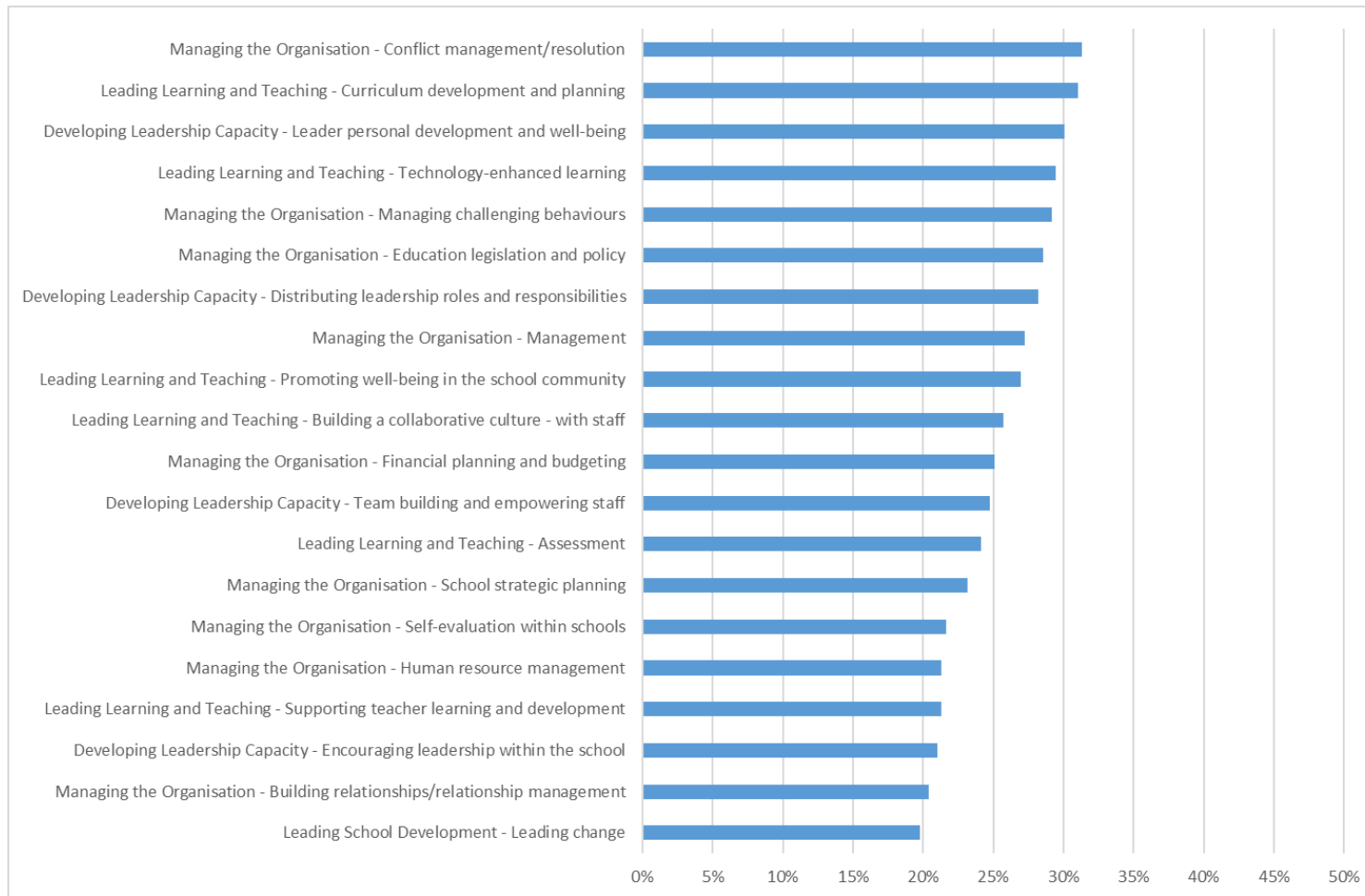
**FIGURE A4.22 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– PRIMARY SCHOOL RESPONDENTS ONLY**



