

2

How to lead staff development

This chapter covers:

- What does staff development leadership look like?
- What's involved in leading and managing staff development?
- Sharing the load
- Keeping informed



What does staff development leadership look like?

Staff development doesn't just happen. Although individuals have a responsibility for their own development, the school too needs to be learning centred and provide opportunities for all staff to continue their learning. Staff development therefore has to be led, co-ordinated and managed well to make a difference. What does strong staff development leadership look like? Table 2.1 shows the features of schools where it's working well and where it isn't.

In researching outstanding schools we found that leaders of the schools with the strongest staff development engendered an ethos in which all pupils, teachers and support staff were valued and seen as learners in their own right. Indeed several head-teachers said that adult learning was instrumental to their schools' continued improvement and was a key part of their shared vision and values. In one school a newly qualified teacher explained that staff development fitted in with the school's vision statement (which she could quote verbatim!) about valuing and developing everyone.

Leaders fostered, and staff felt, a sense of both entitlement to and responsibility for their own development and learning. Individuals were motivated to identify and seize opportunities, and showed initiative in doing so. Staff felt valued and many went the extra mile as a result. There were numerous examples of high motivation levels and impressive commitment, such as a site manager who had worked at the school for 35 years and loved his job so much that he started work at 3am rather than the contracted 6am.

Several very successful staff development leaders started by being responsible for new teacher induction and trainee teachers and then assumed responsibility for the

Table 2.1 Features of strong and weak staff development leadership and management (Bubb et al., 2009, p18)

Where staff development is well led	Where staff development is not well led
It is seen as a very important job.	It is tacked on to many other jobs.
The role is taken by deputy or assistant heads (secondary schools) or heads and deputies (primary and special schools).	The role is taken on by someone with too much else to do.
People have been leading staff development for a long time.	People are new to the role.
They have many years' experience not only in teaching but also in leadership roles.	People have limited leadership experience.
Leaders are well informed, know where to find out more and share their knowledge.	Leaders don't know what they don't know.
Leaders distribute responsibilities appropriately, including to senior support staff.	Leaders try to do too much themselves.
Staff development has significant investment in both time and money.	Staff development is poorly invested in. Staff feel constrained by the school's tight budget.
Administration is efficient and things run smoothly.	Admin systems are not efficient.
Staff development is strategic and focused on benefits to pupils and school improvement.	Staff development is not strategic and given to those who ask rather than according to need.
Governors are involved at a strategic level.	Governors simply attend training themselves but are not involved in a strategic way.
Staff development is closely linked with school self-evaluation and improvement plans.	Staff development is not closely linked with school improvement plans. Individuals are doing their own thing but not contributing to strategically planned improvement.
Investment in people's development appears to reduce staff absence rates.	High staff absence rates.

whole school workforce. This graduated responsibility, starting at the all important beginning of careers, seems a key to success.

Where staff development leadership was weak, people were relatively new to the role and some were new to leadership more generally. They had many other roles and so devoted little time to staff development, tending to perceive the role more in terms of co-ordination rather than leadership. They mainly had little administrative support and tried to do too much themselves. In several cases, the current postholder had taken over with varying degrees of willingness from someone who had been ineffective or absent on long term sick leave.

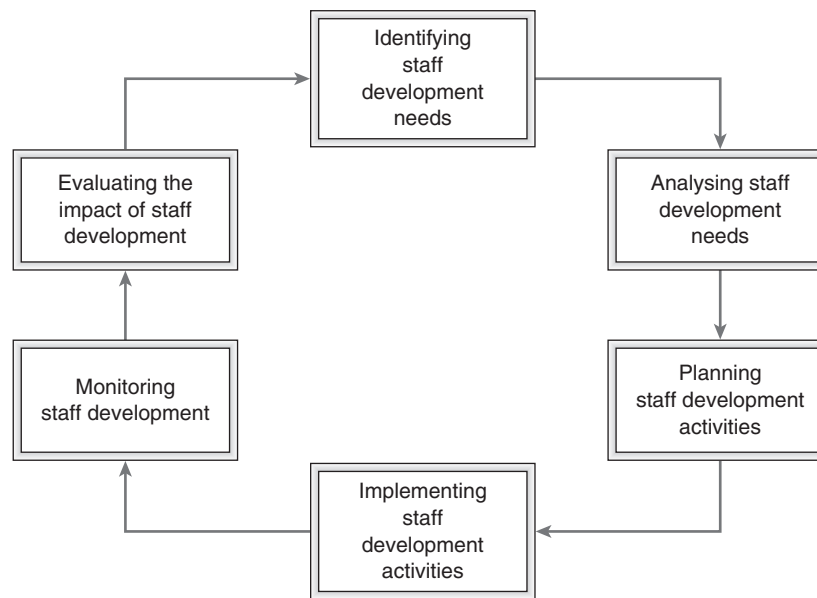


Figure 2.1 The staff development cycle



Activity: Watch *Continuing Professional Development – Secondary – Personalising CPD* www.teachers.tv/video/3085

