



Subject *and* Curriculum Leadership Workbook

A Promoting Excellence Online Course

This is part of a series of online courses
available from Promoting Excellence
Leadership Consultants.

Date the course started:

Date completed:

Name:

Workplace:

Role:

HOW THE COURSE WORKS

The Promoting Excellence Certificated 'Subject and Curriculum Leadership' Course consists of a series of Modules, containing slides with videos, together with a workbook containing materials, tables, quizzes, and plenty of space for your notes and observations to key-in onscreen. All are available for you to download and either retain or print as you wish.

Taking them together, they will lead you, on a modular basis, through the whole of our Promoting Excellence 'Subject and Curriculum Leadership' Course and will conclude with a certificate that you can download to show you have successfully completed the training and that you have been officially certificated by Promoting Excellence Limited. Your name and the date can be typed onscreen into the certificate, which can then be retained and saved for future reference as a PDF - or it can be printed off, to be framed or filed, as you wish.

Each module has video narration, so it is best to complete the course in a location where sound will not disturb others around you. The course is linear, so you should start by downloading and completing the Introduction, followed by Module ONE, Module TWO, and so forth. Your password and login ID gives you access to the full course, and in most cases for a full year from purchase, so you will not need to rush, but can work methodically. Some downloads are quite large - up to 50MB or so - so you should only download the module upon which you are currently working, before progressing to the next one. Downloading all modules together in one go will put excessive load on the document server and could temporarily deny your colleagues their own access to the documents.

If a module has any additional worksheets, diagnostics or bonus materials, these are listed onscreen in your course download page, in the order you will need to download them. Not all courses, and not all modules have worksheets or handouts, but where they do, they are listed on that page for you to download and use.

IS THE COURSE FOR AN INDIVIDUAL OR A GROUP?

The course has been written for use by both individuals and small groups. An individual will need to reflect upon some of the ideas raised, and to jot down their thoughts in the workbook – perhaps to discuss with a 'Critical Friend'. Or, the individual may like to then discuss their ideas with their peers, or with a competent leader. A small group, on the other hand, will find benefit in discussing the ideas and issues raised as a group, and perhaps agreeing on some joint actions.

AIMS

- To provide advice and support for Subject and Curriculum Leaders.
- To provide a practical reference for current and aspiring practitioners.
- To highlight best practice to stimulate fresh thinking and new ideas.

OUTCOMES

On successful completion of this course, it is expected participants will have a clearer and more confident understanding of excellent practice.

SOME HOUSEKEEPING POINTS

In each module, you can go forwards to the next slide by clicking on the button in the **top right** corner of each module-slide. To signify that a slide is fully completed and ready to advance, the button-label will flash. You can also go backwards to look again at any slide you have completed. To do that click the button in the **top left** corner. When going back through slides, their videos (if any) will not automatically play - but you can play them by clicking on them)

The screenshot shows a presentation slide titled 'COURSE AIMS AND OUTCOMES' from 'Promoting Excellence Leadership Consultants'. The slide is divided into two columns. The left column, under the heading 'AIMS', lists two points: 'To provide advice and support for Subject and Curriculum Leaders.' and 'To provide a practical reference for current and aspiring practitioners.' The right column, under the heading 'OUTCOMES', lists one point: 'To highlight best practice to stimulate fresh thinking and new ideas.' Below the text is an image of a target with arrows hitting the bullseye. Navigation buttons are located in the top left ('Click this button to go to the previous slide') and top right ('Click this button to go to the next slide'). Three callout boxes with arrows point to these buttons: the top right box says 'The slide is complete when this begins to flash', the middle right box says 'Click this button to go to the next slide', and the bottom right box says 'Click this button to go to the previous slide'.

Click this button to go to the previous slide

Click this button to go to the next slide

The slide is complete when this begins to flash

Click this button to go to the next slide

Click this button to go to the previous slide

Using an iPad or Android Device

If you are viewing this course on an iPad, please choose the option 'Download', rather than 'View'. Download gives you the full file (remember you first need the Apple iPad MS-PowerPoint app, free to all Microsoft 365 subscribers. It is best to download and run that PowerPoint App first because the course will expect to find it in a ready-to-run state on your device). With regard to this workbook, and other downloadable documents, using a PC or MAC is better, because the version of Acrobat built into tablet devices is a 'cut down' version which does not usually allow the quizzes and diagnostics to score themselves for you etc.

The Downloaded MS-PowerPoint app will be saved into 'Files' on your iPad and will then auto-run if you have the MS-PowerPoint App already downloaded **and** the app has been run already at least once. As noted above, the iPad & Android versions of Adobe Acrobat do not support PDFs with embedded calculations, so it is best to complete your diagnostics and workbooks on a PC or a MAC. Overall, we feel the use of a PC or MAC will give you the best experience.

Support and Technical Support

Technical support on device configuration options can only be provided by your ICT department. The course has been tested and certified as running on PC (Windows 10, Windows 11, with Office 365 (v25-09 Build 19231.20216 tested), but the course should work equally well on an up-to-date MAC with MS-Office.

Using Adobe Acrobat Reader rather than a browser's own, built-in, PDF reader

Adobe Acrobat Reader is required to complete diagnostics and workbooks. Versions embedded into browsers may not have all the features of Adobe's own Acrobat Reader and may not automatically score diagnostics for you, for example. Please check with your ICT department before downloading and installing the free Adobe Reader.

All modules are in Microsoft 'PowerPoint Show' format. Microsoft PowerPoint must therefore be installed on your PC, MAC, iPad or Android device, in order to allow these to work properly for you.

Saving your Workbook, your notes, and your Progress

This workbook can be completed on-screen and saved whenever you wish.

PLEASE NOTE THAT THIS WORKBOOK, AND YOUR NOTES AND ANSWERS ARE NOT SAVED UNLESS YOU SAVE THE WORKBOOK. WE RECOMMEND YOU SAVE IT TO YOUR LOCAL 'DOCUMENTS' FILE ON YOUR PC OR MAC, BUT ANY DIRECTORY IN WHICH YOUR ICT DEPARTMENT REQUIRES YOU TO SAVE YOUR DOCUMENTS WILL BE JUST FINE.

YOUR COURSE IS PRESENTED BY THE VIRTUAL JACKIE CHRISTIE.

JACKIE CHRISTIE IS A CONSULTANT FOR PROMOTING EXCELLENCE LTD.

Following a highly successful career, Jackie has a wealth of experience, delivering training and coaching in leadership and management to various sectors. Additionally she is a published author of books relating to leadership & management with a recognised Post Grad qualification in Education Leadership and Management.

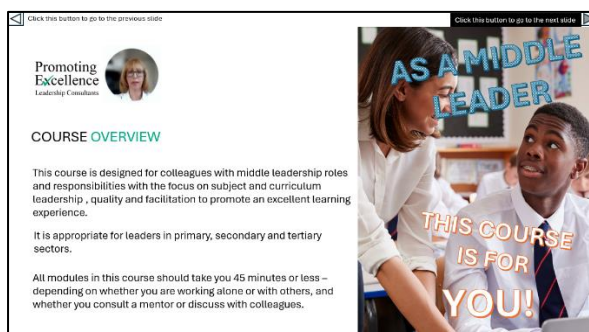
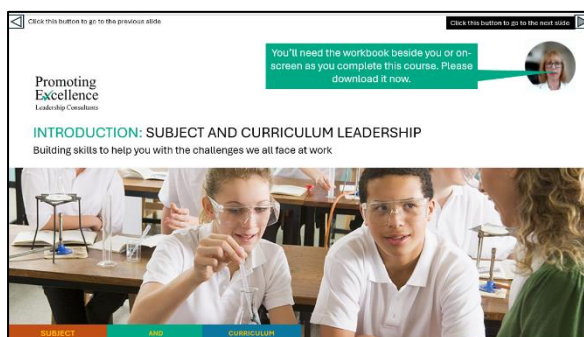
INTRODUCTION

Resources Required

INTRODUCTION slides: Curriculum and Subject Leadership - Introduction (ppsx file)

This Workbook

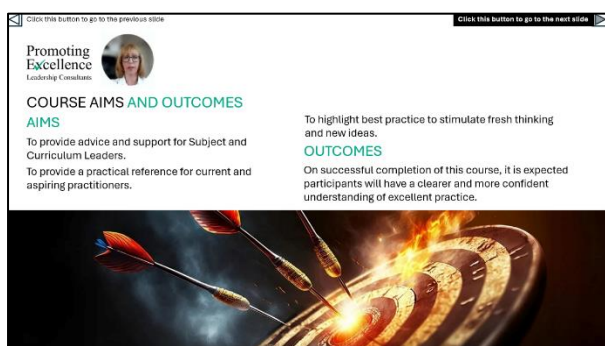
The course begins with a short Introductory Module.



This course is designed for colleagues with middle leadership roles and responsibilities with the focus on subject and curriculum leadership, quality and facilitation to promote an excellent learning experience. It is appropriate for leaders in primary, secondary and tertiary sectors.

All modules in this course should take you 45 minutes or less – depending on whether you are working alone or with others, and whether you consult a mentor or discuss with colleagues.

Please note that you can follow slides from the video in this workbook by their headings on screen. All work sheets can be downloaded separately and should be used alongside this workbook.



There are 6 modules in the course, plus an Introduction, with Certification at the end of Module Six.

The 6 modules in this course are: -

Module 1: Reaching for Excellence - It's Up (or Down) To You.

Module 2: Creating the Right Foundations.

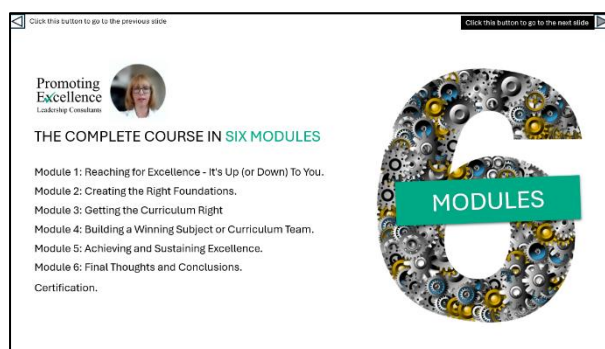
Module 3: Getting the Curriculum Right.

Module 4: Building a Winning Subject or Curriculum Team.