**FIGURE A4.23 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– POST PRIMARY SCHOOL RESPONDENTS ONLY**

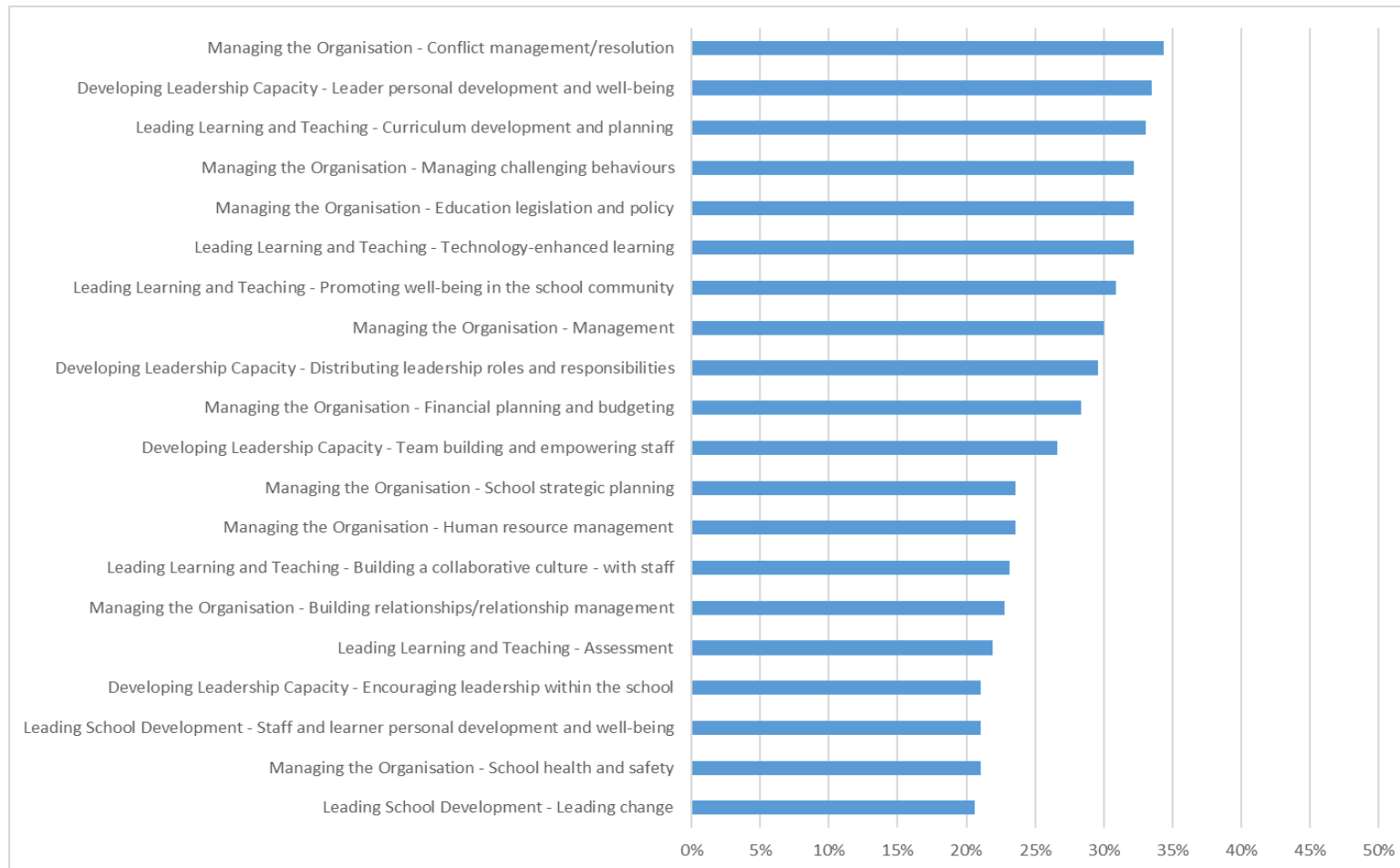


**FIGURE A4.24 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– PRINCIPALS ONLY**

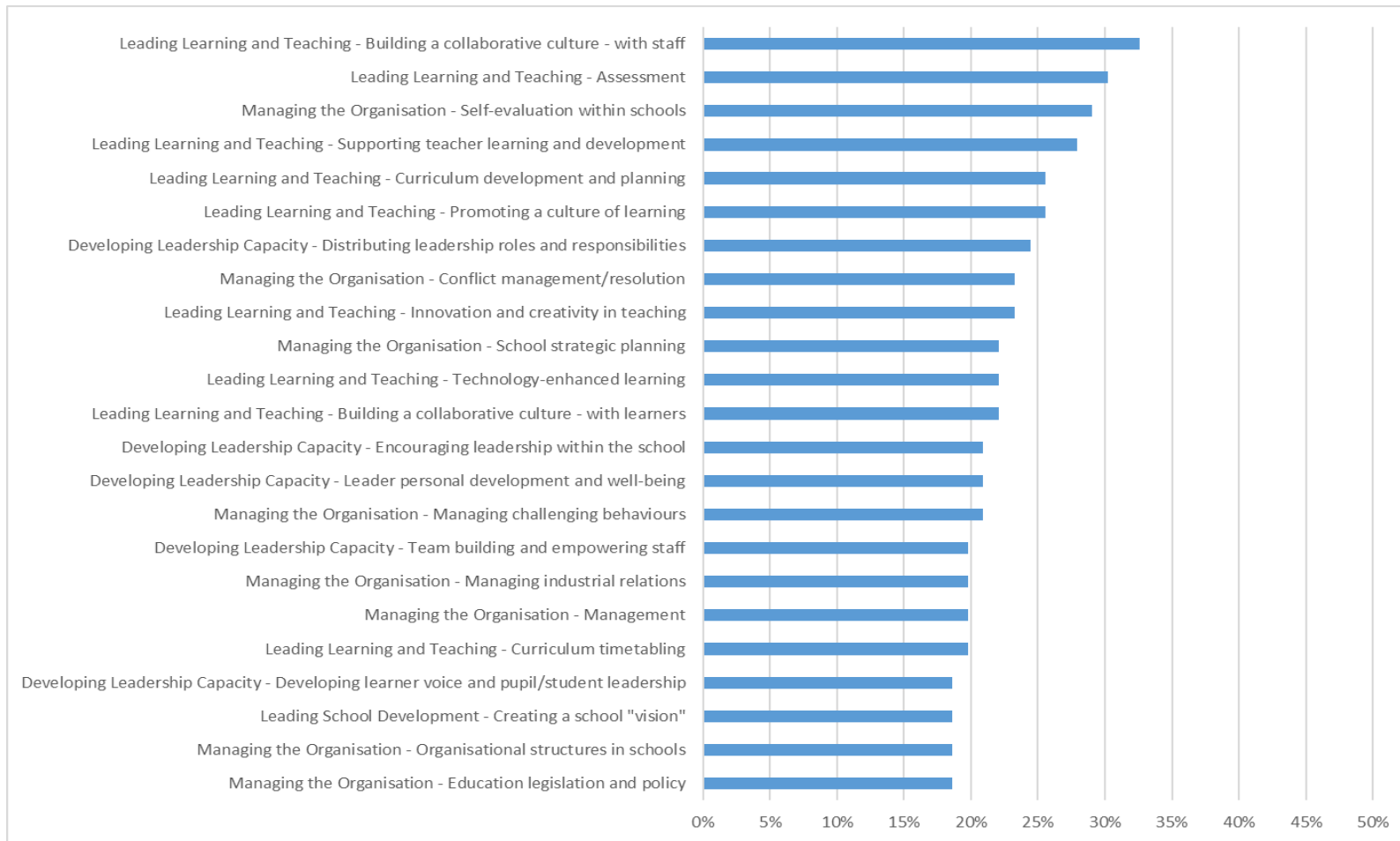




