

Teachers and Their Educators: Standards for Development

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Definition

“Competence” and “competency”

The two terms can be differentiated through the recognition that “competence” (according to Race, 1990, a “can do” feature) incorporates the sub-strata - or set - of competencies. A person is more or less competent to do a specific job because s/he possesses or has exhibited the competencies required by that post. (In the case of headship, some of this may be potential, or a matter of degree.)

A core competency is fundamental knowledge, ability, or expertise in a specific subject area or skill set (www.whatis.com/definition/0,,sid9_gci214621,00.html).

The US Department of Health and Human Services (DHSS) define “Competencies” as: “groups of skills, behaviors, or knowledge that are identified as performance standards for a particular job.” The DHSS separates competencies, which “are applied to a particular job” from the “individual employee.” Competences, the DHSS suggests are “typically validated by employees who are performing the competency at least an acceptable level. This level may also be called a “journeyman” level to distinguish between the entry level and mastery level of a skill.”

The DHSS distinguishes two types of competencies:

- Knowledge or
- skill/behavior.

It is suggested by the DHSS that a “knowledge competency” can be measured by an objective test or question. For example, to test the competency “Knowledge of the Performance Management Directive (34),” a supervisor could answer questions that determine his or her comprehension of the policy.

“A Skill/Behavior,” the DHSS declare, “must be demonstrated or observed. For example, for the competency related to “Giving an Employee Feedback,” the observer might look to

see whether the supervisor was timely in giving feedback, enhanced the employee’s self-esteem or considered the employee’s feelings in the conversation.”

A brief history

Jirasinghe and Lyons (1996) attribute to McClelland (1973) the origin of competence-based approach to assessment and it was the National Association of Secondary School Principals (NASSP) who developed models for their members in their assessment centre, following research examining what exactly principals do. In England, the latter model became a starting point for the National Education Assessment Centre (NEAC).

In a chapter in which mentoring for headteachers is seen to be a means of further developing the competence of headteachers, Kirkham (1994) compares the then key competencies described by NASSP, the Management Charter Initiative (MCI) through the National Forum of Management Education and Development (established to highlight generic management competences in England through the Standards Project) and a regional group – Cheshire Education Management Programme (CEMP) - developing local management standards for headteachers.

Table One: Comparison of 1990's models

| NASSP (US) | CEMP (UK) | MCI (UK) | NEAC (UK) |
|------------------------|---|----------------------------------|------------------------|
| Creativity | Vision | Initiative | |
| Organizational ability | Planning skill | Organizational ability | Organizational ability |
| Problem analysis | Critical thinking | Problem analysis | Problem analysis |
| Leadership | Leadership skills | Leadership skills | Leadership |
| Decisiveness | Persistence | Decisiveness | Decisiveness |
| Political astuteness | Influence skills | Influence skills | |
| Conflict management | Interpersonal relationships | Conflict management | |
| Risk-taking | Self-confidence | Maintenance & future orientation | |
| Personal motivation | Capacity for development of self and others | Develop self and others | Personal motivation |
| Sensitivity | Empathy | Counselling | Sensitivity |
| Stress tolerance | Stress tolerance | | Stress tolerance |
| Educational values | | Company values | |
| Oral communication | | Oral communication | Oral communication |
| Written communication | | Written communication | Written communication |
| Judgement | | Judgement | Judgement |
| Range of interests | | | Range of interests |
| | | Recruitment | |
| | | Monitoring | |
| | | Evaluation skills | |

(From Kirkham, in Smith & West-Burnham, 1993)

The above are, of course, synopses of much-expanded descriptions of behaviour but what may be of interest is what is missing in each column. One example of an omission from the NEAC's competences when compared with NASSP's competences is that of "political astuteness". Is it the case that the English are best left unaware and merely told what to do?

A constant factor in the story of competence-based approaches to management assessment and development has been the consultancy group, McBer, and more recently in the guise of the amalgamated group Hay-McBer. In the early 1970's, the McBer Corporation was commissioned to research the factors relating high-performing managers. In the establishment of the National Standards for Headteachers in England, the Hay-McBer group was commissioned by the National College for School Leaders in England to research (1998-99) models of Excellence for school leaders. (The report was available through NCSL in 2000.)

The Management Standards Centre (MSC) in the UK is a Government recognised standards- setting body for management and leadership areas. Building on from the Management Charter Initiative (see above), which established a competence-based approach to management development, the MSC has been engaged in a publicly-funded project to develop a new set of National Occupational Standards (NOS) for management and leadership. The new standards, which were approved in May 2004, describe the level of performance expected in employment for a range of management and leadership functions/activities (<http://www.management-standards.org>).

They highlight the six component elements shown in the diagram below.



Fig1.: Six component elements of management and leadership competences

An expansion of one of the six elements demonstrates the complexity of the role of managers and some of the key skills, knowledge and abilities involved.