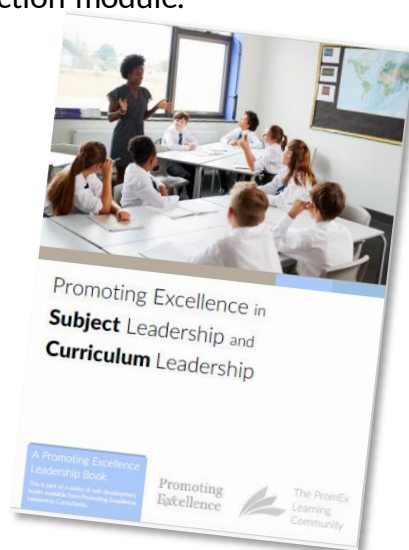
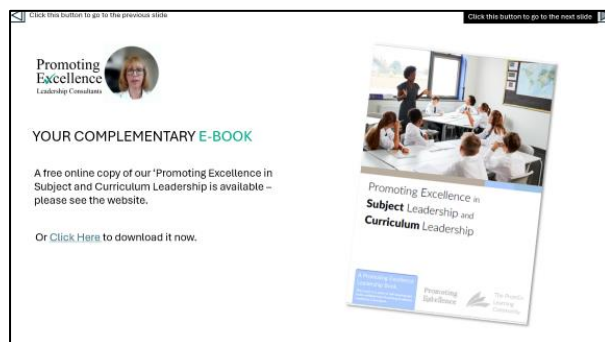
Module 5: Achieving and Sustaining Excellence.

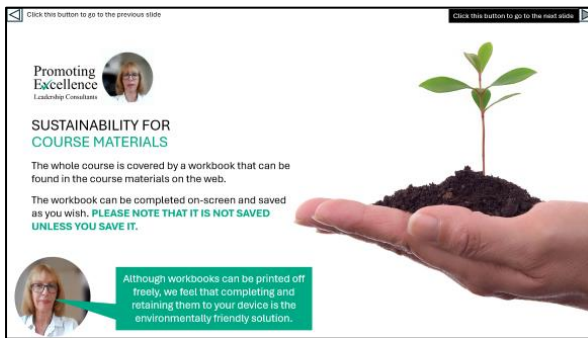
Module 6: Final Thoughts and Conclusions.

Certification.



A free online copy of our 'Promoting Excellence in Subject Leadership and Curriculum Leadership' is available – please see the course downloads page on our website to download - or simply click the link on your screen in the course introduction module.





Although workbooks can be printed off freely, we feel that completing and retaining them to your device is the environmentally friendly solution.

COURSE WELCOME

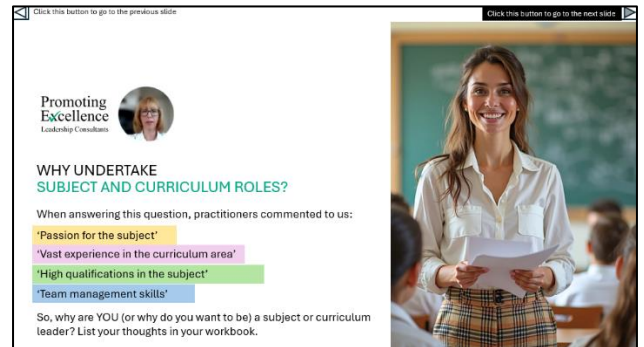
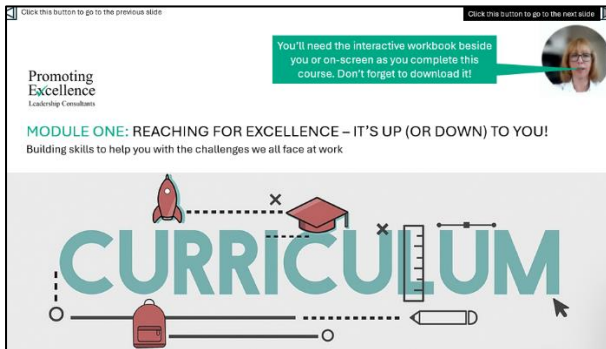


Welcome to this Promoting Excellence course in Subject and Curriculum Leadership

We hope that you enjoy the course and that you will pick up some useful strategies, tips and techniques that you will be able to put into action to improve student outcomes.

MODULE ONE: REACHING FOR EXCELLENCE -ITS UP (OR DOWN) TO YOU!

Resources Required – MODULE ONE Slides – Reaching For Excellence – It's Up To You.ppsx (ppsx file)
– This Workbook



WHY UNDERTAKE SUBJECT AND (OR) CURRICULUM ROLES?

When answering this question, practitioners commented to us:

'Passion for the subject'

'Vast experience in the curriculum area'

'High qualifications in the subject'

'Team management skills'

So, why are YOU (or why do you want to be) a subject or curriculum leader? List your thoughts below:



INSPIRATIONAL ROLE MODELS

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INSPIRATIONAL
ROLE MODELS

What would you say about inspirational role models that you may have had? Please jot down comments about your role models in your workbook. Here are some memorable comments:

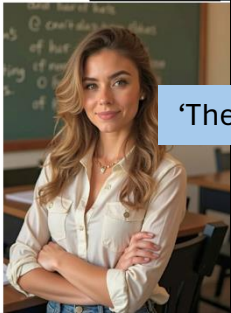
'They had faith in me and the team'

'They were a great role model'

'They were loyal, supportive and consistent'

'They took responsibility, listened to advice and involved everyone'

'They were enthusiastic and optimistic'



'They had faith in me and the team'

'They were a great role model'

'They took responsibility, listened to advice and involved everyone'

'They were loyal, supportive and consistent'

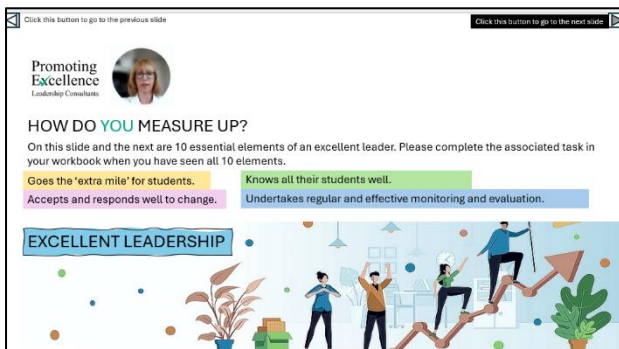
'They were enthusiastic and optimistic'.

What would you say about inspirational role models that you may have had? Please jot down comments about your role models below. Above are some memorable comments

My notes:



HOW DO YOU MEASURE UP?



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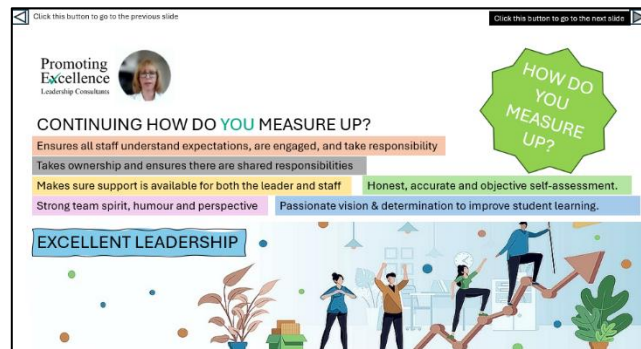
HOW DO YOU MEASURE UP?

On this slide and the next are 10 essential elements of an excellent leader. Please complete the associated task in your workbook when you have seen all 10 elements.

Goes the 'extra mile' for students. Knows all their students well.

Accepts and responds well to change. Undertakes regular and effective monitoring and evaluation.

EXCELLENT LEADERSHIP



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HOW DO YOU MEASURE UP?

CONTINUING HOW DO YOU MEASURE UP?

Ensures all staff understand expectations, are engaged, and take responsibility

Takes ownership and ensures there are shared responsibilities

Makes sure support is available for both the leader and staff

Honest, accurate and objective self-assessment.

Strong team spirit, humour and perspective

Passionate vision & determination to improve student learning.

EXCELLENT LEADERSHIP

You can read more about this in the free e-book that accompanies this course (Page 9)

On the two slides are 10 essential elements of an excellent leader:

1. Goes the 'extra mile' for students
2. Accepts and responds well to change
3. Knows all their students well
4. Undertakes regular and effective monitoring and evaluation
5. Ensures all staff understand expectations, are engaged, and take responsibility
6. Takes ownership and there are shared responsibilities
7. Support is available for both the leader and staff
8. Honest, accurate and objective self-assessment
9. Strong team spirit, humour and perspective
10. A passionate vision and determination to improve the student learning experience.

Please choose 2-3 examples and give evidence to show how you match up to excellent leaders

My Notes:



SEVEN KEY VALUES AND QUALITIES:

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SEVEN KEY VALUES AND QUALITIES

In your workbook refer to the table showing the 7 Key Values and Qualities.

This is an opportunity to assess your practice against each of the 7 elements and give evidence of your impact. As a subject or curriculum leader you need to know what it is you stand for – your values and qualities.

Consider, and then outline what more you want to achieve in the next 12 months



Please refer to the table showing the 7 Key Values and Qualities below.

Assess your practice against each of the 7 elements and give evidence of your impact.

Outline what more you want to achieve in the next 12 months

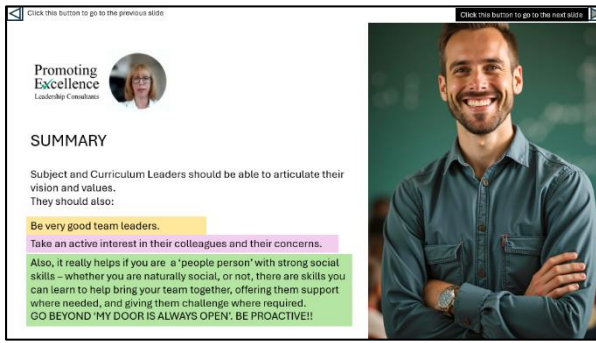
7 Values and qualities	Your evidence	Your impact	What more?
1 A determination to put the student experience at the heart of everything they do.			
2 A passion for teaching and learning.			
3 An enquiring and open attitude to any new ideas that might improve the learning experience of students.			

4 A relentless ambition to improve and/or maintain the highest standards in everything that they do.			
5 The ability to lead by example and demonstrate successes in their own performance.			
6 The ability to coach, mentor and inspire.			
7 An understanding that the route to excellence may require patience and that plans may often need to be amended.			

My Additional Notes:



SUMMARY



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SUMMARY

Subject and Curriculum Leaders should be able to articulate their vision and values.
They should also:

- Be very good team leaders.
- Take an active interest in their colleagues and their concerns.

Also, it really helps if you are a 'people person' with strong social skills – whether you are naturally social, or not, there are skills you can learn to help bring your team together, offering them support where needed, and giving them challenge where required.
GO BEYOND 'MY DOOR IS ALWAYS OPEN'. BE PROACTIVE!!

