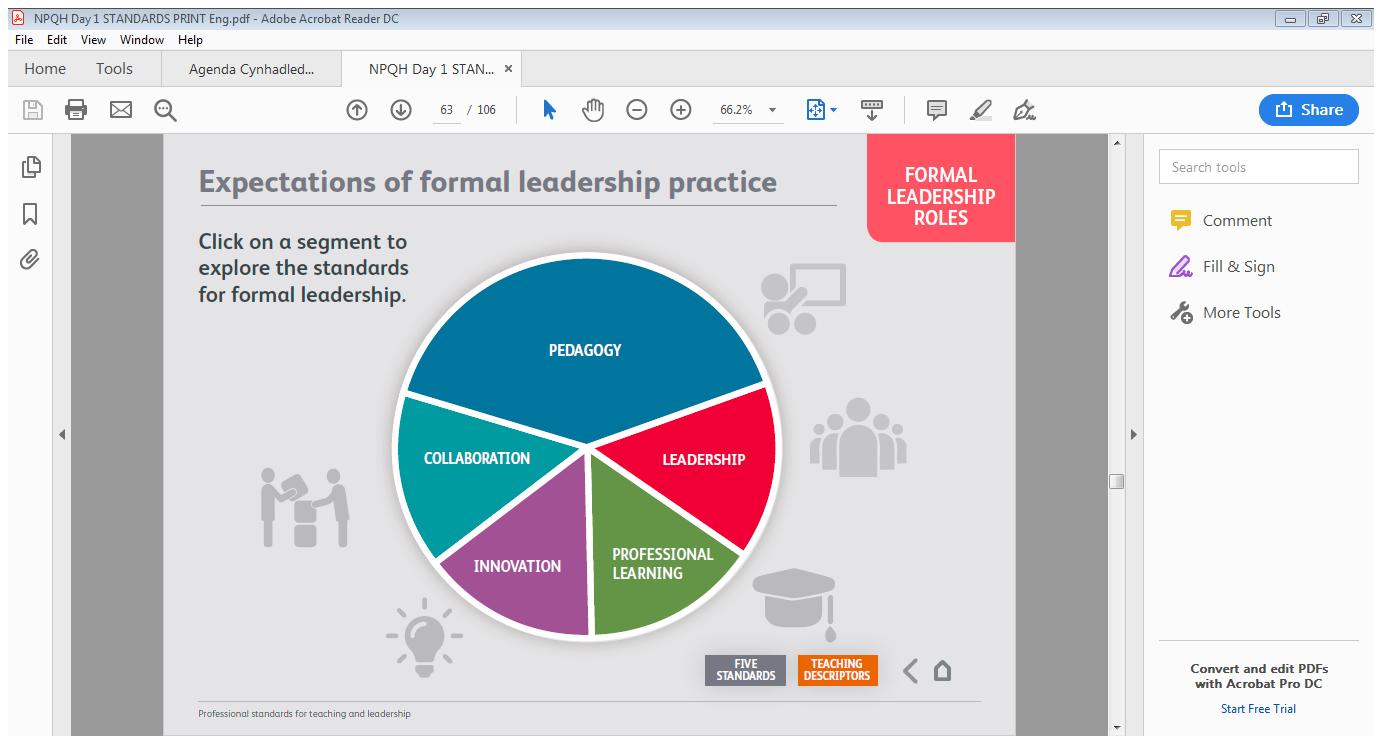
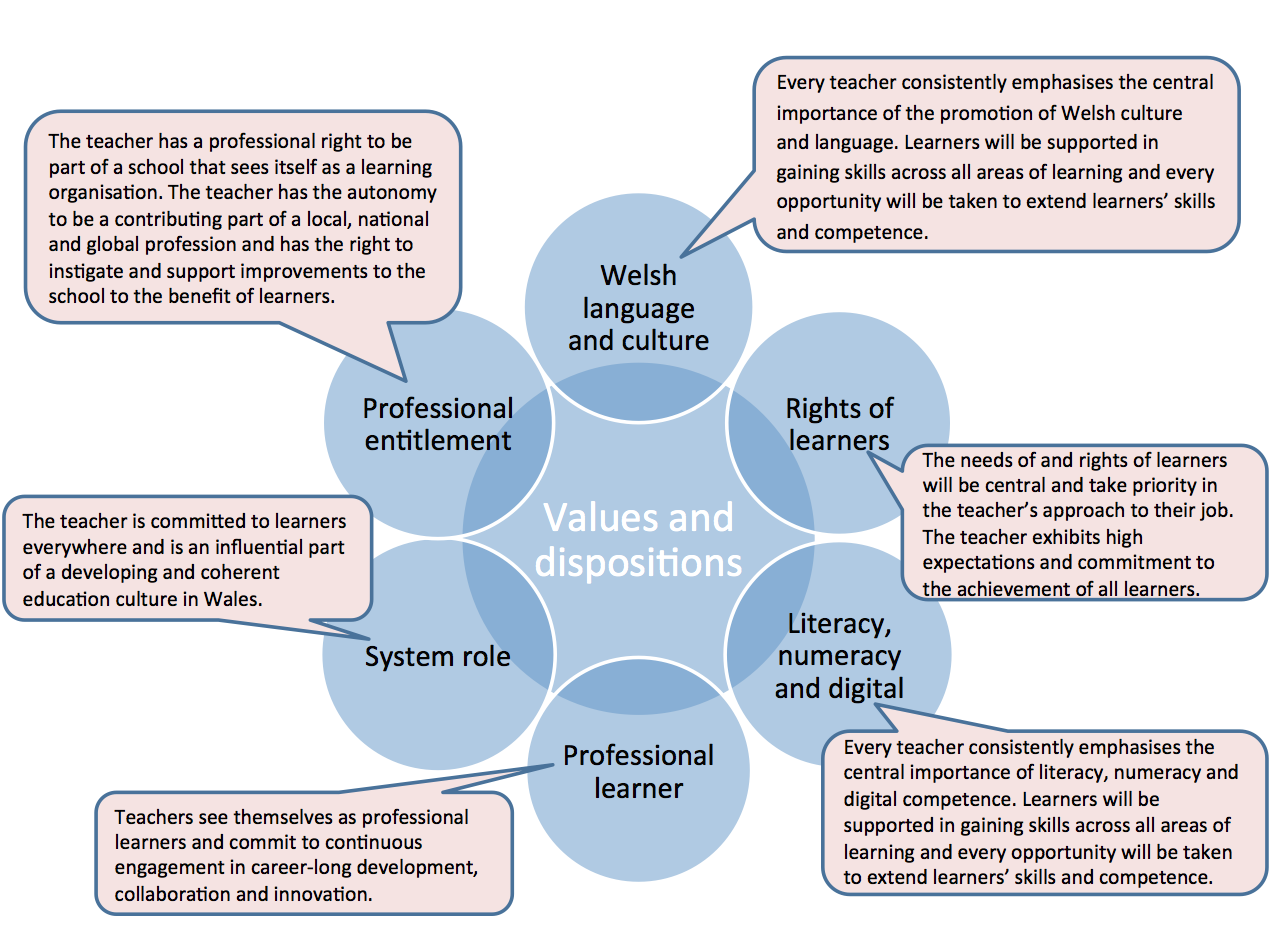