Managing self and personal skills

Skills

Listed below are the main generic skills which need to be applied in developing personal networks.

- Communicating
- Setting objectives
- Questioning
- Time management
- Information management
- Presenting information
- Influencing and persuading
- Reflecting
- Learning
- Evaluating
- Risk management

In the expansion of this element (for yet further expansion see Appendix Three), the MSC also recognize the key knowledge domains:

- General knowledge and understanding
- Industry/sector specific knowledge and understanding
- Context specific knowledge and understanding

While the MSC developed their six elements, those who take up principalship need to have high performance management competencies; their work is now the centre of attention for the inspection regime in England, the Office for Standards in Education (Ofsted). Note, however, that the focus of the work highlighted by Cockerill and Schroder recognises the importance of team and co-operative action (or behaviours).

Cockerill and Schroder (2005) wrote of High Performance Managerial Competencies which derive from behavioural research to identify superior performance in dynamic environments. Such behaviours enable individuals, teams and organisations to perform exceptionally in a chaotic world.

They suggest that these behaviours can be both learned and measured, making them an ideal set of benchmarks for

coaching as a key part of management development.

They suggest that high performance is an outcome of a team approach to managing issues or problems, "Ideally a team should exhibit high performance in all eleven of the behaviours but each individual should expect to excel in only, say, four of them."

The behaviours fall into four clusters: thinking, developmental, inspirational, and achieving.

Table Two: High Performance Management Competencies

| High Performance Management Competencies | |
|--|--|
| Competency | Behaviour |
| 1. THINKING | |
| Information search | Collects and collates data for decision-making |
| Concept formation | Analyses data for patterns and emerging concepts |
| Conceptual flexibility | Evaluates alternative strategies and plans |
| 2. DEVELOPMENTAL | |
| Interpersonal search | Delves proposals from all stakeholders' perspectives |
| Managing interaction | Builds team ethos of collaboration and purpose |
| Developmental orientation | Performance enhanced through relevant self-awareness and other coaching and mentoring |
| 3. INSPIRATIONAL | |
| Impact | Develops esprit de corps for enhanced performance |
| Self-confidence | Gives clear and unequivocal direction by action |
| Presentation | Excellent communication skills using a variety of media |
| 4. ACHIEVING | |
| Proactive orientation | Manages the process with clarity and responsibility |
| Achievement orientation | Task-completion orientation; stretches self and others to achieve the task and monitors effectively. |

Adapted from Cockerill & Schroder (2005)

The four stages above are reminiscent of the Kolb (1984) Learning Cycle.

National standards for headteachers

"The Department for Education and Skills (DfES) guidance, *National standards for headteachers*, defines the headteacher's core purpose and sets out the knowledge and professional qualities needed in six key areas. Having national standards means that all stakeholders can be clear about what the role of headteacher involves, and what to expect from headteachers. The standards can support:

- recruitment - schools will find the standards helpful when devising the job and person specification for the role
- performance management - the standards provide a framework for headteachers and governors for the performance management process
- national qualifications - the national professional qualification for headship (NPQH) uses the standards as the basis for the thresholds within its assessment framework."

The newly-revised *National Standards for Headteachers*, ref DfES-0083-2004 (which supersede the 1998 Standards) were published on 4th October 2004. The Standards (see Appendix Two) set out the professional knowledge, understanding and

attributes necessary to carry out headship in the 21st Century. They define the expertise (knowledge, skills and attributes) demanded of heads in order to achieve targets and objectives. The National Professional Qualification for Headship (NPQH) - a mandatory qualification for aspiring headteachers in England since April 2004 - is underpinned by the National Standards.

NPQH is a professional qualification awarded by the National College for School Leaders. All those who aspire to headship must pass through this process successfully or have registered for or embarked upon it to be considered for headship appointments in England.

Jane Doughty, Operational Director of Leadership Programmes at the National College for School Leadership (NCSL), led the review of the Standards on behalf of the DfES. She commented: "These Standards reflect the evolving role of the headteacher in the 21st century. They provide clear guidance to headteachers and all school stakeholders on the headteachers' role in raising standards and meeting the needs of every child. They recognise the contribution that the headteachers can make to his or her own school and to the wider education system."

The Standards incorporate the outcome of a national consultation carried out during 2004. Views were sought from headteachers, professional associations, governors' associations, LEAs and others. The Standards seek to encapsulate the role of headship, emphasising the headteacher as a leader who is empowered to work with others to implement the vision for the school.

Collaborative working with other schools runs throughout the Standards to ensure that the learning and experience gained by a headteacher is shared across the education system.

One of six key areas outlined in the Standards is Strengthening Community. This area is particularly significant in relation to the new requirement for school leaders to engage with the community for the wellbeing of all children, working with parents and carers and other agencies. This follows a national Government paper, "Every Child Matters", which together with other Governmental legislation, for example, "The Five Year Strategy" puts headteachers as leaders of the community and insists upon a multi-agency approach to the education and welfare of children and young persons.