**FIGURE A4.25 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– PRIMARY PRINCIPALS ONLY**



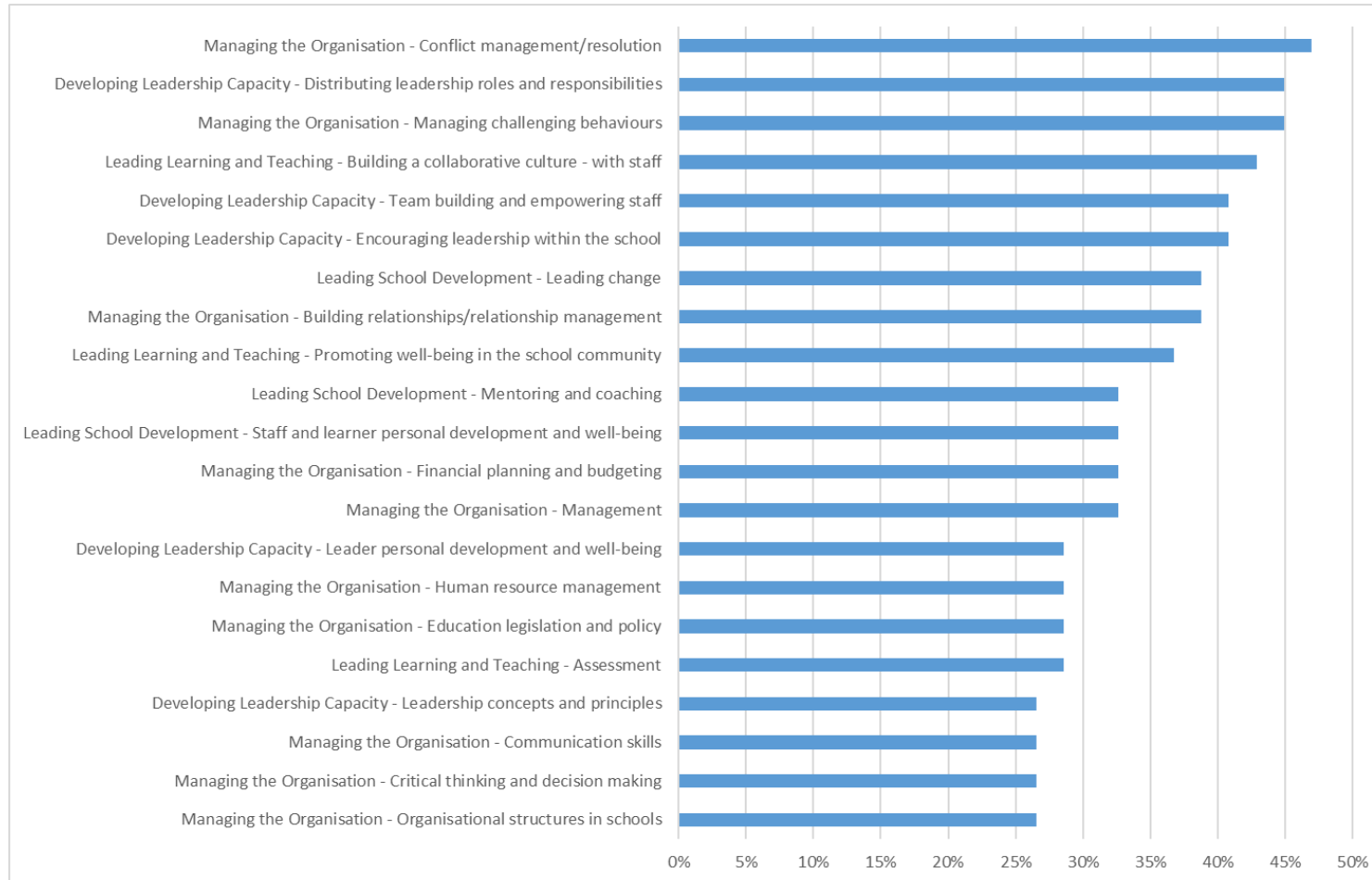
**FIGURE A4.26 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– POST PRIMARY PRINCIPALS ONLY**