Subject and Curriculum Leaders should be able to articulate their vision and values.

They should also:

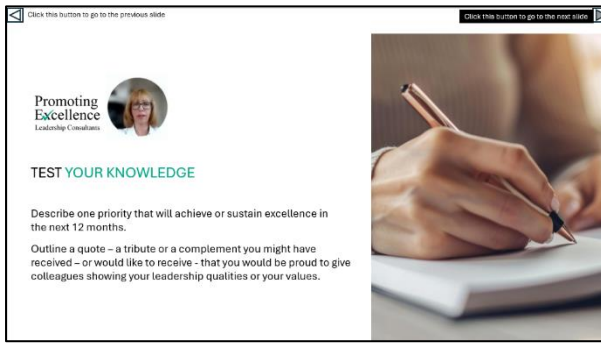
- Be very good team leaders
- Take an active interest in their colleagues and their concerns

Also, it really helps if you are a people person with strong social skills – please see our other courses on how you could develop this.

My Notes:



TEST YOUR KNOWLEDGE



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TEST YOUR KNOWLEDGE

Describe one priority that will achieve or sustain excellence in the next 12 months.

Outline a quote – a tribute or a complement you might have received – or would like to receive – that you would be proud to give colleagues showing your leadership qualities or your values.

As we are now at the end of Module One, here are a couple of questions to test your knowledge

1. Describe one priority that will achieve or sustain excellence in the next 12 months

My notes:

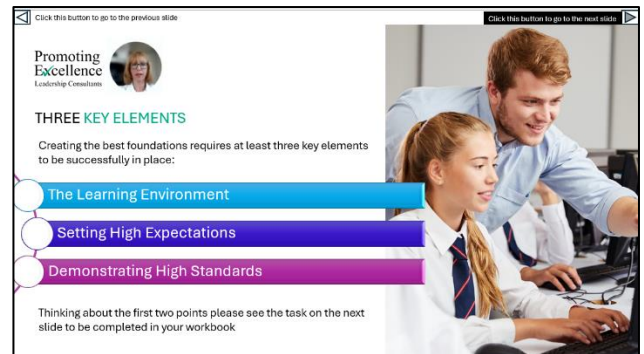
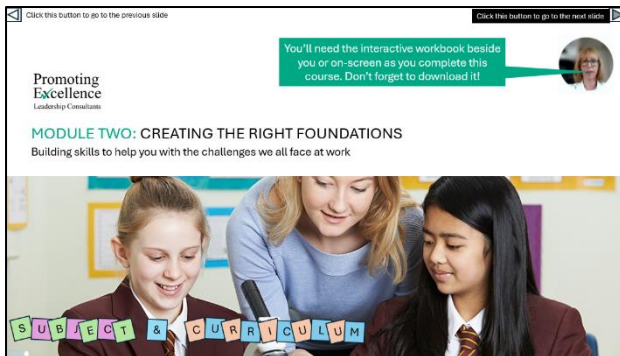
2. Outline a quote that you would be proud to give colleagues showing your leadership qualities.

My notes:

MODULE TWO: CREATING THE RIGHT FOUNDATIONS

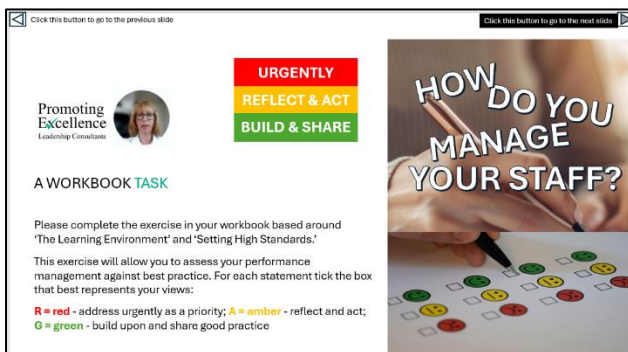
Resources Required

- MODULE TWO Slides – Creating the Right Foundations.ppsx (ppsx file)
- This Workbook



Creating the best foundations requires three key elements:

1. The Learning Environment
2. Setting High Expectations
3. Demonstrating High Standards



Please complete the exercise on the next page based around 'The Learning Environment' and 'Setting High Standards.'

This exercise will allow you to assess your performance management against best practice. For each statement tick the box that best represents your views:

R = red - address urgently as a priority;

A = amber - reflect and act;

G = green - build upon and share good practice

Questions: A. The Learning Environment	R	A	G
Is it welcoming?			
Is it inspiring for students?			
Is the subject identity clear?			
Are resources well organised and accessible for staff and students?			
Is it a place where students want to work?			
Are there current displays of student work?			
Are there up-to-date and wall displays of learning materials?			
Do staff take pride and ownership of the learning environment?			

Questions: B. High Standards and Expectations	R	A	G
Are there high expectations of students?			
Is there stimulus for students of all abilities?			
Are non-subject specialists effectively supported?			
Is there variety in teaching and learning?			
Is there regular and rigorous monitoring and evaluation including marking and assessment? [See Chapter 5]			
Is there pride and dedication in delivering the subject?			
Does the subject/curriculum fit well with the vision and mission?			
Is there honest and rigorous self-assessment?			
Is there a clear, robust and regular updated improvement plan?			
Are the assessment processes consistent and effective?			
Are intervention strategies effective and backed up by evidence?			
Does the subject create the best opportunities for students to learn?			
Is there a common and clear approach to homework?			
Are practices streamlined to effectively manage staff workload?			

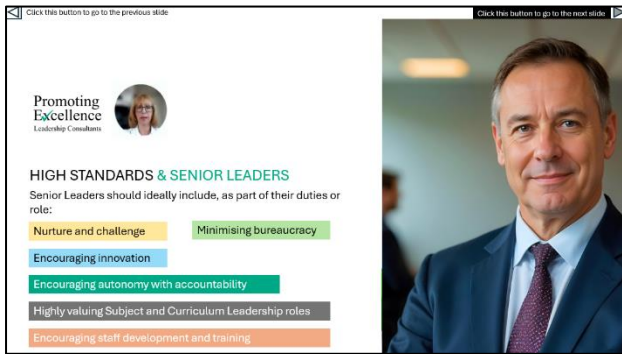
Questions: B (Continued) High Standards and Expectations	R	A	G
Is there mentoring support available for the students and the team?			
Are there formal links with subject associations and exam boards?			
Does the student experience create opportunities to reinforce learning?			
Are achievement levels high in comparison to similar organisations?			
Is there a positive and 'can do' spirit amongst staff and students?			
Is there an expectation of high standards including attendance, punctuality, attitude and classroom environment?			
Is there a culture of praise celebrating success?			
Does the curriculum allow for coherent links with enrichment opportunities?			
Are all the stakeholders and external partners aware of your subjects' successes and achievements?			
Is there an effective strategy to engage with parents and carers to support and encourage students?			
Is there a positive and open-minded approach to peer observations?			
Is there an expectation of high standards including attendance, punctuality, attitude and classroom environment?			

What action can you take?

What is a priority?

My Notes:

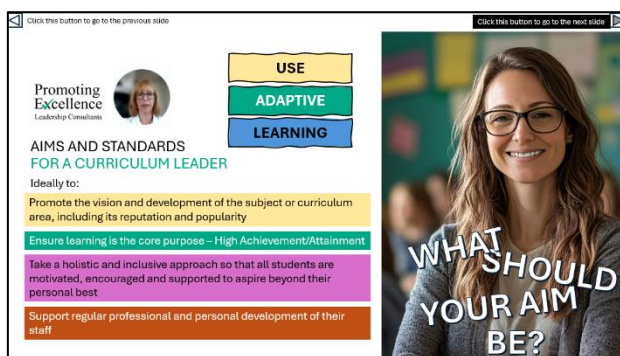
HIGH STANDARDS AND SENIOR LEADERS



If your organisation wants the best for your students, your leaders must have strong personal values and a passion for their role. They should be able to articulate their vision and values and be very good team leaders, taking an active interest in their colleague's concerns. It is great if they are 'a people person' and want to develop your social skills as mentors and leaders.

Senior Leaders should ideally include, as part of their duties or role:

1. Nurture and challenge
2. Minimising bureaucracy
3. Encouraging innovation
4. Encouraging autonomy with accountability
5. Highly valuing Subject and Curriculum Leadership roles
6. Encouraging staff development and training



IDEAL AIMS AND QUALITIES FOR A SUBJECT OR CURRICULUM LEADER

Ideal aims should be to:

1. Promote development in the Subject or Curriculum Area
2. Ensure that learning is the core purpose of the Subject or Curriculum Area
3. Foster high achievement, impact and excellence within the Subject or Curriculum Area so that students are motivated, encouraged and supported to aspire beyond their personal best

4. Support the regular professional and personal development of staff

How does this accord with your own role and organisation?

What needs to change, and what could you do about it?

My Notes:

HIGH STANDARDS

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WORKBOOK TASK: HIGH STANDARDS

Please complete the exercise on high standards in your workbook by adding examples of the types of activity or behaviour you undertake/exhibit against the nine aspects of leadership.



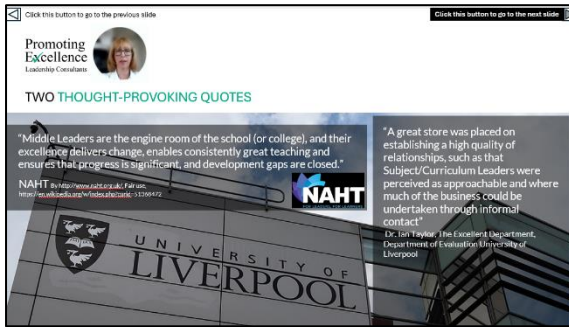
Please complete the exercise on high standards below, by adding examples of the types of Activity or Behaviour you undertake/exhibit against the nine aspects of leadership.

High Standards:	Types of Activity or Behaviour you undertake/exhibit
Positive and optimistic	
Focused on improvement	
Passionate about student achievement	
Leading by example	

Challenging mediocrity	
Showing pride	
Motivating others	
Developing and involving others	
Being a good leader and coach	

My Notes:

TWO THOUGHT-PROVOKING QUOTES



Please read the following quotes that are food for thought!

"A great store was placed on establishing a high quality of relationships, such as that Subject/Curriculum Leaders were perceived as approachable and where much of the business could be undertaken through informal contact"

Dr. Ian Taylor, The Excellent Department, Department of Evaluation University of Liverpool

"Middle Leaders are the engine room of the school (or college), and their excellence delivers change, enables consistently great teaching and ensures that progress is significant, and development gaps are closed."