The other key areas are shaping the future; leading learning and teaching; developing self and working with others; managing the organisation and securing accountability. Within each key area the knowledge requirements, professional qualities and actions needed to achieve the core purpose are identified.

An examination of the knowledge base required for headteachers in England exemplifies the absurdity of expectation prior to occupation of the post and role. The NPQH programme can only touch on the knowledge base (see Table Three); it requires much further work by aspiring headteachers (and I would suggest) by those already in post to have command of the vast array of knowledge demanded). Although there is mention of distributed leadership, such an approach to the required knowledge base is clearly based on the view of the "hero leader".

One would add further that the room for development is thus constrained unless the nature of the knowledge demanded is merely surface knowledge. Not all can be like the "village master who "taught his little school" in Goldsmith's, 'Deserted Village':

*"And still they gazed and still the wonder grew,
That one small head could carry all he knew"*

Table Three: Knowledge base for Headteachers from National Standards (2004)

| Dimension | Knowledge | | | | | |
|--|---|--|--|--|---|---|
| Shaping the future | Local, national and global trends | Ways to build, communicate and implement a shared vision | Strategic planning processes | Strategies for communication both within and beyond the school | New technologies, their use and impact | Leading change, creativity and innovation |
| Leading learning and teaching | Strategies for raising achievement and achieving excellence | Models of learning and teaching | Principles of effective teaching and assessment for learning | Strategies for ensuring inclusion, diversity and access | Tools for data collection and analysis | Monitoring & evaluating performance School self-evaluation |
| | Development of a personalised learning culture within the school | Use of new and emerging technologies to support learning and teaching | Models of behaviour and attendance management | Curriculum design and management | Using research evidence to inform teaching and learning | Strategies for developing effective teachers |
| Developing Self & working with others | Significance of interpersonal relationships, adult learning and models of continuing professional development (CPD) | Strategies to promote individual and team development | Building and sustaining a learning community | Relationship between managing performance, CPD and sustained school improvement | Impact of change on organisations and individuals | |
| Managing the organisation | Models of organisations and principles of organisational development | Principles and practice of earned autonomy | Project management for planning and implementing change | Strategic financial planning, budgetary management and principles of best value | Informed decision-making | Legal issues relating to managing a school including Equal Opportunities, Race Relations, Disability, Human Rights and Employment legislation |
| | Principles and models of self-evaluation | Principles and strategies of school improvement | Policy creation, through consultation and review | Performance management | Personnel, governance, security and access issues relating to the diverse use of school facilities | Use of new and emerging technologies to enhance organisational effectiveness |
| Securing Accountability | Statutory educational frameworks, including governance | Public services policy and accountability frameworks, including self evaluation and multi-agency working | Contribution that education makes to developing, promoting and sustaining a fair and equitable society | Use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance | Principles and practice of quality assurance systems, including school review, self evaluation and performance management | Stakeholder and community engagement in, and accountability for, the success and celebration of the school's performance |
| Strengthening Community | Current issues and future trends that impact on the school community | Rich and diverse resources within local communities – both human and physical | Wider curriculum beyond school and the opportunities it provides for pupils and the school community | Models of school, home, community and business partnerships The work of other agencies and opportunities for collaboration | Strategies which encourage parents and carers to support their children's learning | Strengths, capabilities and objectives of other schools |

Examples from the National Health Service in Wales and the international pharmaceutical company, WELCOME, demonstrate some of the different approaches to leadership and management development.

Table Four: NHS and WELCOME elements

| NHS Individual Pathway elements | WELCOME elements | | | |
|---|--|---|--------------------------|---------------------|
| | Management | Leadership | | |
| Leadership | Issues, problems and functions | Communication, motivation, delegation | | |
| Personal Management and CPD | Tasks, roles, management hierarchies | Conflict / resistance / dilemmas / contradictions | | |
| Team Management and CPD | Qualifications / competences / disciplines | Performance securing | | |
| Performance Management Models, concepts | | | | |
| Resource & Financial management | Methods, techniques, instruments | | | |
| Information Management | Management systems | | | |
| Communication | | | | |
| | WELCOME MANAGEMENT TOPICS/PROGRAMS | | | |
| Partnership Working | Project Management | Lean Management | Total Quality Management | Process Management |
| Organisational Development & Change | Information Management | Change Management | Knowledge Management | Conflict Management |
| Health & Social Care Knowledge Base | Global Management | Chaos Management | | |

Adapted from www.chl.wales.nhs.uk/pathways/path/pdf/step3comp.pdf and www.uni-klu.ac.at/opm/welcome/research/core_competences/management/management_leadership/body_management_leadership.html

Management is seen by WELCOME as the central steering and decision-making function of a company: Safeguarding the raison d'être and designing and redesigning the corporate system. The main functional fields of "managers" are to be found in exerting leadership and self-leading. The WELCOME company determine that "deciding, planning, controlling, steering are the appropriate and correlated core activities of the "general manager". There is much of the identified activities which resonate with the functions and role of headteachers.