This programme looks in more detail at how staff development is led and tailored to the needs of all staff:

- Through classroom observation
- By developing skills to meet individual targets
- By encouraging individual action planning
- By reviewing recently promoted posts
- By listening to student feedback.

What's involved in leading and managing staff development?

Leading and managing staff development well requires an enormous amount of work. An understanding of the staff development cycle (see Figure 2.1) is vital. You need to identify and analyse institutional and individual needs, plan how to meet them, meet them, monitor progress and then evaluate the impact on staff and pupils before starting to look at new needs. Although impact evaluation is the final part of the cycle, as we argue in Chapter 3, it is very helpful if questions about evaluation are raised at the outset in order to ask the question, what do we hope to achieve?

Staff development leaders need to have an overview of every stage of the cycle to ensure that key tasks are done and done well. Here's a list for starters:

1. Identify and analyse staff development needs:

- organise systems that identify training and development needs in the context of the school development plan

- identify individuals' needs, or set up systems for others to do so
 - factor in national or local policy initiatives that affect specific groups of staff.
2. Plan how to meet needs:
 - plan how best to meet these needs within a budget and based on up-to-date knowledge of the options available and accreditation
 - create a staff development plan, demonstrating how the school will provide the necessary opportunities that have the desired impact.
 3. Arrange for training and development to take place, matching the needs of individuals and groups of staff to appropriate activities:
 - support, monitor and assess NQTs according to the induction guidance
 - support, monitor and assess trainee teachers and other staff who are on placements, e.g. nursery nurses
 - induct new staff into how the school as a whole works, as well as their roles
 - find the funding and allocate resources in line with priorities and monitor resource expenditure on staff development
 - help design and co-ordinate training programmes and development days
 - support and advise others in their staff development role.
 4. Evaluate the impact on staff and pupils:
 - design and implement systems to monitor and evaluate staff learning and performance
 - evaluate and improve the school's training and development.

Thus, you can appreciate that the leadership and management skills required might include:

1. Strategic planning – to see the bigger picture and understand whole school needs
2. Facilitation – to help lead a learning-centred community
3. Administrative and organising skills
4. Coaching – to encourage
5. Emotional intelligence – to understand people's needs and aspirations and respond to them
6. Financial – making the most of the budget
7. Communication – orally and in writing
8. Evaluation – to measure impact
9. Technical – computing, databases, websites
10. Passion – for lifelong learning.

Job description

Job descriptions will vary. Here is an example of one:

Staff development leader job description (adapted from Dudley LA)

The key task of the staff development leader will be to ensure the efficient and effective delivery of the school's staff development policy. With the induction and development of the school community a central element in the raising of standards, improving quality and facilitating recruitment and retention, the role is a significant one and likely to be undertaken by a senior member of staff. The main responsibility for staff development lies with the individual with the leader acting in a supportive and facilitative role.

Purpose

1. To oversee and manage the school's staff development processes in accordance with the staff development and Performance Management policies.
2. To ensure the process assists colleagues in developing their practices and enriches the quality of the educational provision of the whole school community.
3. To sustain motivation and continuous learning amongst the whole school community, encouraging an ethos of lifelong learning.

Responsibilities

1. Manage a staff development strategy that ensures all involved in the school community have access to high quality induction and continuing support and development.
2. Organise and carry out an effective auditing and identification of the school's needs and those of the school community and advising colleagues on the effective identification of their own needs ensuring that they have opportunities to clarify their needs through Performance Management and appraisal.
3. Produce a staff training plan to submit to the headteacher and Governing Body including advice on budgetary implications.
4. Organise a range of types of quality provision which is based on 'Best Value' principles, is personalised to the needs of individuals, allows the school community to develop skills and competencies progressively especially those identified in the appropriate standards framework.
5. Communicate and update opportunities to appropriate staff development colleagues.
6. Provide opportunities for staff development within the school including supporting and advising others in their roles and through organising whole school development days, in collaboratives and partnerships and through external provision.
7. Maintain effective links with key providers, agencies and organisations such as the LA, TDA, DCSF, GTC, NCSL, SSAT, subject associations, dioceses, faith organisations and commercial providers.
8. Produce appropriate monitoring records about individual and whole school staff development uptake and resource expenditure.
9. Receive feedback from participants and liaise with providers about relevant follow up.