NAHT – Authors emphasis added

My Notes:

SOME HELPFUL TIPS

**1. Be Positive and Upbeat.
Cynicism is your number One
Enemy.**

**2. Never allow sarcasm or total
negativity from staff.**

**3. See everyone as a potential
winner, i.e. personal success and
personal achievement = self-
worth and self-confidence.**

**4. Prioritise enthusiasm for the
subject and convey this to the
students.**

**5. Be prepared to challenge poor
and mediocre performance –
‘grasp the nettle’.**

**6. Monitor progress on a
regular and individual basis.**

**7. Build upon what students
already know.**

**8. Provide supportive and
challenging feedback.**

**9. Develop and monitor the use of
high-quality resources.**

10. Lead by example.

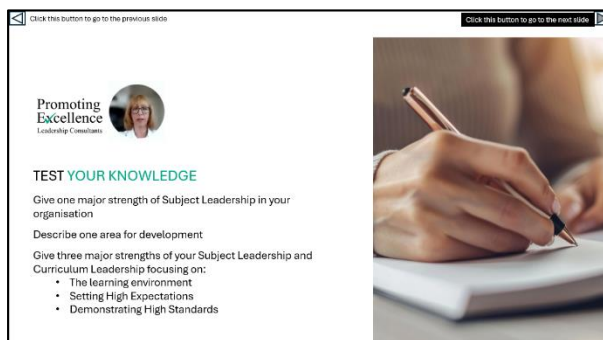
11. Expect high standards.

**12. Work towards a culture of learning diversity
to get the best out of every student.**

**13. Ensure clarity for ways to
improve.**

**14. Identify and share best
practice with other subject
areas.**

TEST YOUR KNOWLEDGE



As we are now at the end of Module Two, here are some questions to test your knowledge

1. Give one major strength of Subject Leadership in your organisation

My notes:

2. Describe one area that could be developed in your organisation.

My notes:

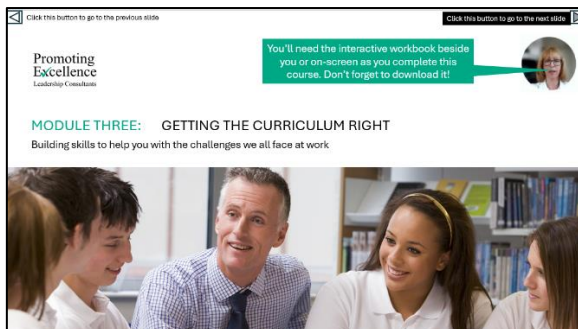
3. Give three major strengths of your own (personal) Subject Leadership and Curriculum Leadership focusing on:

- The learning environment
- Setting High Expectations
- Demonstrating High Standards

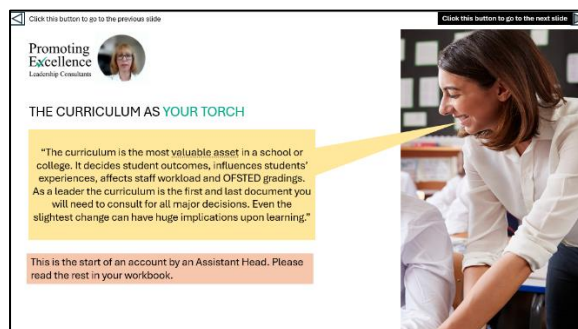
My Notes:

MODULE THREE: GETTING THE CURRICULUM RIGHT

- Resources Required
- MODULE THREE Slides – Getting the Curriculum Right.ppsx (ppsx file)
 - This Workbook



THE CURRICULUM AS YOUR TORCH



An Assistant Head writes about the Curriculum as your Torch:

“The curriculum is the most valuable asset in a school. It decides pupil outcomes, influences students’ experiences, affects staff workload and OFSTED gradings. As a leader, the curriculum is the first and last document you will need to consult for all major decisions. Even the slightest change can have huge implications upon learning.

The curriculum is also your torch. Not only does it shine a light upon your school and highlight your areas of strengths and weaknesses, but it is also passed on - from cohort to cohort. Your curriculum will be accessed by hundreds of young people. It’s essential we get it right.

If the torch is burning away at the wick, we’ve got to decide what we value. The National Curriculum is a guide. It’s vague at best but this allows schools to design a curriculum that provides pupils with endless opportunities to learn and succeed in a whole range of disciplines. An hour spent learning how to paint in the style of Picasso, followed by an hour spent listening to Martin Luther King speak at the Lincoln memorial and an afternoon at the pool - learning how to swim. Your curriculum starts the moment the caretaker turns the key in the lock and lasts right through to setting the alarm before home. The fact that the learning takes place at lunch, after school or offsite means that it should be valued. Decisions on its worth must be asked.

The design and implementation of the curriculum is key to successful leadership. It will help in challenging assumptions and making decisions. The designing of it should be an inclusive process and reflect the expertise both within- and outside- the organisation. Essentially, it will be the knowledge, skill and enthusiasm of the staff that will determine what the curriculum looks like and ensure the light shines on all of it. Then you get to pass on the torch. Someday a child will hang a painting in the Tate Modern, lead a march on Change, or win an Olympic Medal - all because they have built upon what they have previously learnt.

All staff need to be consulted about the curriculum and there needs to be a cohesive and teamwork approach in designing and reshaping it. Understanding and ownership of this can reduce workload and duplication of effort. The key driver must always be “what impact is it having on the youngster’s ability to learn and progress?” This must be focused on research-based evidence.

Assistant Headteacher

The design and implementation of the curriculum is key to successful leadership. It will help in challenging assumptions and making decisions. The designing of it should be an inclusive process and reflect the expertise both within- and outside- the organisation. Essentially, it will be the knowledge, skill and enthusiasm of the staff that will determine what the curriculum looks like and ensure the light shines on all of it. Then you get to pass on the torch. Someday a child will hang a painting in the Tate Modern, lead a march on Change, or win an Olympic Medal - all because they have built upon what they have previously learnt.

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Promoting Excellence believes that,

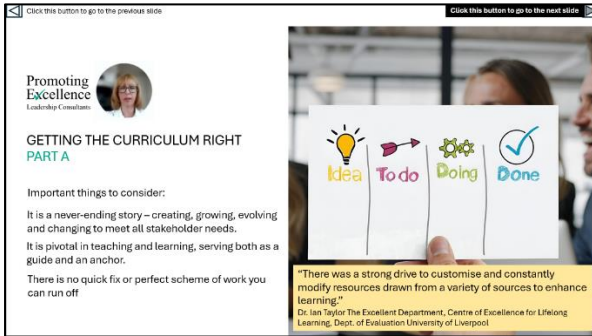
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[illegible]

GETTING THE CURRICULUM RIGHT



A leader's search for the right curriculum will take up most of their career. This is a positive. It is a constant opportunity to develop a critical asset and watch as it begins to impact the lives of your learners. A curriculum must adapt to the world in which it sits and the people that it serves. There is no quick fix, perfect scheme nor online membership to a 'curriculum club' where pre-made resources can be printed out and solve all your problems. The curriculum is pivotal, serving both as a guide and an anchor.

Starting points

For those who say that the curriculum must come from the learners, there is a degree of truth in this, but it is important to be mindful of where this can lead.

Learning requires knowledge. Deep understanding and mastery require expertise. Learners need an expert to deliver their curriculum. If we let our learners 'choose' their curriculum we are short-changing them of the literature, arts, and experiences that they would never select since they do not know of their existence.

Start with the National Curriculum. Carefully check what might be missing. Are the statutory requirements being taught? Many organisations can be caught up in a web of 'creative curriculum' approaches that shoehorn in activities that have no requirements to be taught and do not add value. Meanwhile, large sections of some areas may remain untaught.

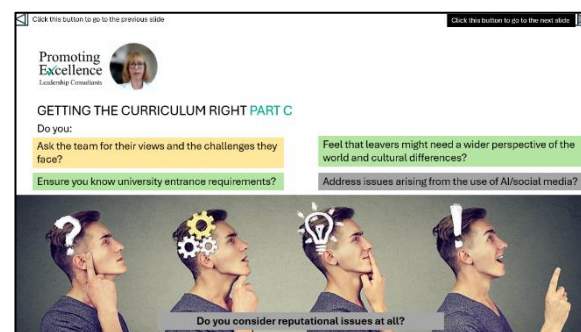
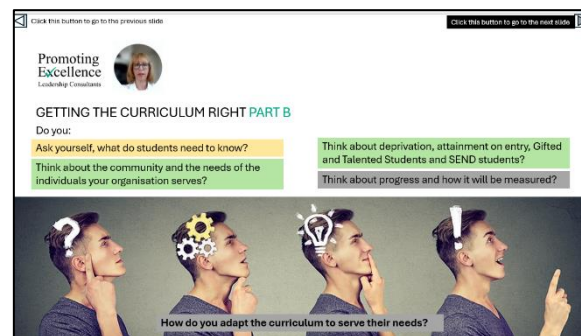
What do students need to know?

Content and context are huge when looking at coverage. Your organisation's DNA must inform the decisions made by subject leaders regarding what is to be taught.



Consider the following

- Your community and reflect upon the needs of the stakeholders that your organisation serves.
- Your reputation – you need to attract students, whether you are in state or independent sectors – no-one wants to be the ‘school of last resort’ or the school whose motto might be ‘Qui solvit, intrat’.
- Deprivation, attainment upon entry, and numbers of SEND, gifted, talented.
- Asking your team about the challenges they face every day.
- Do your learners need a wider view of the world? Are they accepting of differences and outsiders?
- Are your own university entrance data up to date – in other words, is your curriculum fit for the next stage? Are you teaching the subjects your students need to gain entry to the subjects and universities they want?
- Does your school have a social media or AI problem?



Answers to these questions can help sculpt a curriculum that is purposeful and provides your learners with a personalised experience.

Many students struggle with justification. Ensure that this a key concept so that in all taught sessions, guidance is given as to how to construct detailed answers. Constantly ask students to expand on their thoughts, both in written and in verbal form. It is good practice to prioritise key concepts which can be revisited each year. They thread through the curriculum, so students are afforded opportunities to debate, justify, and reason (amongst others) in all subject areas.

These concepts are in addition to the National Curriculum but by embedding them in everyday sessions, they become the foundations of teaching and not simply a one-off lesson that no one remembers.