The interplay between the many variables is seen in the figure below devised by Professor Heijo Rieckmann for WELCOME managers:

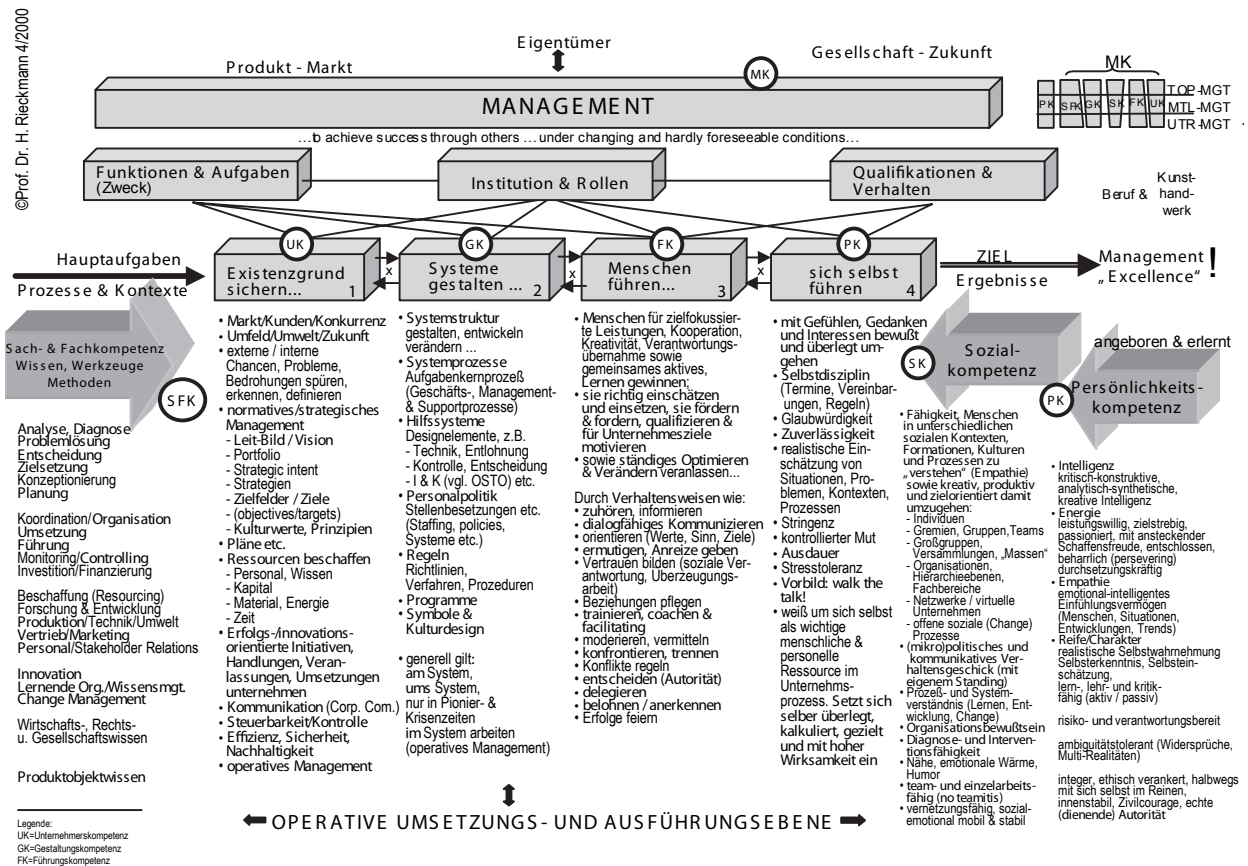


Abb 2. Komponenten allgemeiner Managementkompetenz

The functions and competencies identified by Rieckmann (2000) above can be readily translated into the functions and roles of headteachers. Schools are in business: the business of education. There is an education industry. In England, where budgets are delegated to schools for accountability at the point of delivery and are based not on the curriculum to be delivered but on the pupil numbers, headteachers with their governing bodies are held to be responsible for the efficient management of financial and other resources. They need to be operating the seven competences above and to be sure (and not lose sight) of the purpose of schools. The brief for schools has consistently increased over the last decade with schools being told to accommodate everything from taking back children who have been totally disruptive to ensuring that children eat healthily and, further, „collaborating“ with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their

families.“ (See National Standards, Strengthening Community in Appendices.)

The diagram on the left is very much systems-based in the outer circle which are seen to be largely management functions; those in the centre are recognisably leadership activities. (Bennis 1989)

Authenticity is a principle recognised here (and also by Duignan et al, 1992, 1997) as a necessity for managers. Walking the talk is an essential element if there is to be followership. Further, it is essential that headteachers model the behaviour that they expect from pupils and staff.

