

MLDP: Cohorts 8 and 9
October 2018 – June 2019



‘Middle leaders are the engine room of the school. They are the key to improving standards.’

NLDB

**Information and
Application Form**



<https://www.gwegogledd.cymru>

Background?

Welsh Government's Professional Learning Model (PLM) shown here will form the approach to GwE's middle leadership development programme.



These cyclic drivers are woven into this development programme and form the basis for both content and ways of working. The programme's duration will be an academic year, with inter-sessional tasks. Every participant will lead a school project that must demonstrate an impact and improvement in standards of learning, behaviour or attendance.

From September 2018, the 'New Leadership Standards' become statutory for schools. We will be addressing these standards together with the fundamental principles of effective leadership and management practice and theory

There are six face to face days, with one day for school to school visits. Content will include:

- Strategic Direction; operational planning
- Vision and values
- Leading teaching & learning.
- Peer observations
- Coaching and mentoring
- Leadership, management and administration
- Styles and behaviours of effective leadership
- Leading and managing people and teams
- Leading and managing change
- Accountability of yourself and others
- Impact and influence
- Those difficult conversations

School-to-School collaboration will be a fundamental aspect of delivery.

Every professional in every school in North Wales should regard themselves as vital members of a self-improving community of educators. In order to deliver the best outcomes for all learners, we must learn from each other and ensure that the sharing of best practice becomes the norm. The underpinning philosophy of professional development and improvement in every school should be professional-to-professional support which is facilitated within a culture of mutual respect.

Who are the target audience?

This development programme is for current middle leaders in special, primary and secondary schools across the North Wales region. Each school is different; small, large, rural, urban, secondary, special, primary, consequently the term middle leader will be different in each school. For acceptance on this programme our suggested criteria is for teachers who:

- have taught for at least four years
- are at the very least deemed to be 'good practitioners'
- are a subject, department or key stage leader
- will have the opportunity to lead on a key priority from their school's development plan

This development programme is a cross-phase approach that will enable all participants to understand, appreciate, share and collaborate with colleagues across our region.

When and where?

Two cohorts will run simultaneously in both languages. Two Welsh medium and two English medium. The programme resources will be available bilingually.

Cohort 8:

- Day 1: 8th October 2018
- Day 2: 9th October 2018
- Day 3: 28th November 2018
- Day 4: 31st January 2019
- Day 5: School to school visits/ peer observations
- Day 6: 2nd April 2019
- Day 7: 25th June 2019 (half day)

Cohort 9:

- Day 1: 16th October 2018
- Day 2: 17th October 2018
- Day 3: 29th November 2018
- Day 4: 1st February 2019
- Day 5: School to school visits/ peer observations
- Day 6: 3rd April 2019
- Day 7: 25th June 2019 (half day)

Each day will begin at 9:00am and run through until 4:00pm. Participants must attend all dates. Venues will be across the region.

Costs/funding:

No cost for all development days (GwE funded)

- The school will meet all supply cover costs.
- Participants will fund their own travel and research costs.
- Schools may be able to access EIG/PDG grants if the school project is linked to a priority identified within their 'plans'.
- Participants are expected to attend all development days

Programme content:

- Participants will be involved in action research during the programme; they will be required to keep a reflective journal and demonstrate how this practice impacts on their personal development.
- The New Professional Leadership Standards will be addressed and enable participants to measure and track their progress and development and identify their future needs.
- Each participant will lead a school project; they will be required to evaluate, plan, lead and monitor the progress of their project. They will be required to report back to their programme colleagues and facilitators and their SLT at school. Accountability is a key feature for all leaders.

The process:

- School-to-school working will be a clear aim of the programme in terms of utilizing the expertise of staff and leaders within 'effective schools'.
- Visits to schools where middle leadership is deemed to be excellent.
- Observations of teaching and shadowing middle and senior leaders in the workplace.
- Theory and research: discussions regarding the most effective methods of teaching and learning and leadership.
- One-to-one and group mentoring and coaching.
- Reflective practice and collaborative learning.

The Aims:

A practical, cross-phase, development programme that will:

- Increase your knowledge
- Improve your confidence
- Develop your leadership and management skills
- Address the requirements for Middle Leaders in schools across the GwE region (the PLM)

Outcomes:

This programme will:

- develop your leadership and management skills.
- develop your confidence, skills and attributes.
- increase your school's leadership capacity.
- improve experiences for pupils and raise standards
- enable you to demonstrate the impact of your leadership project through improved standards and influencing others

So, how effective is this programme?