**FIGURE A4.27 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– DEPUTY PRINCIPALS ONLY**



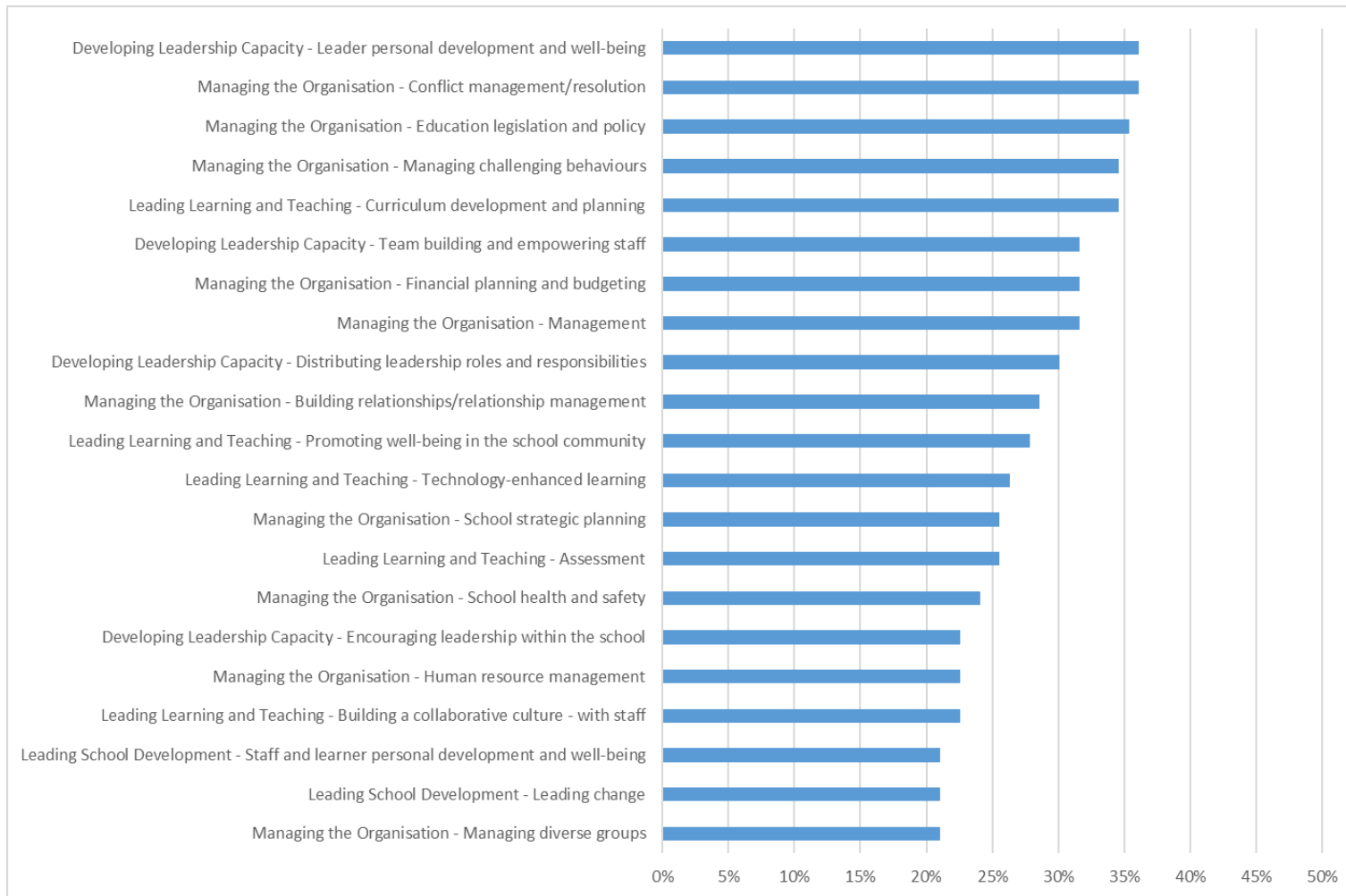
**FIGURE A4.28 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– PRIMARY DEPUTY PRINCIPALS ONLY**