Parikh (2005) writes: “The gap between what we learn about leadership and what we actually implement exposes a fundamental flaw in most of the leadership models today. These models focus mainly on competencies required for leading an organization, but do not explain how to cultivate those core competencies. Therefore we face, in a sense, a crisis of leadership.”

He (ibid.) continues “this is more a crisis of courage than of leadership, because what is lacking today is not knowledge about leadership, but the courage to convert such knowledge into actual performance.” His solution comes through “an understanding and experience of a deeper level of consciousness and a higher level of self-identity, as a precondition for cultivating the competences for leading others.”

He concludes that “effective leadership is not just a personality trait, strategy, or tactic—not just a package of competencies. It is a transformative way of thinking, feeling, and functioning, a way of life, a way of being.”

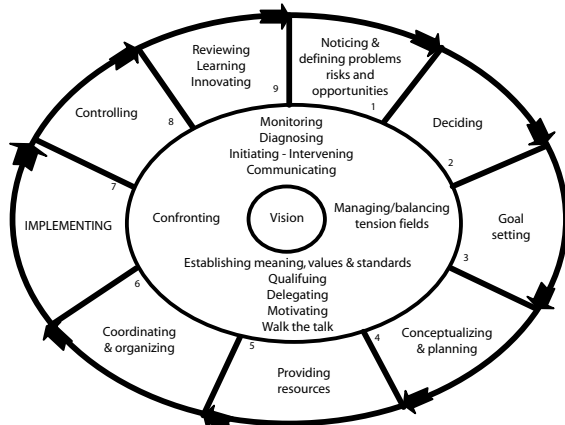


Abb 3. Management Process Cycle

Concluding thoughts

For managers and leaders, competences are necessary but not sufficient. It is essential that the skills of leading and managing oneself and others are premised on the tasks, the role and the individual. It has been long known that leadership is contextual, situational and contingent (Handy 1976, Hunt 1979, Adair 1983), it is thus not possible to prepare totally competent persons for the role of headteacher. Indeed, Duke (1988) describes the phenomenon of reality shock experienced by four US principals: "the shock-like reactions of new workers when they find themselves in a work situation for which they have spent several years training and for which they thought they were going to be prepared, and then suddenly find out they are not."

Leadership development does require the individual (and those who are assisting her/him) to be honest and truthful about capabilities. The role of the headteacher is to lead and manage effectively and efficiently in a particular context. The personal qualities of the individual should be considered against those also available to assist in the leadership and management. The job of running a school requires that isolation of the headteacher as scapegoat or hero is inappropriate. Given the all-embracing national standards for those wishing to become headteachers, only Clark Kent (also known as "Superman") could apply, but then he would have to gain appropriate qualifications.

What is known about leadership is clear that it is contextual and that one could be the right head in the wrong school. Does the ability to demonstrate competence (at whatever the determined level) across the standards mean that one could apply those capabilities effectively in an unknown situation? It would seem that such must be the belief of those who project the competences and standards approach. (The NPQH is no guarantee of future performance. Indeed, there are anecdotal cases of that being patently untrue.)

What is worthy of further debate is whether the roles, functions and behaviours of any specific post can be ultimately reduced to a set of competences which can be universalised. Additionally, there is an important element of "best fit" in the recruitment and development of school-leaders. While it is the case that it is essential that all those who aspire to lead schools should be able to demonstrate that they have the minimal knowledge, skills and attributes, such competence is not sufficient to be the person in the post as headteacher. Further, no one person, no single individual can effectively carry out all the roles and functions of the standards as they are currently outlined. If "leadership" is to mean anything, it is that wise leaders make the best use of the skills and talents of those who work with them to achieve the goals set.

Competence testing and leadership development are not single-point phenomena, they are lifelong learning opportunities. Only those who are open to education and training beyond competence for themselves and others should engage with the "demanding but best-job-in-education" should apply.

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Appendix 1

National Standards for Headteachers

www.tda.gov.uk/leaders/leadershipsupport/standardsframework.aspx

National standards for headteachers

This page introduces the national standards for the role of headteacher.

The DfES guidance *National standards for headteachers* defines the headteacher's core purpose and sets out the knowledge and professional qualities needed in six key areas. Having national standards means that all stakeholders can be clear about what the role of headteacher involves, and what to expect from headteachers. The standards can support:

- recruitment - schools will find the standards helpful when devising the job and person specification for the role
- performance management - the standards provide a framework for headteachers and governors for the performance management process
- national qualifications - the national professional qualification for headship (NPQH) uses the standards as the basis for the thresholds within its assessment framework.