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10. Organise and administer a reliable and explicit evaluation of the quality and impact of staff development activities.
11. Organise effective dissemination of good and successful practice to ensure that such practice is embedded and reinforced.
12. Facilitate the accreditation of the staff development activities undertaken by individuals.
13. Advise and contribute to the obtaining of appropriate quality standards in organisations that support effective staff development, e.g. Investors in People.
14. Report as necessary on staff development issues to the leadership team and Governing Body including advising on the benefits of participation in relevant initiatives and projects.
15. Receive training and support as appropriate in order to fulfil this role effectively and attend useful providers' sessions.

What should a staff development policy contain?

A staff development policy could include:

- a definition of what staff development is and what it aims to do
- who it is for
- roles and responsibilities
- processes, procedures and practice
- evaluating the impact of staff development
- links to other policies, e.g. induction, staffing and pay
- how staff development relates to school improvement and performance management
- annual staff development plan including the five development days.

The policy should ensure individuals are aware of each other's roles and responsibilities and the support and development opportunities open to them.

Self-evaluation

You might want to audit or evaluate staff development provision as a whole or for a specific group such as NQTs or new TAs. These questions could be helpful prompts:

What is available for this staff category within the school, locally and nationally?

What has been provided recently?

What were the outcomes of this provision?

What are the identified needs of this category of staff for the forthcoming period?

What provision should be made to meet these needs?

Table 2.2 The diagnostic framework for staff development leadership, London's Learning (www.lgfl.net/lgfl/sections/cpd/londonslearning/ede/). Specific thanks go to London's Learning for their permission to include Table 2.2. *London's Learning* represents the experience of over 60 school and local authority CPD leaders from 25 London boroughs. The resource is written and edited by Vivienne Porritt at the London Centre for Leadership in Learning, Institute of Education.

Emerging	Developing	Establishing
There is a growing recognition of the need to support professional development of all staff to achieve school priorities.	There is a shared aim to build capacity to develop all staff with established plans to achieve this.	There is a clearly stated and shared vision for the school as a professional learning community to which all members of the community contribute and from which they will benefit at all stages of their career.
A CPD policy is in place which highlights training opportunities.	CPD policy links to performance management, team plans and school improvement plans.	CPD policy emphasises that CPD is key to self-evaluation, standards of teaching and learning, and school improvement.
The CPD co-ordinator reports to the school Leadership Team. The Job Profile focuses on operational management of professional development. There is a recognition that the role needs to become more strategic.	The CPD co-ordinator is a member of the school leadership team with other major responsibilities. Within the Job Profile the CPD co-ordinator has an overview of the learning of all staff in the school.	The CPD leader is a member of the school leadership team whose overall responsibility, as stated in the Job Profile, is for the learning of all staff in the school and its impact on standards and school improvement.
Training opportunities are managed by a CPD co-ordinator.	Career and professional development of staff is supported by the CPD co-ordinator.	Career and professional development of staff is supported by leaders at all levels and the CPD leader is responsible for a whole school approach.
Some team leaders see it as their responsibility to support teachers' learning plans.	All team leaders have delegated responsibilities to support individual learning programmes and to evaluate the quality of provision. Some team leaders have been trained in coaching and mentoring skills.	All team leaders are responsible for their team's learning programmes; ensure that individual learning plans impact on teaching and learning; inform performance management targets; contribute to school self-evaluation and impact on school improvement priorities. Team leaders have been formally trained in the skills of coaching and mentoring.
A CPD summary, as currently required, is in the Governors' annual report to parents.	The headteacher reports regularly to governors on CPD opportunities, evaluation of quality of provision and value for money.	A nominated governor promotes the learning of all staff; ensures that resources are appropriately allocated; evaluates the impact of the school's professional development framework on learning and teaching and disseminates findings to the governing body.

Does this group of staff have access to training and development which are adequate and appropriate to their circumstances?

Are there any issues and concerns about the provision for this category of staff?

Frameworks such as the one in Table 2.2 can help in self-evaluation: knowing where your leadership of staff development is and where you'd like it to develop.