Pen to Paper

The next step is to map out the subjects. What will be taught when? The initial thought process behind this exercise is that subject leaders can see where learning can link. They can weave opportunities to build upon prior knowledge into their curriculum so that progress is built upon each year. The curriculum will constantly change. It must. Simply. Review the curriculum year on year. Look at the objectives for subjects in Y7 alongside Y8 and see if being repeated, or being developed or discarded (and why?). Pay a quick visit to the websites of All-through schools as these will teach children from 4 up to 18. These schools have to constantly look at what was taught before and what comes next.

What is being taught must be discussed regularly. Subject leaders must speak to teachers and students to understand what the area's current strengths are, and weaknesses.

A typical feedback form from students might simply ask 'What went well?' What can be improved?' Students will find the holes quickly. They are likely to unearth a lot of wasted lessons where the coverage is simply too vast or too sparse, so knowledge is not being retained or taught.

Once it is established that the National Curriculum (if appropriate) is being delivered, start to look at how you want to do this. Your approach to it will change a hundred times over, according to current events or priorities as one of the aims of the national curriculum allows teachers to:

"go beyond that core, to allow teachers greater freedom to use their professionalism and expertise to help all children realise their potential." (Oxford Owl website)

The one thing that won't change, too often, is your staff and this is how you ensure that you get your curriculum right. See the curriculum through a sequence of lessons. Your curriculum will only be as strong as the teacher who understands it the least.

"What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited."

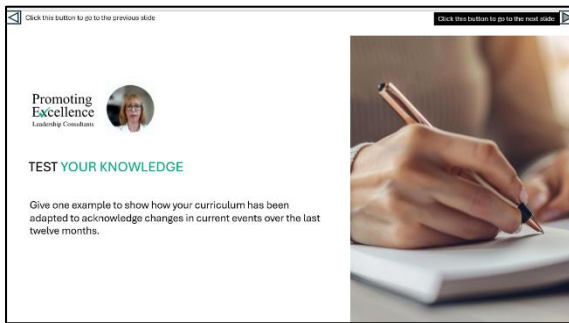
Consider this.

1. Ask yourself, what do our students need to know?
2. Think about the community and the needs of the individuals your organisation serves.
3. Think about deprivation, attainment on entry and SEND/ G&T students
4. Consider the school's reputation, its attractiveness to students and their caregivers.
5. Do you ask your team for their views and about the challenges they face?
6. Do leavers need a wider perspective of the world and cultural differences?
7. Are you confident leavers are well-suited to their next stage (whatever that is)? Why? What makes you so confident (or not)?
8. How do you address the issues arising from the use of social media and AI- both by students and staff?

My Notes:



TEST YOUR KNOWLEDGE



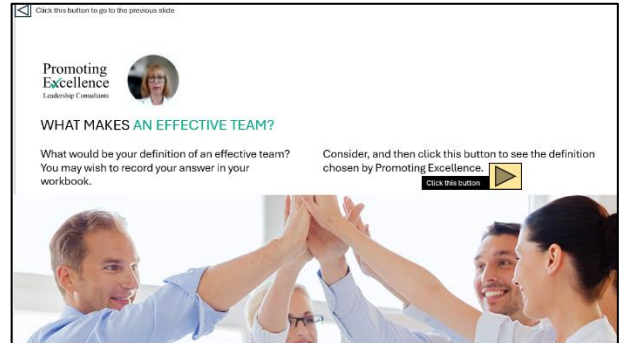
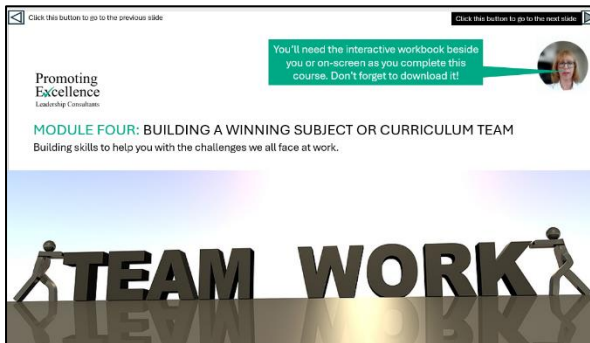
As we are now at the end of Module Three, here is a question to test your knowledge

1. Give one example to show how your curriculum has been adapted to acknowledge changes in current events over the last twelve months.

My notes:

MODULE FOUR: BUILDING A WINNING SUBJECT OR CURRICULUM TEAM

- Resources Required
- MODULE four Slides – Building a Winning Subject or Curriculum Team.ppsx (ppsx file)
 - This Workbook

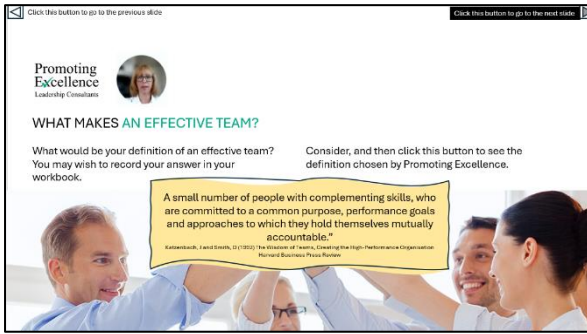


What would be your definition of an effective team? You may wish to record your answer.

When you have done so below, then click the button to reveal our suggestion (which is also on the next page of this workbook).

My Definition and notes:

OUR SUGGESTION:



Consider, and then see below the definition chosen by Promoting Excellence:

“A small number of people with complementing skills, who are committed to a common purpose, performance goals and approaches to which they hold themselves mutually accountable.”

Katzenbach, J and Smith, D (1992) The Wisdom of Teams, Creating the High-Performance Organisation Harvard Business Press Review

Katzenbach and Smith believe a ‘small number’ is roughly 6-9. They believe this number allows the team to function effectively as larger teams are more difficult to handle. The smaller team can communicate more easily, have a range of skills and are more accountable.

You may wish to research the work of Katzenbach and Smith on team effectiveness. Although this is a piece of work from some time ago it still holds value. (1993 book ‘The Wisdom of Teams’.)

R Meredith Belbin is an author who, probably more than any other, is associated with the composition of winning teams.

As long ago as 1981, Dr. Belbin published a book summarising his research from many years' experience of management teams at the Administrative Staff College in Henley. The Book 'Management Teams - why they succeed or fail' (Butterworth-Heinemann 1981) explains his approach and research methodology, which used a personality questionnaire as a measure of how personality influences performance in a team context.

Belbin considered that each team member had both a 'functional' and a 'non-functional' role. That is, (s)he would contribute his/her functional skills - for example as an Business Manager or an English Teacher, or as a Deputy Head - together with her/his contribution to the group process - how (s)he interacts with the other people in the team. It is this second role that Belbin set out to define and measure.

Belbin identified eight ways a person could interact in a management team, and furthermore, he suggested that a high performing team would have individuals capable of performing **all**

eight of the roles within its membership. This does not, of course, imply that Belbin believed that an effective team needed eight or more members. Rather, he believed that many managers are capable of performing more than one role. For example, they may be painstaking, conscientious and persevering, but also the same person may be reliable, disciplined and efficient. Belbin would describe this as being a combination of two of the eight team roles (he named them 'company worker' and 'completer-finisher').

Belbin's eight were:

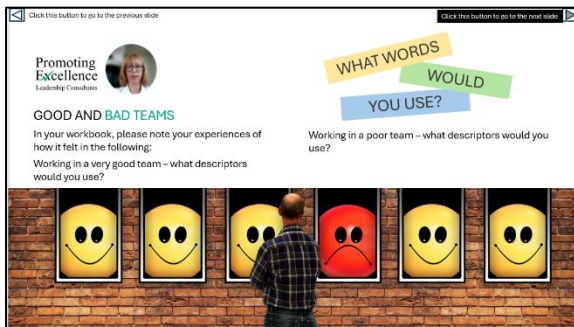
Team Role	Contribution	Allowable Weakness
Plant 	Creative, imaginative, unorthodox. Solves difficult problems.	Ignores incidentals. Too pre-occupied to communicate effectively.
Resource Investigator 	Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed.
Co-ordinator 	Mature, confident, a good chairperson. Clarifies goals, promotes decision-making, delegates well.	Can be seen as manipulative. Offloads personal work.
Shaper 	Challenging, dynamic, thrives on pressure. The drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings.
Monitor Evaluator 	Sober, strategic and discerning. Sees all options. Judges accurately.	Lacks drive and ability to inspire others.
Teamworker 	Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction.	Indecisive in crunch situations.
Implementer 	Disciplined, reliable, conservative and efficient. Turns ideas into practical actions.	Somewhat inflexible. Slow to respond to new possibilities.
Completer Finisher 	Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time.	Inclined to worry unduly. Reluctant to delegate.

Which of these are YOU?

Which do you have – and not have – in YOUR team?

My Notes:

DESCRIPTORS OF GOOD AND POOR TEAMS



Task: Consider GOOD teams and LESS GOOD teams, of which you have been a member.

When you worked in that GOOD TEAM, how did it feel?

How would you describe it?

My Notes:

When you worked in the NOT SO GOOD TEAM, how did it feel?

My Notes:

What are the differences between how the GOOD TEAM was run, compared to the NOT SO GOOD TEAM?

If you can think of a further GOOD TEAM and note what the two GOOD TEAMS had in common that was not shared by the NOT SO GOOD TEAM, then you are coming close to capturing what was actually making the difference between the teams.

My Notes:

EXCELLENT TEAMS

Click this button to go to the previous slide

Click this button to go to the next slide

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EXCELLENT TEAMS

Next, from your experience – or what you would want ideally, outline a list of characteristics or features you would wish to find in excellent teams. Jot these down in your workbook.

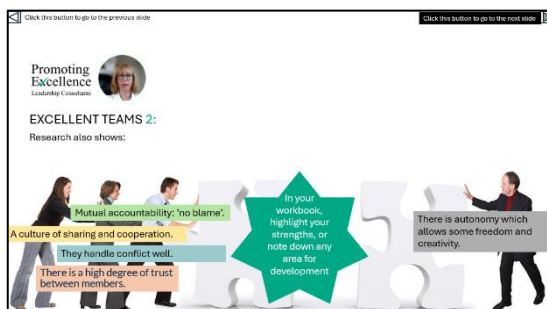
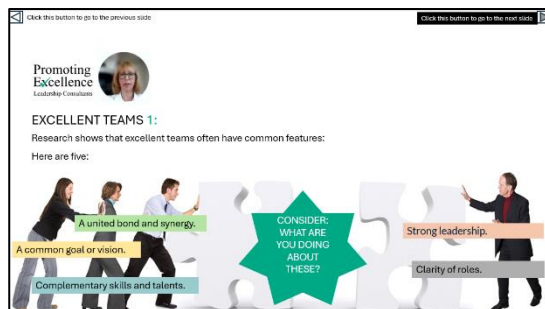
Then compare your answer to research on the following two slides.