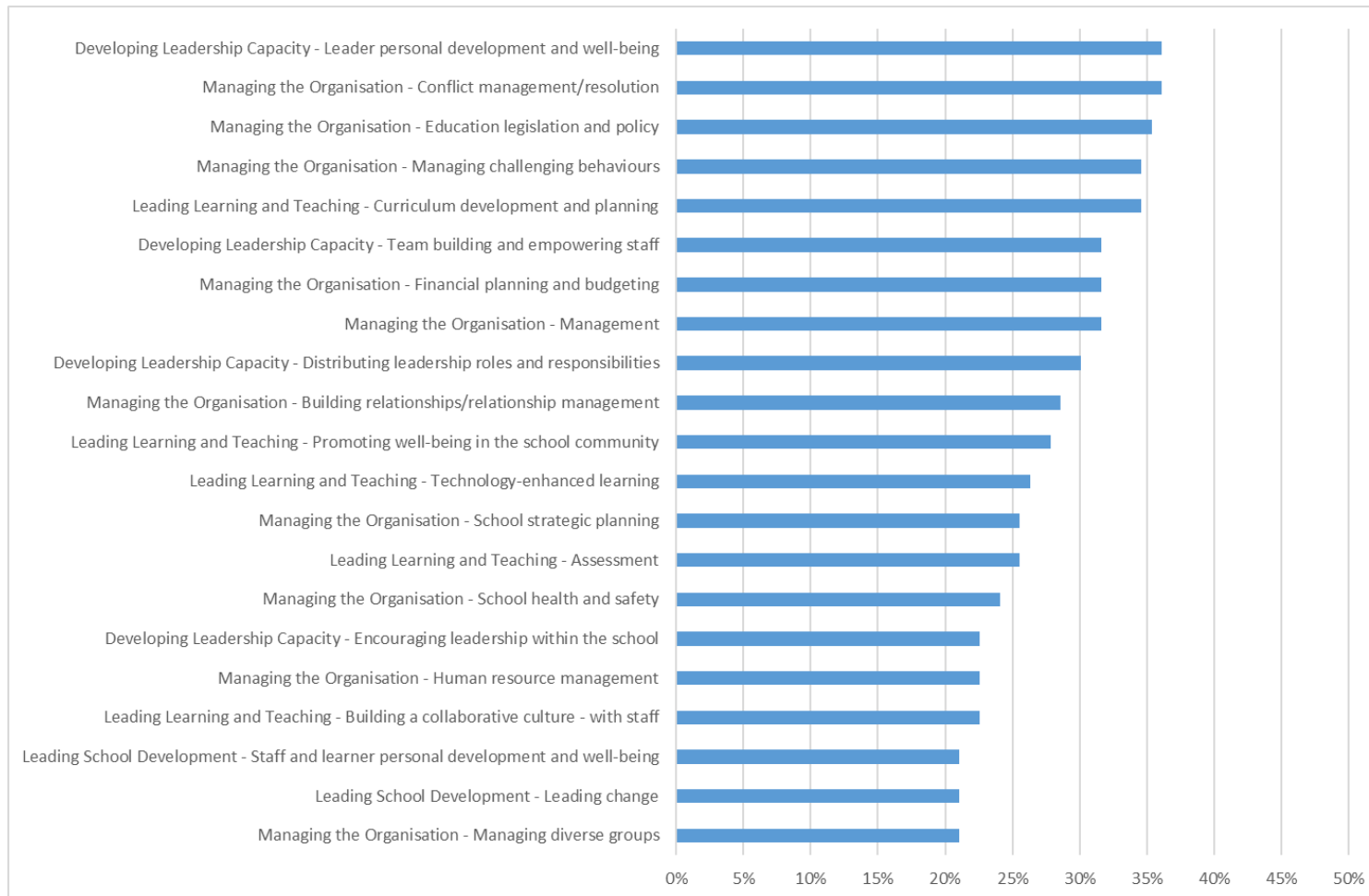
**FIGURE A4.29 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– POST PRIMARY DEPUTY PRINCIPALS ONLY**