Sharing the load

There's a lot to the role: as well as leadership, there is also a great deal of management and administration so it must be more than one person's job. A range of other people can and should be involved in supporting and co-ordinating staff development. One person, usually a member of the Senior Leadership Team, needs to have a strategic overview of how staff development can make a positive difference to the school or college and how this can be achieved. Then a range of different people will have varying roles:

- Governors have a strategic role in overseeing staff development
- Team leaders have a responsibility for their team's development
- Performance reviewers identify people's strengths and development needs
- Other staff such as advanced skills and excellent teachers, higher level teaching assistants (HLTA), school business managers, mentors and coaches can support colleagues' development.

And of course all staff have a personal responsibility to develop their knowledge and skills.

Table 2.3 shows the advantages of different leadership and management structures and ways in which they can best be made to work.

Table 2.3 Staff development leadership and management structures (Adapted from www.cpdleader.com, doc 2g. Developed by Tim Lomas (Lincs SIS) for the East Midlands CPD Partnership)

Structure	Advantage	Disadvantage	To work well, it needs
A single staff development leader	Coherence Expertise	Workload Isolation Difficult to be expert in whole workforce Succession problems	Maximising expectations on individuals and teams Leader has status in the school Adequate time for the role
Several staff development leaders	Sharing of workload Expertise for different groups Sharing of ideas Sustainable More ownership	Diluted expertise Can lack big picture Co-ordination takes time	Needs an overall co-ordinator/leader Clear responsibilities and expectations Monitoring systems to ensure equity
Staff development leader for a network	Economy of scale when planning provision Dedicated expertise – possibly a full-time role Can draw on a much greater range of talent Awareness of a greater range of contexts	Energy dispersed Overwhelming role Ensuring equity Leader remote Managing different contexts and cultures Co-ordination takes time	CPD leadership teams across the network Need for clear structures and systems Consensus on budgets, development days, etc.
No overall staff development leader	Everyone can have a sense of ownership and responsibility Can be fair if budget is divided equally amongst all staff	No responsibility No strategy or coherence No targeting Recycling of ignorance The most aware and those who shout loudest gain the greatest benefit Not responsive to new initiatives	Needs co-ordination Clear requirements and structures for all the workforce Need to link with SEF and school improvement planning

Table 2.4 Staff development job titles

Words	Staff group	Roles
CPD	Teachers	Co-ordinator
INSET	NQTs	Leader
Human Resources	Trainee Teachers	Manager
Professional Development	Support Staff	Officer
Staff Development	Teaching Assistants	Administrator
Professional Learning	Admin	Head
	Site	Deputy
		Assistant head
		SENCO

We know from research (Robinson et al., 2008) that in secondary schools, staff development is usually led by a deputy or assistant headteacher. In primary and special schools the headteacher has the most significant leadership role, albeit distributing leadership or delegating tasks. Job titles have a combination of the words in Table 2.4. These are indicative of the complexity of the role – and how much is expected from it.

Perhaps some new terms would help raise the profile of and give clarity to the role of staff development leadership. What do you think of these?

- STADle – the staff training, appraisal and development leader
- STADco – the staff training, appraisal and development co-ordinator
- STADman – the staff training, appraisal and development manager

We use the word ‘staff’ rather than ‘professional’ to emphasise that we’re looking at the whole school workforce not just the teachers. The other key words are ‘training’, ‘appraisal’ and ‘development’ – what is the difference between them? You could have versions for those who have a staff development leadership role with different groups of the workforce, such as OfTADle – the office staff training, appraisal and development leader. The names might be different but the people fulfilling them must be clear as to their leadership responsibilities. It is important that, ‘The title chosen should signal the cultural and strategic vision for CPD as well as indicating the purpose and actions of those holding the role’ (Porritt, 2008, p22).

Different models

Distributing the leadership and management of staff development is vital for success – and your sanity. But how do you do it? It’s useful to look at some different models. In one special school, for instance:

- the headteacher saw herself as leading staff development
- the two deputies led staff development in the senior and junior sections of the school

- the head's PA kept track of paperwork and booked courses, speakers and liaised with people
- the bursar kept track of spending
- the bursar led staff development for admin, kitchen and site staff
- teachers were seen as leading the development of their team of support staff
- the lead TA led TA induction, trained people in safe handling and had been on high level coaching courses (intended for heads and deputies) so that she could coach and counsel others
- a retired teacher trained staff on risk assessments
- one TA trained staff on how to use different hoists for moving disabled pupils
- another TA shared his specialist knowledge about sophisticated technology
- another TA rolled out training in Makaton throughout the school
- the AST trained staff in this and other schools on the latest techniques for teaching pupils with visual disabilities.

This extensive training of each other was part of people's jobs, and done well and willingly.