Building upon this still further, consider from your experience – or what you would want ideally – and outline a list of characteristics or features you would wish to find in excellent teams. Jot these down below:

My Notes:

Then compare your answer to research on the following two slides.



Feature Number	Excellent Teams. Research Shows They Have TEN Common Features Tick the Right-Hand Column if your team has the feature listed. Afterwards, consider and jot down how you could rectify what may be missing.	Tick
1	A common goal or vision	
2	A united bond and synergy	
3	Complementary skills and talents	
4	Strong leadership	
5	Clarity of roles	
6	Mutual accountability	
7	A culture of sharing and cooperation	
8	They handle conflict well	
9	There is a high degree of trust between members	
10	There is autonomy which allows some freedom and creativity	

Note down any area for development or that is missing in your team. What can you do about it?

My Notes:

ASSESSING YOUR TEAM LEADERSHIP

If you are a team leader, just how do you rate against the list of qualities below?

Can you cite examples when you have shown these qualities or behaviours?

Here is another opportunity to rate yourself on a RAG scale (think of a traffic light):

GREEN where your skills are good-to-go,

AMBER where you are almost ready-to-go and

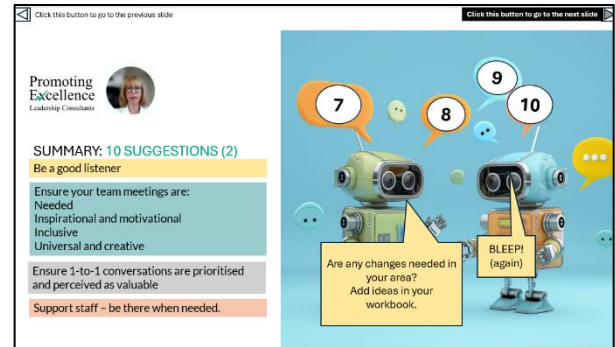
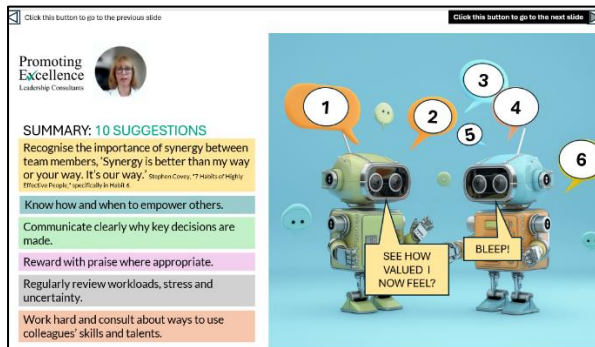
RED where you will stop to refresh or build on those skills.

Questions: Are you an outstanding leader? Are you...	R	A	G	Examples of these behaviours I have shown
Inspirational with the vision?				
Effective as a coach/mentor to develop team members?				
Showing a strong sense of passion and conviction about your ideas?				
Accountable for your team's performance?				
Optimistic, resilient and future-oriented?				
Calm and approachable?				
A good listener?				

Questions: Are you an outstanding leader? Are you...	R	A	G	Examples of these behaviours I have shown
Self-confident and determined?				
A person with a good sense of humour?				



TEAM LEADERSHIP SUMMARY – OUR TEN SUGGESTIONS



As you read through the list, ask yourself whether any changes are needed in your area?

Note down any areas that could be better, or even better, with your ideas for improvement.

1) Recognise the importance of synergy between team members.

"Synergy is better than my way or your way. It's our way." This is a phrase used by Stephen Covey in his book 'The 7 Habits of Highly Effective People,' (specifically in Habit 6).

2) Know how, and when, to empower others.

3) Communicate clearly **why** you (or whomever) made key decisions.

4) Reward with praise, where appropriate.

5) Regularly review workloads and check for stress and uncertainty.

6) Work hard and consult about ways to best utilise colleagues' skills and talents.

7) Be a good listener.

8) Ensure your team meetings are:

a) Needed.

b) As inspirational and motivational as possible.

c) Inclusive.

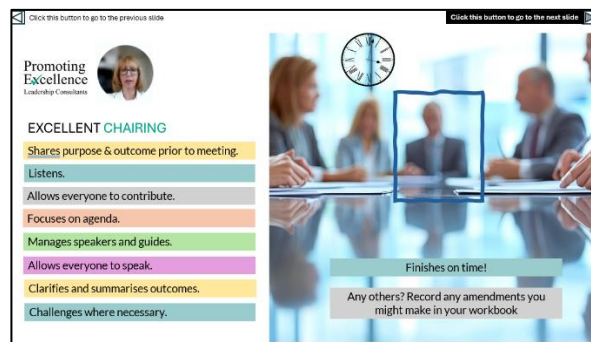
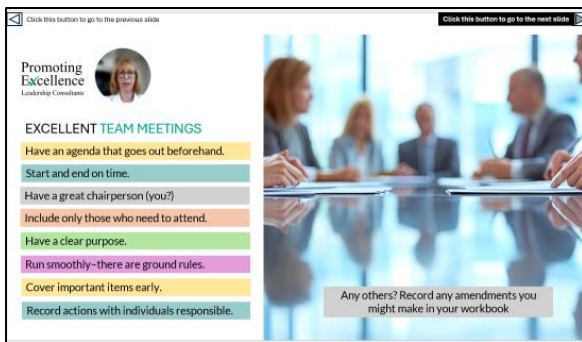
d) Open to all and at a time and in a place where all can participate; and interesting.

9) Ensure 1-to-1 conversations are prioritised and perceived as valuable.

10) Support staff – treat as part of the team – there when appropriate, as often as possible.

Ideas for Change:

HOLDING EXCELLENT TEAM MEETINGS – OUR SUGGESTIONS



Team meetings are invaluable as a means to inspire staff, share the vision and to make sure that all staff know what is meant by best practice in their area and the standards expected. It is the team leader's responsibility to know where teaching is strongest and where staff development is required. How are a team's overall key performance indicators and then how do individual staff compare?

In all too many organisations there exists a range of staff abilities within a team and even parents will know who they would prefer to teach their children!

Excellent Team Meetings

Excellent Meetings:

- Have an agenda that goes out beforehand
- Start and end on time
- Have a great chairperson
- Include only those who need to attend
- Have a clear purpose
- Run smoothly without disruptions – there are ground rules
- Cover important items early
- Record actions with individuals responsible
- Any others?

The Chairperson:

- Shares purpose and outcome prior to meeting
- Listens
- Allows everyone to contribute
- Focuses on agenda
- Manages speakers / guides
- Allows everyone to speak
- Clarifies and summarises outcomes
- Challenges where necessary
- Finishes on time!
- Any others?

Any others? Record any amendments you might make.

My Notes:

EXCELLENT SUBJECT LEADERSHIP

Behind health, education is regarded as one of the most important human possessions. We must cherish its value and protect its ability to change the world.

The umbrella term of 'education' allows for so many learning opportunities, from reading to a child before bed, to a heavily academic university seminar, to a GCSE class on a Monday morning, to an FE class on 'English as a foreign language', to one-to-one tennis lessons, through to lectures in sold-out theatres. Education impacts at every stage and allows us, as the human species, to progress. Improving upon our knowledge at each point and within different disciplines helps us to tackle new and unforeseen challenges, has increased our life expectancy, and helped produce the finest art and music.

The difference between subject disciplines is what makes our education exciting. The fact that in one day a school student could solve equations, speak in a different language, paint in the style of Van Gogh and then learn to swim, shows how varied, and yet linked, each discipline is and how each one can impact hugely upon the life of a student.

Subject leadership provides the opportunity to sculpt a legacy into an organisation's curriculum. A strong subject can evoke a love of learning, can secure high attainment, and will ultimately provide further life chances for students. For a subject to be held in such regard a leader needs to champion it.

Everyone within your organisation must be fully in the know. Every staff member, regardless of experience - a year or twenty-five years - should know:

- 1) what they are teaching,
- 2) where they are teaching, and
- 3) why they are teaching it (how it meets the future needs of the student and the school/college, and
- 4) how best to teach it.

Enthusiasm for the subject is vital. This can be tricky, especially if the leader is not a specialist. To champion a subject there is a need to want the best for it. The best place to start with this is to look outwards. Sign up to subject affiliations, or The National College to begin expanding knowledge. Governors, Trustees and the MAT or the Local Authority, (or nearby Independent Schools, Colleges and Universities) may be able to offer subject expertise. Research the nearest teaching schools where your subject flourishes and go and see why.

Visiting different organisations can help to develop new ideas as to how you want your subject to look and be delivered. This is what a nationally renowned school leader had to say about staff development:

'In the last six years it has become plain to me that the quality of teacher learning is central to putting staff first. Any teacher, at any stage of his or her career, has to accept, continuously, the professional obligation to improve his or her teaching.'

FOR EXAMPLE, WHAT WOULD YOU LIKE A GEOGRAPHY LESSON TO LOOK LIKE?

At first glance it seems like our students spend a long time in education, but when you break it down into 180 days a year divided by five or six sessions a day you soon start to realise that their time in education is precious.

Maths, English, and the Sciences will likely take up most of your curriculum time followed by PE and RE in faith schools. Let us say schools dedicate 10% (very generous) curriculum time to Geography - that's 90 hours a year. These hours rapidly decrease further around Christmas and Summer with exam periods, and leavers' rehearsals etc. But if you knew a student would only receive a maximum of 90 hours of Geography next year, would you want to waste a single hour? This is a key question for leaders and teams when creating and monitoring the curriculum and leading their subjects. Can we do this better?

Decide what students need the most.

Choose where and when this will be taught and then.

Reflect upon progress made by ALL students, and the impact of the lesson cumulatively.

If the Year 8's have very little knowledge of 'erosion' after a two-week unit, then it needs changing. Has the unit built upon the knowledge gained in KS2 when studying coastlines? Have you linked back to their understanding of different rock types?

To get the curriculum right will require change as mentioned previously.

Getting the subject right within the curriculum means the team must know what to teach and how best to teach it but also need time to discuss and reflect upon where changes need to be made.

Use your free e-book and read pages 29 and 30 for a case study on Subject Leadership of Music within a secondary school.

My Notes:

APPRECIATION AND AFFECTION

It is beneficial to emphasise appreciation for the subject at every opportunity.