The NCSL carried out a formal consultation on the draft revision to the National Standards from 1 March until 11 June 04. The consultation document was sent to 5% of schools across the country, Higher Education Institutions, Diocesan authorities, LEAs, and professional and governor associations as well as DfES officials. The revised National Standards reflect the evolving role of heads in the 21st century, as well as incorporating current Government thinking and guidance. The Standards take account of factors such as the significant impact that ICT has had in the evolving role of the school and as a learning resource for the wider community. The revised Standards also take into account the importance of networking and collaboration with other schools and agencies, and the vital role that headteachers play in raising and maintaining levels of attainment within schools in order to meet the individual needs of every child. The Standards define the expertise demanded of the headship role in order to achieve their targets and objectives. The National Professional Qualification for Headship (NPQH) is underpinned by the National Standards.

Introduction to the National Standards for Headteachers

This revision to the National Standards for Headteachers is published following widespread consultation within the profession. It reflects the evolving role of headship in the early 21st century and incorporates current government thinking and guidance. The Standards recognise the key role that headteachers play in engaging in the development and delivery of government policy and in raising and maintaining

levels of attainment in schools in order to meet the needs of every child.

The Standards embody three key principles, namely that the work of headteachers should be: learning-centred, focused on leadership and reflect the highest possible professional standards. These principles have guided this development and underpin the core purpose and key areas of headship.

The core purpose of the headteacher

- The core purpose of the headteacher is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils.
- Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils.
- The headteacher is the leading professional in the school. Accountable to the governing body, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets.
- The headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.
- The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the LEA, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.
- Drawing on the support provided by members of the school community, the headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

The key areas

The Standards are set out in six key non-hierarchical areas. These six key areas, when taken together, represent the role of the headteacher.

- Shaping the Future
- Leading Learning and Teaching
- Developing Self and Working with Others
- Managing the Organisation
- Securing Accountability
- Strengthening Community

Within each of these key areas, the knowledge requirements, professional qualities (skills, dispositions and personal capabilities headteachers bring to the role) and actions needed to achieve the core purpose are identified. Whilst particular knowledge and professional qualities are assigned to one of the six key areas, it is important to emphasise that they are interdependent and many are applicable to all key areas. Headteachers will attach relative importance to the actions, and add others, as they define the strategic and operational

priorities within their own diverse contexts.

Effective headteachers are responsive to the context of the school and maintain an overview that integrates their work into a coherent whole.

Using the standards

The National Standards for Headteachers are generic and are applicable to headteachers irrespective of phase and type of school. They are intended to provide a framework for professional development and action and to inform, challenge and enthuse serving and aspiring headteachers.

The Standards, therefore, have a range of uses. They will assist in the recruitment of headteachers and in performance management processes. They provide guidance to all school stakeholders in what should be expected from the role of the headteacher and are also used to identify threshold levels of performance for the assessment framework within the National Professional Qualification for Headship (NPQH).

This document is advisory and is part of a suite of resources (including, for example, Schoolteachers' Pay and Conditions, Ofsted Framework for Inspection; General Teaching Council (GTC) Code of Professional Values and Practice) which inform and govern professional practice.

Shaping the future

Critical to the role of headship is working with the governing body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

Knowledge

Knows about:

- Local, national and global trends
- Ways to build, communicate and implement a shared vision
- Strategic planning processes
- Strategies for communication both within and beyond the school
- New technologies, their use and impact
- Leading change, creativity and innovation

Professional qualities

Is committed to:

- A collaborative school vision of excellence and equity that sets high standards for every pupil
- The setting and achieving of ambitious, challenging goals and targets
- The use of appropriate new technologies
- Inclusion and the ability and right of all to be the best they can be

Is able to:

- Think strategically, build and communicate a coherent vision in a range of compelling ways
- Inspire, challenge, motivate and empower others to carry the vision forward
- Model the values and vision of the school

Actions

- Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- Works within the school community to translate the vision into agreed objectives and operational plans which

will promote and sustain school improvement

- Demonstrates the vision and values in everyday work and practice
- Motivates and works with others to create a shared culture and positive climate
- Ensures creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large

Leading learning & teaching

Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

Knowledge

Knows about:

- Strategies for raising achievement and achieving excellence
- The development of a personalised learning culture within the school
- Models of learning and teaching
- The use of new and emerging technologies to support learning and teaching
- Principles of effective teaching and assessment for learning
- Models of behaviour and attendance management
- Strategies for ensuring inclusion, diversity and access
- Curriculum design and management
- Tools for data collection and analysis
- Using research evidence to inform teaching and learning
- Monitoring and evaluating performance
- School self evaluation
- Strategies for developing effective teachers

Professional Qualities

Is committed to:

- The raising standards for all in the pursuit of excellence
- The continuing learning of all members of the school community
- The entitlement of all pupils to effective teaching and learning
- Choice and flexibility in learning to meet the personalised learning needs of every child

Is able to:

- Demonstrate personal enthusiasm for and commitment to the learning process
- Demonstrate the principles and practice of effective teaching and learning
- Access, analyse and interpret information
- Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement
- Acknowledge excellence and challenge poor performance across the school

Actions

- Ensures a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensures that learning is at the centre of strategic planning

- and resource management
- Establishes creative, responsive and effective approaches to learning and teaching
- Ensures a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- Demonstrates and articulates high expectations and sets stretching targets for the whole school community
- Implements strategies which secure high standards of behaviour and attendance
- Determines, organises and implements a diverse, flexible curriculum and implements an effective assessment framework
- Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- Monitors, evaluates and reviews classroom practice and promotes improvement strategies
- Challenges underperformance at all levels and ensures effective corrective action and follow-up

Developing self and working with others

Effective relationships and communication are important in headship as headteachers work with and through others. Effective headteachers manage themselves and their relationships well. Headship is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, headteachers should be committed to their own continuing professional development.