**Leadership Standards Self Review. LSSR**

**WG: Professional standards for teaching and leadership (9/2018)**



**Teachers (and leaders) exhibit high professional standards in values, dispositions and the practice of teaching.**

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**Descriptors for formal leadership roles (the five dimensions). My log / evidence to demonstrate development.**

**Word Count 3000 words excluding words currently in the document. (3397)**

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| **PEDAGOGY – ‘is paramount’**  *The teacher in a formal leadership role exercises accountability for the pedagogy of others by creating and sustaining the conditions to realise the four purposes*  *for learners and achieve the best for them in terms of standards, well-being in progress.* | |
| **Refining teaching**  Promoting the pedagogic vision for 2025  Sustaining highly effective teaching  Ensuring that strategy and infrastructure are fit for purpose  Creating the effective and inclusive learning environment  Advancing pedagogic approaches  Listening to learners |  |
| **Advancing learning**  Promoting Welsh language and culture  Ensuring the four for purposes for learners  Exploiting subject disciplines in areas of learning  Driving a real life authentic contexts  Using cross-curricular themes |  |
| **Influencing learners**  Accepting accountability for outcomes and learn well-being  Ensuring and protecting learner entitlement  Monitoring and evaluating impact  Reporting on effectiveness |  |

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| **COLLABORATION – ‘allows it to spread’**  *The teacher in a formal leadership role builds a climate of mutual support in which effective collaboration flourishes within and beyond the school to spread effective pedagogy.* | |
| Seeking advice and support  Sustaining a collaborative culture  Working productively with external agencies  Engaging with the widest school community  Enabling continuous improvement |  |

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| **PROFESSIONAL LEARNING – ‘takes it deeper’**  *The teacher in a formal leadership role stimulates an appetite for professional learning that is valued, has impact upon pedagogy and supports professional*  *growth across a learning community within and beyond the school* | |
| Wider reading and research outlooks  Professional networks and communities  Supporting growth and system-wide leadership  Supporting growth in others  Continuing professional learning for all staff |  |

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| **INNOVATION – ‘moves it forward’**  *The teacher in formal leadership role ensures a positive climate for innovation that is coherent and manageable and outcomes are evaluated, disseminated and applied.* | |
| Towards 2025  Developing new techniques  Seeking and extending best practice  Evaluating the impact of changes in practice |  |

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| **LEADERSHIP – ‘helps it grow’**  *The teacher in a formal leadership role works intelligently to bring coherence, clarity and a shared commitment to realizing the vision from pedagogy, learners,*  *colleagues and the wider community.* | |
| Promoting teaching and leadership in Wales  Exercising corporate responsibility in all colleagues  Empowering others  Delegation and empowerment  Supporting other settings |  |