Other staff will begin to pick up on this exuberance, and it will contagiously pass through to their lessons. It should be of no surprise that subjects that learners enjoy tend to be the areas in which they excel.

Create displays that showcase the subject and the amazing work produced in it. If every subject is led with passion and conviction, then this will help to promote excellence.

Set minimum expectations.

Reflect on the following questions.

- What do excellent lessons look like?
- Where can teachers locate the best resources?
- Which high-quality texts should they use to support the learning?

By answering these questions, teachers are best informed in how to deliver a subject that may be a weak spot for them.

Go further by banking examples of excellent work to raise awareness of best practice.

By encouraging a culture of sharing, support and co-operation, teachers will know how best to deliver the subject and what the minimum expectations are.

DO LEARNERS TRULY EXPERIENCE YOUR SUBJECT?

Reflections

- Do they just **do** your subject? Look at how you can weave opportunities for students to experience the best of what your subject has to offer.
- Do your music students see a live orchestra?
- Do your science students visit an observatory? Do they go to 'Science Live' events?

Do they visit the Science Museum? The Natural History Museum? Can they see where things have happened for the first time?

Do your language students not only have trips to the country whose language they study, but to local communities who speak that language? Do they visit local restaurants serving that cuisine? Do they read magazines in that language?

- Do your PE students experience live sport or even participate in a sport not available on the curriculum?

Everyone remembers the trips that brought those subjects to life. Learners in Year 7 will discuss the Year 9 France trip, years in advance. The impact of these experiences upon students will last a lifetime. Create as many as possible.

SUBJECT DRIVERS - REFLECT

Do learners truly experience your subject through co-curricular events, clubs or electives? Think about what could be offered by the way of co-curricular activities that would help promote the subject across the organisation.

Can the Science department create an Astronomy elective?

Can the Art department run a Photography club?

By offering further learning opportunities students get to experience the subject differently - one that may just ignite their passion for it. It also creates opportunities to get to know your students.

Are there students with a hidden talent that doesn't stand out in class?

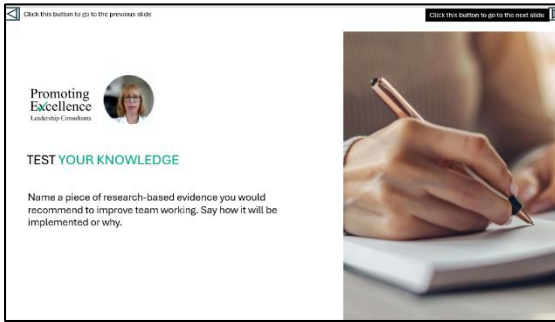
Are there students who struggle with specific subject content who would benefit from further learning support?

You can guide these students to the clubs and electives that would help develop their knowledge and expertise without it becoming the chore of attending booster or revision classes.

There will always be competition between subjects for an allowed time within the curriculum, but subject leaders must carry on regardless of this. A subject will only have its time in the limelight if leaders are willing to put it there. Every discipline taught in an organisation can change the outcomes for students. For that to happen, the subject must be taught well by all. This starts at the top.

My Notes:

TEST YOUR KNOWLEDGE



Click this button to go to the previous slide

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TEST YOUR KNOWLEDGE

Name a piece of research-based evidence you would recommend to improve team working. Say how it will be implemented or why.

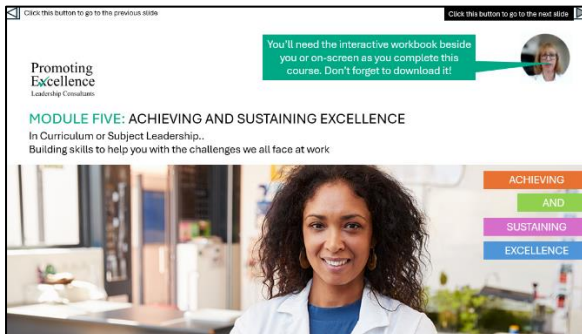
As we are now at the end of Module Four, here is a question to test your knowledge

1. Name a piece of research-based evidence you would recommend to improve teamwork. Say how it will be implemented or why.

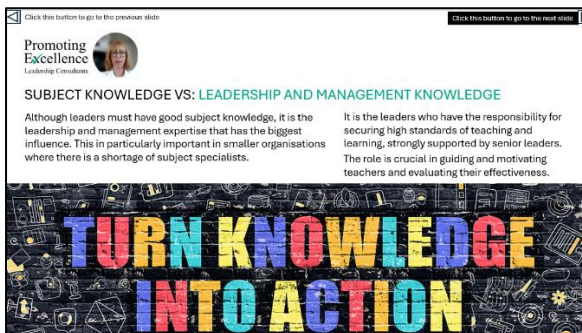
My notes:

MODULE FIVE: ACHIEVING & SUSTAINING EXCELLENCE

- Resources Required
- MODULE five Slides – Achieving and Sustaining Excellence.ppsx (ppsx file)
 - This Workbook



SUBJECT KNOWLEDGE VS. LEADERSHIP & MANAGEMENT KNOWLEDGE



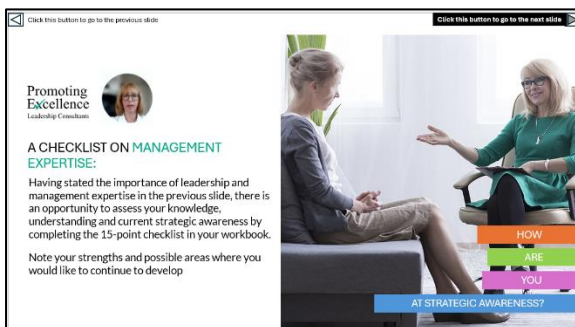
Although leaders must have good subject knowledge, it is the leadership and management expertise that has the biggest influence. This is particularly important in smaller organisations where there is a shortage of subject specialists.

It is the leaders who have the responsibility for securing high standards of teaching and learning, strongly supported by senior leaders.

The role is crucial in guiding and motivating teachers and evaluating their effectiveness.

My Notes:

A CHECKLIST – MANAGEMENT EXPERTISE

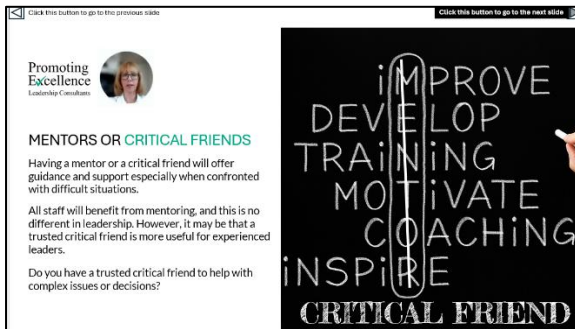


Please read the points a-o and either add a tick to show completion in the first column or add comments for any areas to develop in the final column. Are YOU aware of, and have completed:	✓ x	To do:
a. The school or college's aims, priorities, targets and action plans?		
b. The relationship of the subject to the curriculum as a whole?		
c. All statutory curriculum requirements for the subject and the requirements for assessment, recording and reporting of students' attainment and progress?		
d. The characteristics of high-quality teaching in the subject and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students?		
e. How evidence from relevant research and inspection evidence and local, national, and international standards of achievement in the subject can be used to inform expectations, targets, and teaching approaches?		
f. How to use comparative data, together with information about students' prior attainment, to establish benchmarks and set targets for improvement?		
g. How to develop students' literacy, numeracy, and information technology skills through the subject?		

h. How teaching the subject can promote students' spiritual, and/or moral, and/or social, and/or cultural, and/or mental, and/or physical development?		
i. Management, including employment law, equal opportunities legislation, personnel, external relations, finance, and change?		
j. How teaching the subject can help to prepare students for the opportunities, responsibilities, and experiences of adult life?		
k. The current use and future potential of information and communications technology to aid teaching and learning of the subject, and to assist with subject management?		
l. The role of school or college governance and how it can contribute to the work of the subject or learning leader?		
m. The implications of information and guidance documents from LEAs, the DfES and other national bodies and associations?		
n. The implications of the Code of Practice for Special Educational Needs for teaching and learning in their subject?		
o. Health and safety requirements, including where to obtain expert advice?		

Any further observations or notes?

MENTORS OR CRITICAL FRIENDS



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MENTORS OR CRITICAL FRIENDS

Having a mentor or a critical friend will offer guidance and support especially when confronted with difficult situations.

All staff will benefit from mentoring, and this is no different in leadership. However, it may be that a trusted critical friend is more useful for experienced leaders.

Do you have a trusted critical friend to help with complex issues or decisions?

IMPROVE
DEVELOP
TRAINING
MOTIVATE
COACHING
INSPIRE
CRITICAL FRIEND

Having a mentor or a critical friend will offer guidance and support especially when confronted with difficult situations.

All staff will benefit from mentoring, and this is no different in leadership. However, it may be that a trusted critical friend is more useful for experienced leaders.

Do you have a trusted critical friend to help with complex issues or decisions?

If not, who will you approach to see if they are prepared to do this for you?

My Notes:

OVERALL: QUALITIES OF GOOD LEADERS

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QUALITIES OF GOOD LEADERS FOR
ACHIEVING & SUSTAINING EXCELLENCE

At Promoting Excellence, we believe that the following
are essential:

- Make accurate judgements in monitoring and evaluating
- Manage staff to work co-operatively toward shared goals
- Value the contribution of others and delegate responsibilities where appropriate
- Set high standards and have a clear vision
- Have good decision-making skills and solve problems
- Be able to communicate clearly and understand the views of others
- Be able to self-manage, showing calmness under pressure and possessing good prioritisation and organisational skills

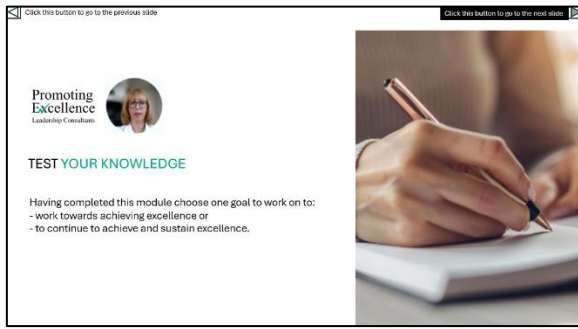
At Promoting Excellence, we believe that the following are essential qualities for leaders if an organisation is to attain and achieve excellence:

- 1) Make accurate judgements in monitoring and evaluating
- 2) Manage staff to work co-operatively toward shared goals
- 3) Value the contribution of others and delegate responsibilities where appropriate
- 4) Set high standards and have a clear vision
- 5) Have good decision-making skills and solve problems
- 6) Be able to communicate clearly and understand the views of others
- 7) Be able to self-manage, showing calmness under pressure and possessing good prioritisation and organisational skills

Ask yourself - how do you compare?