Knowledge

Knows about:

- The significance of interpersonal relationships, adult learning and models of continuing professional development (CPD)
- Strategies to promote individual and team development
- Building and sustaining a learning community
- The relationship between managing performance, CPD and sustained school improvement
- The impact of change on organisations and individuals

Professional Qualities

Is committed to:

- Effective working relationships
- Shared leadership
- Effective team working
- Continuing professional development for self and all others within the school

Is able to:

- Foster an open, fair, equitable culture and manage conflict
- Develop, empower and sustain individuals and teams
- Collaborate and network with others within and beyond the school
- Challenge, influence and motivate others to attain high goals
- Give and receive effective feedback and act to improve personal performance
- Accept support from others including colleagues, governors and the LEA

Actions

- Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities
- Develops and maintains effective strategies and procedures for staff induction, professional development and performance review
- Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledges the responsibilities and celebrates the achievements of individuals and teams
- Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory
- Regularly reviews own practice, sets personal targets and takes responsibility for own personal development
- Manages own workload and that of others to allow an appropriate work/life balance

Managing the organisation

Headteachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation.

Headteachers should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Headteachers should also seek to build successful organisations through effective collaborations with others.

Knowledge

Knows about:

- Models of organisations and principles of organisational development
- Principles and models of self-evaluation
- Principles and practice of earned autonomy
- Principles and strategies of school improvement
- Project management for planning and implementing change
- Policy creation, through consultation and review
- Informed decision-making
- Strategic financial planning, budgetary management and principles of best value
- Performance management
- Personnel, governance, security and access issues relating to the diverse use of school facilities
- Legal issues relating to managing a school including Equal Opportunities, Race
- Relations, Disability, Human Rights and Employment legislation
- The use of new and emerging technologies to enhance organisational effectiveness

Professional Qualities

Is committed to:

- Distributed leadership and management
- The equitable management of staff and resources
- The sustaining of personal motivation and that of all staff
- The developing and sustaining of a safe, secure and healthy school environment
- Collaborating with others in order to strengthen the

school's organizational capacity and contribute to the development of capacity in other schools

Is able to:

- Establish and sustain appropriate structures and systems
- Manage the school efficiently and effectively on a day-to-day basis
- Delegate management tasks and monitor their implementation
- Prioritise, plan and organise themselves and others
- Make professional, managerial and organisational decisions based on informed judgements
- Think creatively to anticipate and solve problems

Actions

- Creates an organizational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
- Manages the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school
- Implements successful performance management processes with all staff
- Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- Uses and integrates a range of technologies effectively and efficiently to manage the school

Securing accountability

With values at the heart of their leadership, headteachers have a responsibility to the whole school community. In carrying out this responsibility, headteachers are accountable to a wide range of groups, particularly pupils, parents, carers, governors and the LEA. They are accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. Headteachers are legally and contractually accountable to the governing body for the school, its environment and all its work.

Knowledge

Knows about:

- Statutory educational frameworks, including governance
- Public services policy and accountability frameworks, including self evaluation and multi-agency working
- The contribution that education makes to developing, promoting and sustaining a fair and equitable society
- The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance
- The principles and practice of quality assurance systems,

including school review, self evaluation and performance management

- Stakeholder and community engagement in, and accountability for, the success and celebration of the school's performance

Professional qualities

Is committed to:

- Principles and practice of school self evaluation
- The school working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its pupils
- Individual, team and whole-school accountability for pupil learning outcomes

Is able to:

- Demonstrate political insight and anticipate trends
- Engage the school community in the systematic and rigorous self-evaluation of the work of the school
- Collect and use a rich set of data to understand the strengths and weaknesses of the school
- Combine the outcomes of regular school self-review with external evaluations in order to develop the school

Actions

- Fulfils commitments arising from contractual accountability to the governing body
- Develops a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Works with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities
- Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- Reflects on personal contribution to school achievements and takes account of feedback from others

Strengthening community

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. Headteachers should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. Headteachers share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

Knowledge

Knows about:

- Current issues and future trends that impact on the school community
- The rich and diverse resources within local communities – both human and physical
- The wider curriculum beyond school and the opportunities it provides for pupils and the school community
- Models of school, home, community and business partnerships
- The work of other agencies and opportunities for

collaboration

- Strategies which encourage parents and carers to support their children's learning
- The strengths, capabilities and objectives of other schools