In July 2017, Bangor University conducted an independent evaluation and analysis of GwE's MLDP. Here are a few snapshots:

- *'Overall, the findings indicate that the MLDP was highly effective as the respondents report becoming more competent in various areas as a result of completing the programme.'*
- *'..... the results indicate that the MLDP is a highly effective leadership development programme which has a positive impact on the teachers and their respective schools....'*

What do teachers say about MLDP::

- *Over 96% of the teachers indicated that participation in the MLDP helped them to develop their leadership skills*

Quotations from participants:

- *"Good opportunity to develop your leadership skills while networking with others and sharing good practices"*
- *"A fantastic opportunity to develop your leadership and management skills".*
- *"An excellent leadership development programme, which prepares you to undertake a leadership role to create strategic direction and work with others.*
- *This course is a fantastic facilitator to develop your skills, confidence and understanding of the roles and responsibilities of a middle leader".*
- *"The programme will challenge you, improve your confidence to lead projects and move you and your school forward".*
- *"Without a doubt, go for it".*
- *"Go for it! Definitely one of the best things that I have done".*
- *"Do it. You won't regret it. It is very useful as a development tool for yourself".*

Bangor University: Impact Evaluation of the 2016/17 Middle Leadership Development Programme

August 2017



Middle leader

'All leadership roles share some common skills and attributes, particularly working with and influencing others to improve the learning experiences for all learners. However, at different stages in the leadership journey the individual will have different sets of needs.....'

Middle leaders in schools will have different areas of responsibility which may include curriculum leadership, departmental or phase leadership, pastoral leadership, leadership in additional support provision, or leadership of specific school improvement priorities. They will have line management responsibility for a team of staff; lead a team

delivering a specific area of provision; or a team involved in development activities. In taking their particular areas of responsibilities forward, middle leaders contribute to the school improvement agenda particularly in building a culture of learning to address the needs of all learners, while also contributing to the development of capability more generally.

Suggested activities relating to the milestones for middle leaders (aligned to the Leadership Standards) are;

Key area 1	Creating strategic direction	Take responsibility for the effective implementation of aspects of the school's vision and performance outcomes within your area. Share this vision with your team and others by producing and implementing an evidence-based development plan based on clear success criteria.
Key area 2	Leading learning and teaching	Take responsibility for evaluating standards of teaching and learning across a subject or curriculum area. Work to ensure consistency of expectations and practice across the area of responsibility. Identify areas for improvement and good practice. Share these with your team and others by producing and implementing an evidence-based development plan which includes identified outcomes and impact. Identify, model and share good practice through involvement with learning and teaching work across and beyond the school.
Key area 3	Developing and working with others	Model learning and self-reflection. Take responsibility for supporting and challenging individuals or groups to deliver improvement to achieve excellence. Lead by example in setting high expectations for self and others. Promote a positive ethos of collaborative team working. Be aware of team dynamics and use appropriate leadership style to get the best out of all members. Use system opportunities such as performance management and professional learning activities to encourage team and individual development.
Key area 4	Managing the school	Takes responsibility for ensuring consistent implementation of agreed policies, plans and procedures across areas you are responsible for. Implements self-evaluation procedures in line with whole-school policy.
Key area 5	Securing accountability	Implementing agreed school systems for accountability within the areas you are responsible for. Being accountable to the team and the wider school for your own contribution. Preparing reports on the work and standards achieved in the area you are responsible for. Having clear systems in place which recognise the accountabilities and contribution of others.
Key area 6	Strengthening the community focus	Take responsibility for developing an ethos of collaboration with colleagues from beyond the school. Maximise community partnerships and opportunities for learners to learn from and with their local and wider community. Develop a clear understanding of the characteristics of the local community, e.g. world of work to inform planning.

Application Form – Cohort 8 and 9



Middle Leadership Development Programme – October 2018 to June 2019

Application for Cohort 8 or Cohort 9 (please delete cohort you don't wish to be considered for)	
Applicant's Name	
Applicant's school and contact telephone	
Applicant's email address	
Applicant's mobile number	
Number of year's teaching	
Current role/ responsibilities	
Previous leadership training and/ or development programme	
Applicant's personal statement: 'Why I feel I am ready to undertake the MLDP' (200 words max)	
Applicant's signature (electronic)	Date:
Headteacher/ line manager: SLT statement: please explain why yo feel the applicant is ready to undertake this programme (100 words maximum)	
Headteacher or DHT/ AHT signature	
Return to:	MorganCordiner@gwegogledd.cymru
To be received by:	Midday on the 20 July 2018
The senior management team and governors of this school fully support this application and undertake to actively seek then necessary opportunities to enable the applicant to complete the tasks involved. The school will allocate a member of the SLT as the applicants school-based mentor. The applicant is expected to attend all development days.	