**FIGURE A4.30 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– SCHOOLS WITH FEWER THAN 150 PUPILS**



**FIGURE A4.31 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– SCHOOLS WITH BETWEEN 150 AND 500 PUPILS**

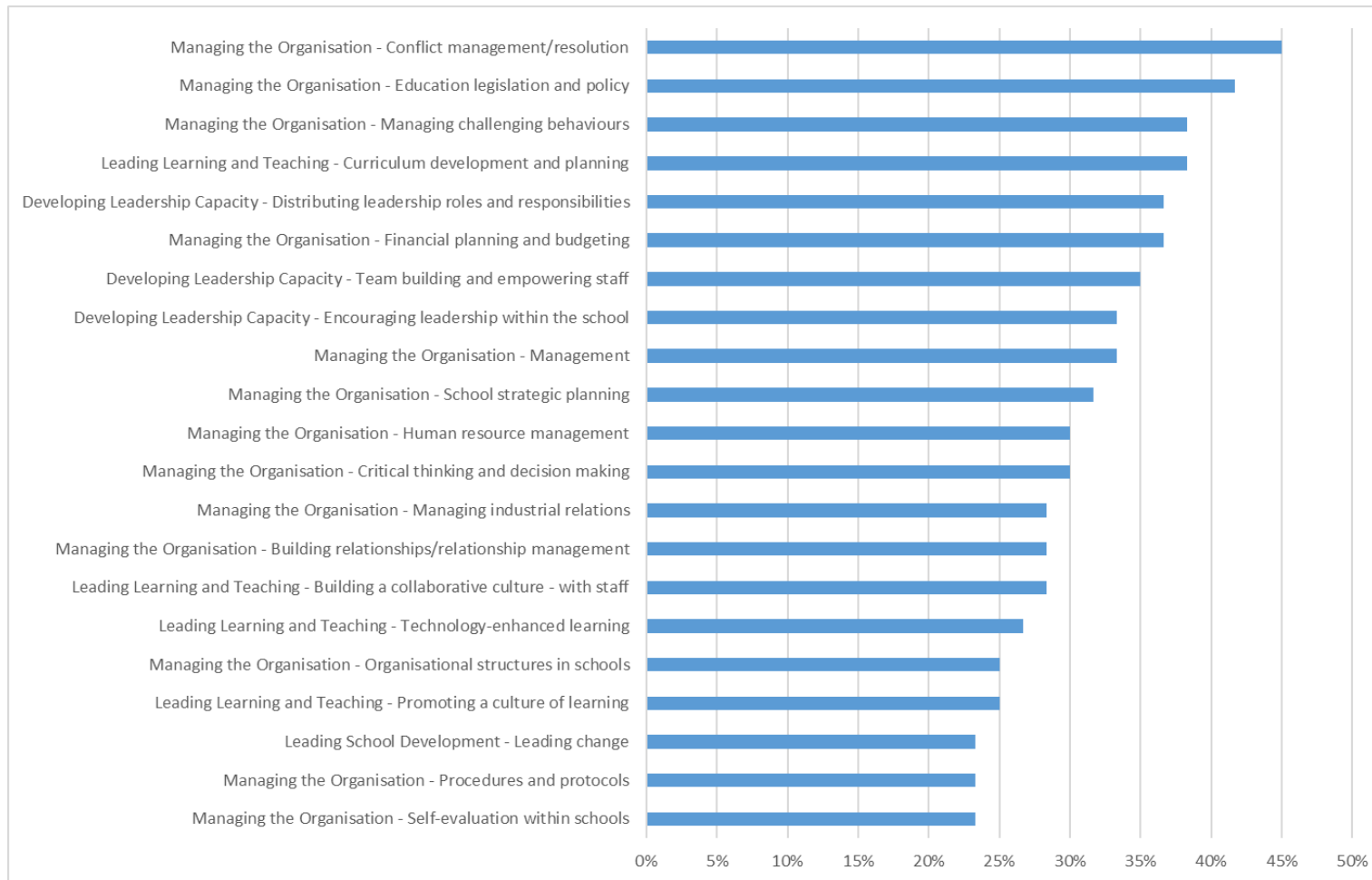