In some schools, staff development is led by someone with a non-teaching background. One school appointed a professional development manager, with experience of mentoring but not teaching. Another school's full-time Training School and CPD Manager has a background in project management rather than teaching. He successfully manages the training school budget and organises the professional development of all staff, from the bespoke to whole school training. He's very good at keeping track of who's done what and offers a menu of professional development activities that take account of money, time and resources. He is part of the senior management team.

In another secondary school, the development of the 70 support staff is managed by the headteacher's personal assistant. She ensures that induction and Performance Management (PM) are rigorous (not just a paper exercise) through training PM reviewers. She encourages people to do formal qualifications such as NVQs so that there is recognition that they've moved forward. Her impact is great. For instance, even though the school does not have any more HLTA posts, four people are applying for HLTA status because it seems exciting and a way to raise their status. One of the four had previously been a very negative person, which the school thinks shows that PM and staff development have made a difference. She is so successful that she has become leader of the local support staff training hub.

The senior midday supervisor of one primary school organises training for lunch time, breakfast club and after school club staff and has written a handy booklet. This is particularly useful for new staff as it summarises all they need to know. She is immensely proud of her achievements and role. Training covers first aid, manual handling, playground games and behaviour. She's organised wet play boxes and set

up colouring competitions with prizes. She's introduced a reward system at lunch time to give incentives to children. All this has had a powerful impact because children are readier for learning in the afternoon if happy at lunch time. She is also mentoring the new family worker who as a result has had much training in the four months since starting the role (e.g. child protection, sex education, transitions) all of which have enabled her to get up to speed rapidly.

Keeping informed

The staff development leader role also requires a great deal of knowledge and keeping up to date in a rapidly changing world. There are training programmes such as the National College's Leadership Pathways unit on the Strategic Leadership of CPD and the TDA's national development programme for staff development leaders, both of which contain distance learning components. The following journals and websites are very useful for staff development leaders in aiding them with their role. Many of them have e-newsletters which are a quick way to see the latest developments. There are further publications detailed in Chapter 10.

- The TDA's CPD zone www.tda.gov.uk/cpd is a certain boon with an ever increasing number of resources and a directory of training opportunities. There is an *e-directory for CPD leaders* with links to resources that are openly accessible through websites.
- Periodicals, such as *CPD Update* www.teachingexpertise.com and *Professional Development Today* www.teachingtimes.com/professional-development-today are very handy.
- The GTC's network www.gtce.org.uk/ also has some useful documents and events.
- *Everybody's learning* www.cpdleader.com has been produced collaboratively by a collection of experts and practitioners across the nine LAs in the East Midlands, so it combines up to date knowledge with pragmatic ideas of what will work.
- *London's Learning* www.lgfl.net/lgfl/sections/cpd/londonslearning contains examples of practice and documents in Word and PowerPoint from practitioners across the capital for people to easily customise.
- The *International Professional Development Association* www.ipda.org.uk is an organisation for all who are interested in professional learning and development. They have a website and hold conferences. *Professional Development in Education* www.tandf.co.uk/journals/ is its academic journal with four issues a year.

Other sites are of great use for keeping up to date with the latest developments, especially in educational research. Again, we recommend signing up for email alerts where possible.

The *Teacher Training Resource Bank* (TTRB) www.ttrb.ac.uk

This provides access to the research and evidence base informing teacher education. All materials are quality assured through a rigorous process of academic

scrutiny and monitoring. It enables searching of resources and provides personal support via an e-librarian.

The Research Informed Practice Site www.standards.dcsf.gov.uk/research

This site provides a searchable database of summaries of research written for practitioners. It offers a range of facilities including the ability to send digests to a friend option.

Research for Teachers www.gtce.org.uk/teachers/rft

The GTC's Research for Teachers (RfT) appraises research studies and presents case studies to illustrate the findings.

National Teacher Research Panel www.standards.dcsf.gov.uk/ntrp

This website provides resources for practitioners interested in undertaking research in their own schools and classrooms. These include summaries of practitioner research and guidelines for using research for development.

Educational Evidence Portal www.eep.ac.uk

This portal brings together research and evidence for educational and children's services.

National Education Network www.nen.gov.uk

This includes a large-scale online swap shop, the National Digital Resource Bank, giving access to resources designed and tested by teachers.

Teachernet <http://www.teachernet.gov.uk/docbank/index.cfm?id=13558>

The Teachernet website has Research Bites, Which are 90-second PowerPoint presentations with summaries of key research for practitioners to share among colleagues and at staff meetings. They focus on practical classroom issues.

Keeping up to date and being aware of what's coming up (environmental scanning) is part of being strategic and it is this aspect of leading staff development that we next consider.