My Notes:

TEST YOUR KNOWLEDGE



As we are now at the end of Module Five, here is a question to test your knowledge

Having completed this module choose one goal to work on to:

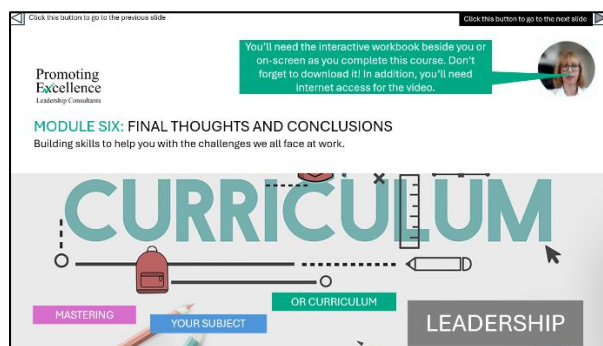
- work towards achieving excellence or
- to continue to achieve and sustain excellence.

What will you do next week, next month, next term and next year towards this? How will success be documented, measured, and to whom will you report it?

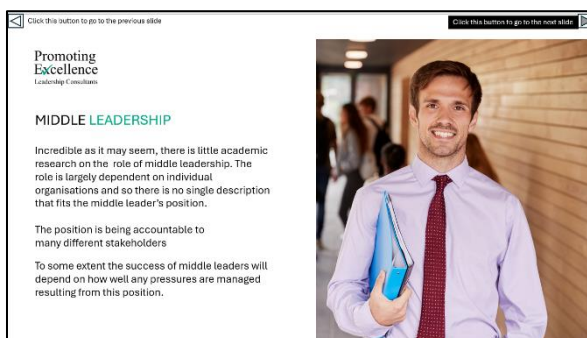
My notes:

MODULE SIX: FINAL THOUGHTS & CONCLUSIONS

- | | | |
|--------------------|---|---|
| Resources Required | – | MODULE Six Slides – Final Thoughts and Conclusions.ppsx (ppsx file) |
| | – | This Workbook |



MIDDLE LEADERSHIP



Incredible as it may seem, there is little academic research on the role of middle leadership. The role is largely dependent on individual organisations and so there is no single description that fits the middle leader's position.

The position is being accountable to many different stakeholders.

To some extent the success of middle leaders will depend on how well any pressures are managed resulting from this position.

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MIDDLE LEADERSHIP

THINK ABOUT ALL THE POSITIVES YOU HAVE EXPERIENCED IN YOUR ROLE

The role of middle leader is not without its challenges but the impact on their staff, students and school or college can be impressive and rewarding.

Just think about all the positives that you have experienced in your role.

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The role of middle leader is not without its challenges but the impact on their staff, students and school or college can be impressive and rewarding.

Just think about all the positives that you have experienced in your role, and document a few below.

My Notes:

SUPPORTING COLLEAGUES

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Leadership & Communication



SUPPORTING COLLEAGUES

A good middle leader will see that a key element of their role is training and developing their staff.

They are best placed to take on this role since they understand the practical needs of their teams and can implement the relevant training to specific staff to enhance teaching and learning within their team.



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My Notes:

DEVELOPING STAFF

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DEVELOPING STAFF

The best leaders will foster a culture of collaboration and encourage staff to share ideas, resources and good practice.

They will encourage creativity.

They will be unafraid to empower or delegate to ensure talent and skills are developed within their area.

What development opportunities do you or your leader offer?

Do you share strategies across the school or college?

Please comment in your workbook.

BE A ROLE MODEL TO YOUR STAFF

The best leaders will foster a culture of collaboration and encourage staff to share ideas, resources and good practice.

They will encourage creativity.

They will be unafraid to empower or delegate to ensure talent and skills are developed within their area.

- What development opportunities do you or your leader offer?
- Do you share strategies across the school or college?

Please comment below:

AN OPPORTUNITY FOR REFLECTION

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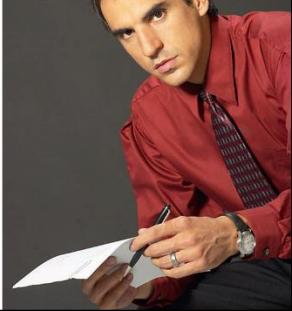
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Leadership Creations

NOW REFLECT

"It is the quality of leadership that has the biggest influence on the quality of teaching and teacher's motivation. As such, effective middle leadership has a powerful impact on school effectiveness."
Thomas J Sergiovanni, 2001

Now prioritise 5 aspects from the 14 reflective questions in your workbook to help inform and even further develop your current practices.



“It is the quality of leadership that has the biggest influence on the quality of teaching and teacher’s motivation. As such, effective middle leadership has a powerful impact on school effectiveness.”

Sergiovanni 2001

Think carefully and reflect upon this quote.

Seek to prioritise 5 aspects from the 14 reflective questions supplied below to help inform and even further develop your current practices.

These are particularly relevant for leaders who have direct management responsibility for teams and departments.

Leaders who don’t have direct management responsibilities might find some of the questions helpful simply to reflect upon.

1. Teaching and learning – personal thoughts

- What would your department ‘look like’ if you had no restraints?
- How can highly effective teaching and very successful learning be best achieved?

My Notes:

2. Leading teaching and learning

What are the key aspects of the role of a leader of staff and students in:

- Leading a department, course or subject area?
- Developing and monitoring outstanding teaching and learning?
- Supporting staff to make a real difference?

My Notes:

3. Current assessment

- How would you describe the quality of current teaching and learning in your area or in the subjects which you lead?
- What needs to be prioritised to improve teaching and learning?
- How would you/do you assess the quality of your teachers?

My Notes:

4. Improving teaching and learning

- How should you/do you use lesson observations, learning walks and feedback?
- How should you/do you use peer observations, department meetings and sharing best practice? Give specific examples.

My Notes:

5. Support staff

- How can/do support staff enhance the student experience?
- Ofsted are very keen on teachers and teaching assistants working well together. How do you feel this could be further developed?
- Best practice is when interactions with students are about understanding not task completion. How can teaching assistants best achieve this?
- Reducing dependency on adult support helps pupils become independent learners. What strategies could be used to achieve this while still giving support?
- How can you be sure the skills and talents of support staff are best utilised? If you work in support, do you consider your skills and talents are used to the full?
- Do you consider that all staff fully understand the roles and responsibilities of their colleagues? Would you, for example, know the rules, restrictions and pressures a finance manager or member of catering staff are working to? Think of some of the staff you work with.

My Notes:

6. Valuing staff

- How can leaders show in a meaningful way the value of their staff?
- How do you show in a meaningful way that you value your staff?
- When/how do you feel valued?

My Notes

7. Highlighting best practice

Describe an aspect of teaching and learning you have experienced, or observed, that has developed to become best practice.

- What evidence have you got to show that it has made a real difference?
- What is the impact?

My Notes:

8. As a leader are you 'on top of the job'?

- How do you know that an area, subject, teacher, or support staff are 'doing the business?'

My Notes:

9. Student feedback

- How should you use student feedback?
- What student feedback techniques do you use, or have you seen in use?
- How would you deal with student feedback?

My Notes:

10. Sharing good practice

Peer observation is a way to let staff see how others manage classes and use support assistants efficiently.

- Do the staff being observed know what the observer hopes to see?
- Do your staff/assistants know what areas they need to improve?

My Notes:

11. Managing meetings

Department meetings need careful planning. These are an excellent vehicle for sharing best practice to keep staff motivated and feeling valued. This is especially good for new staff and newly qualified teachers.

- What are the features of an outstanding meeting?
- What does an outstanding Chair do?
- What are the features of a poor meeting?
- Is there sufficient emphasis on teaching and learning?

My Notes:

12. Relationships

- How can relationships affect and improve teaching and learning?
- What is the importance of relationships between teaching staff and support staff?

My Notes:

13. Managing performance management

- What are the key features of an effective performance-management system?
- What is the importance of the professional teaching standards?
- How could national occupational standards aid the process for support staff?

My Notes:

14. Last thoughts ...IMPACT

Describe in a concise and jargon-free way:

1. How your role directly impacts on the student experience?
2. How your area/team impacting in a positive way on the student experience?

My Notes:

A FINAL NOTE FROM PROMOTING EXCELLENCE

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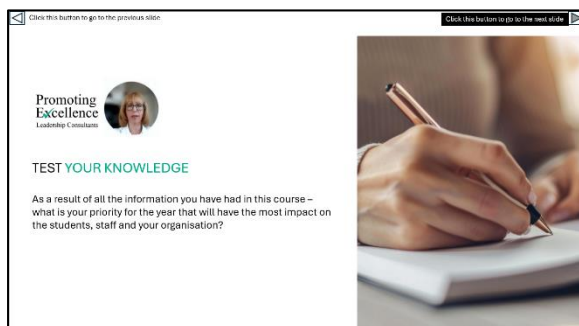
A FINAL THOUGHT FROM PROMOTING
EXCELLENCE

"The sole unifying and overarching purpose behind all levels of leadership in education is the student. The challenge for everybody is to provide the best for students. The task for the leader is to inspire and develop their team in rising to this challenge."



"The sole unifying and overarching purpose behind all levels of leadership in education is the student. The challenge for everybody is to provide the best for students. The task for the leader is to inspire and develop their team in rising to this challenge."

TEST YOUR KNOWLEDGE



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TEST YOUR KNOWLEDGE

As a result of all the information you have had in this course – what is your priority for the year that will have the most impact on the students, staff and your organisation?

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My notes:

WELL DONE – YOU CAN DOWNLOAD YOUR CERTIFICATE

Having completed the course, you are now eligible for the certificate. The download link is onscreen, on this slide and the final title slide. You can download your certificate at any time now, you have reached this point – we cannot re-print the link here in the workbook, however – you must get to it on the slide at the end of Module Six.

Type your name into the 'Name' Field and the date (Top Right of the Certificate) into the 'Date Field' (a 'Date Picker Calendar' will appear if you click at the right of this field in Acrobat Reader) to personalise your certificate and then save the PDF to your device OR print it.



LINKED COURSES

We hope this selection of courses will also prove useful. Ask your organisation if these are currently available to you:

Difficult Conversations

The Art of Influence

Emotional Health and Wellbeing

Resilience

Promoting Excellence in Coaching and Mentoring

“Leadership is not about being in charge.
Leadership is about taking care of those in
your charge.”

Anon