**FIGURE A4.32 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– SCHOOLS WITH MORE THAN 500 PUPILS**

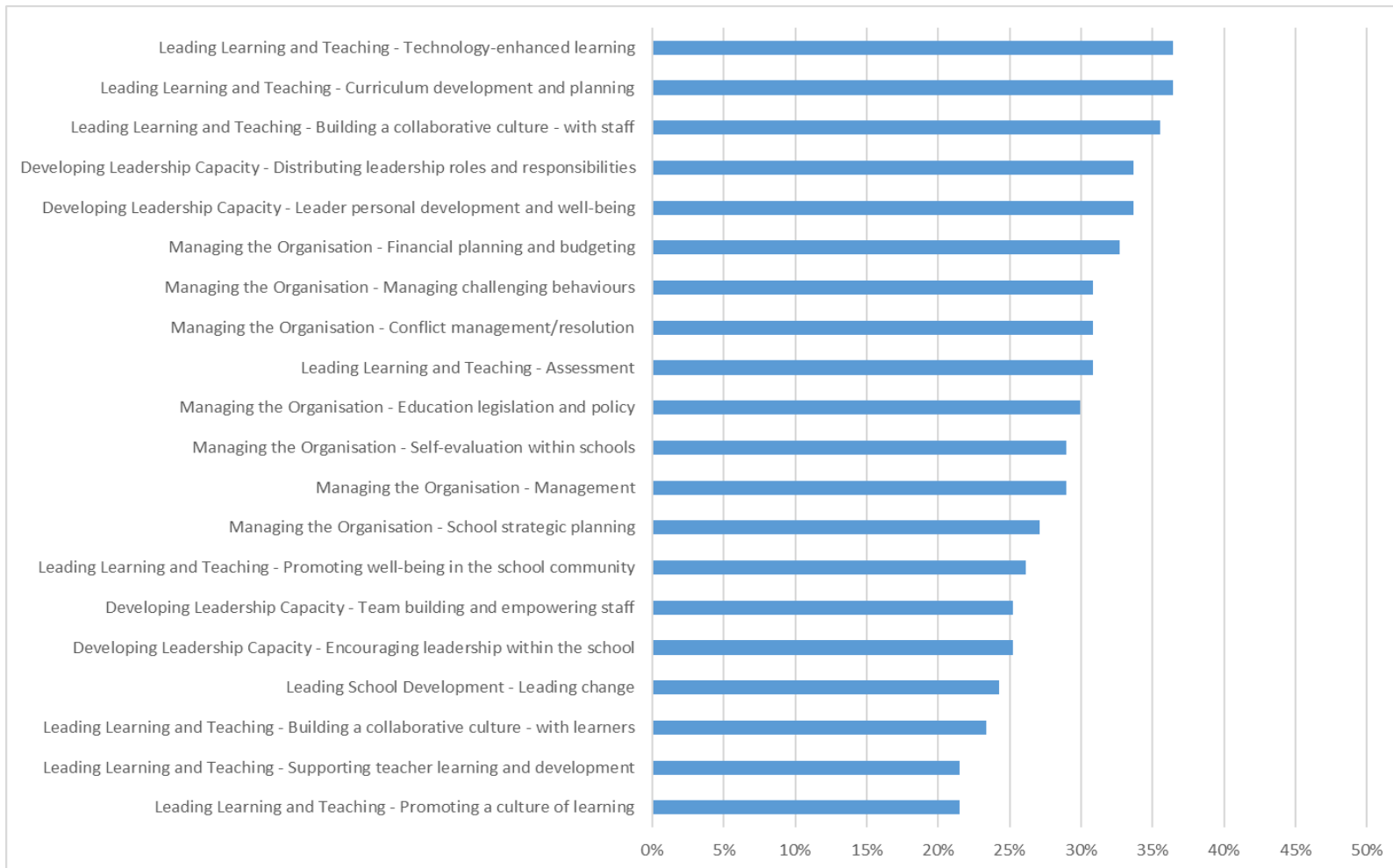




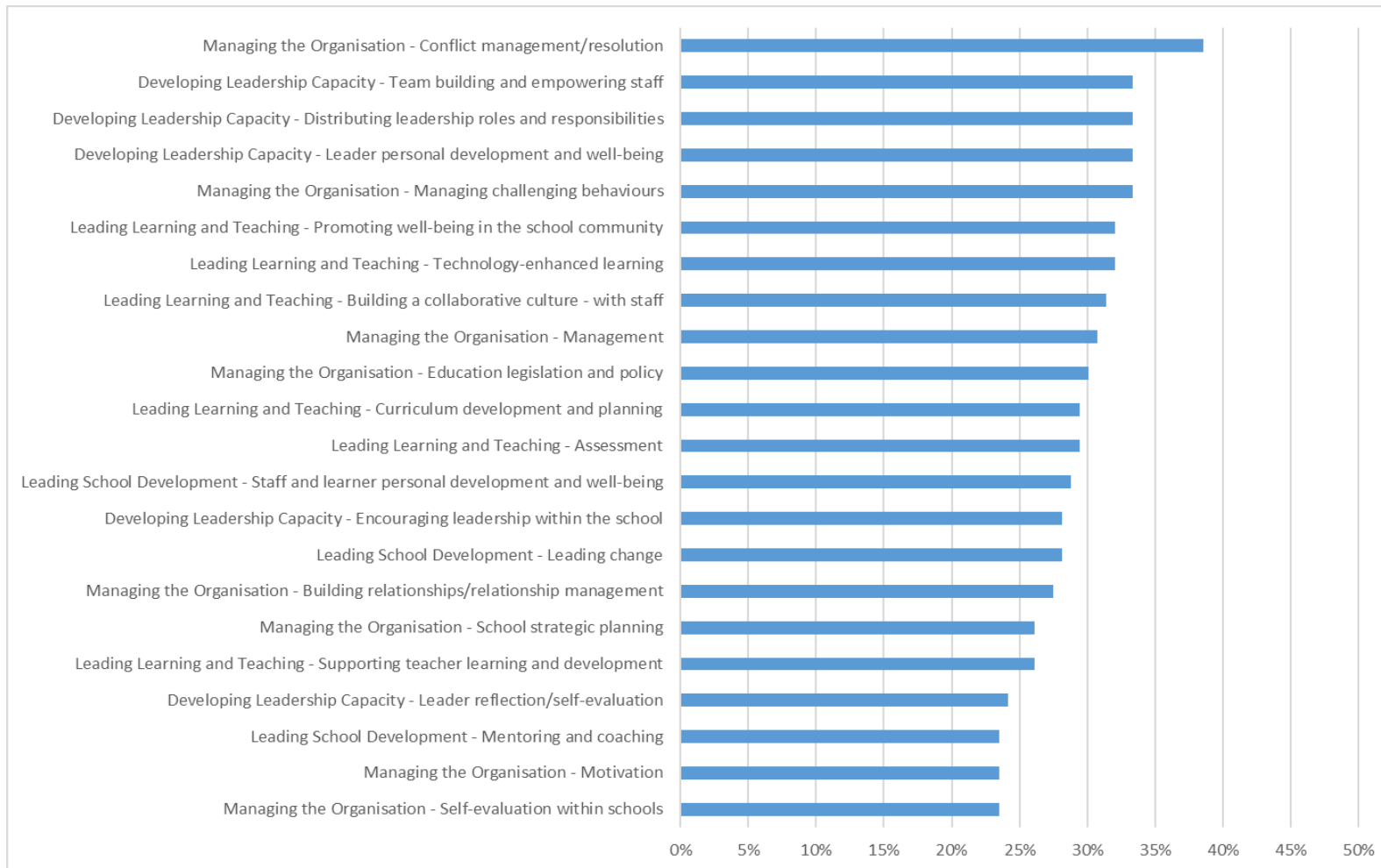
**FIGURE A4.33 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– RESPONDENTS IN LEADERSHIP ROLES FOR 0-2 YEARS**



**FIGURE A4.34 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– RESPONDENTS IN LEADERSHIP ROLES FOR 3-5 YEARS**



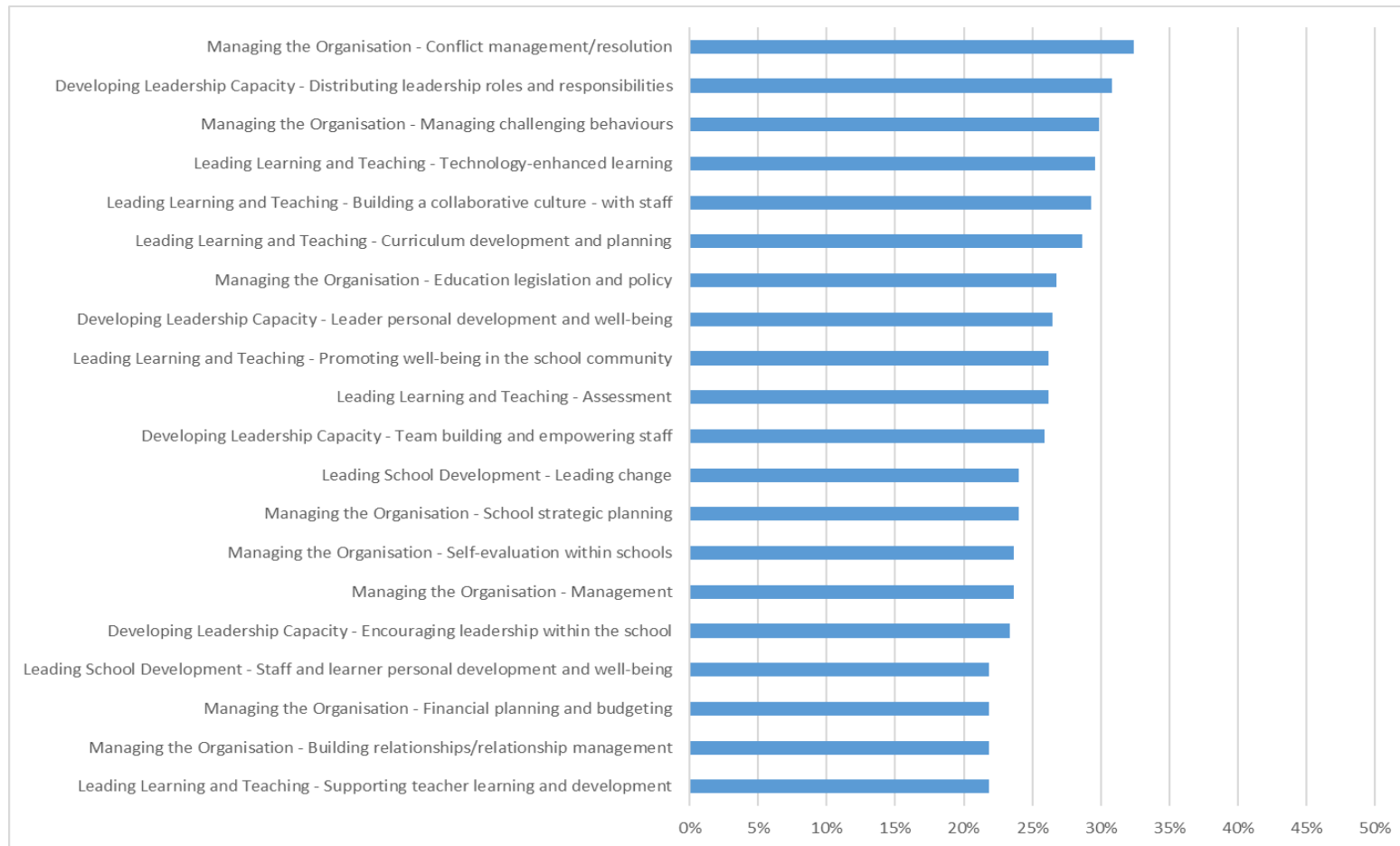
**FIGURE A4.35 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– RESPONDENTS IN LEADERSHIP ROLES FOR 6-10 YEARS**



**FIGURE A4.36 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– RESPONDENTS IN LEADERSHIP ROLES FOR MORE THAN-10 YEARS**



**FIGURE A4.37 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– RESPONDENTS WITH OTHER RELEVANT QUALIFICATIONS**



**FIGURE A4.38 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– RESPONDENTS WITHOUT OTHER RELEVANT QUALIFICATIONS**



**FIGURE A4.39 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– RESPONDENTS WHO HAVE AVAILED OF LEADERSHIP CPD BETWEEN 2015 AND 2017**



**TABLE A4.40 TOP 20 “CRITICAL” AREAS FOR PROFESSIONAL DEVELOPMENT– RESPONDENTS WHO HAVE NOT AVAILED OF LEADERSHIP CPD BETWEEN 2015 AND 2017**