Professional Qualities

Is committed to:

- Effective team work within the school and with external partners
- Work with other agencies for the well-being of all pupils and their families
- Involvement of parents and the community in supporting the learning of children and in defining and realising the school vision
- Collaboration and networking with other schools to improve outcomes

Is able to:

- Recognise and take account of the richness and diversity of the school's communities
- Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities
- Listen to, reflect and act on community feedback
- Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils

Actions

- Builds a school culture and curriculum which takes account of the richness and diversity of the school's communities
- Creates and promotes positive strategies for challenging racial and other prejudice and dealing with racial harassment
- Ensures learning experiences for pupils are linked into and integrated with the wider community
- Ensures a range of community-based learning experiences
- Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Seeks opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- Co-operates and works with relevant agencies to protect children

National Health Service (Wales)

Source:

www.chl.wales.nhs.uk/pathways/path/pdf/step3comp.pdf

Individual Pathway

Step 3 – Identify your development needs

Leadership and management competences

A reference model of leadership and management competences has been developed that incorporates the Code of Conduct and the values and behaviours expected of all managers including clinicians with significant managerial responsibilities. It defines the standards for:

- Leadership
- Self-awareness and management
- Productive team working
- Effective use of resources
- Open communication
- Organisation development
- Underpinning knowledge

This reference model will be used to support a variety of developmental activities including:

- Individual performance review
- Personal development planning
- Recruitment and selection
- Career management
- Organisational development

There are ten areas of competence, each of which is defined across four levels of performance, which broadly reflect the management levels within NHS Wales. The detailed breakdown of each level is shown in the website.

As you work through the detail from level 1 (first line manager) to level 4 (executive level) you will see that the competences are cumulative. To be competent at level 4, will mean that you are already more competent than level 3. You will also need to assess which of the competences applies to your role and at which level you would be expected to perform. You will then be asked to assess your current level of competence with the level you have identified as necessary to carry out your role.

Any gaps where you fall below the required level will be a development need and should be taken forward through your continuing professional development. There will also be areas of competence where you are able to perform at a higher level than that required to carry out your role.

The model will be regularly reviewed and refined as we learn from using it. The ten competence areas are:

Individual Pathway

Step 3 – Identify your development needs

Leadership

Leaders who set the direction ~ achievement oriented and resilient, delivering a sustainable improvement in performance across organisational boundaries and partnerships to secure the best possible services for patients whilst promoting a culture of openness that is underpinned by continuous personal, team and organisational learning and development.

Personal management and CPD

Self-aware and self-motivated ~ demonstrating the highest

standards of ethical management behaviour through a clear commitment to the values of public service in NHS Wales and adherence to the Code of Conduct, taking personal responsibility for making progress in equality and diversity, and developing self through active engagement in CPD, seeking feedback from patients, clients, employees, partner organisations and the public to inform and enhance personal and organisational performance.

Team management and CPD

Building and developing effective self-managed teams ~ to work together across hierarchical, professional, cultural and organisational boundaries, creating and maintaining a productive working environment that is enhanced by the collective competencies and iterative learning of the team, whose actions are focused through the performance management framework, appraisal and personal development planning processes to ensure that individual and team goals are aligned to deliver the task agenda.

Performance management

Creating a climate of performance delivery and accountability ~ developing a clear balanced scorecard approach to performance management, setting targets for standards of performance and accountabilities, ensuring that the processes are in place to support individuals in achieving these goals and enhancing performance by taking consistent and timely action.

Resource and Financial Management

Manages and ensures the effective use of physical resources and finances ~ establishing policies and systems to secure the effective use of resources and delivering services within agreed financial parameters, taking appropriate action and maintaining management control.

Information Management

Numerate and IT literate ~ possessing the capacity to process information from management and communication systems that manage performance, synthesizing data quickly and accurately to inform evidence-based decision making and professional judgment.

Individual Pathway

Step 3 – Identify your development needs

Communication

Communicates the message with clarity ~ through verbal, non-verbal and written means, adjusting language to address the receptivity and needs of the audience, establishing communication systems to disseminate the organisation's, department's or team's goals and task agenda.

Partnership Working

Cultivates effective partnerships with stakeholders ~ creates alignment toward the achievement of mutually beneficial goals, acting through an interdisciplinary and integrated approach to build capacity to improve service delivery.

Organisation Development and Change

Employs organisation development and change management models ~ to underpin actions, positively promoting change and leading from the front in trying out new and better ways of delivering services.

Health and Social Care Knowledge Base

Develops a comprehensive understanding of the devolved

NHS and partner health and social care organisations ~ building a broader understanding of the changing interface of health and the broader public sector.

Appendix 3

Personal networks approach to managing self and personal skills

You must be able to do the following:

1. Develop and maintain personal networks of contacts, which are appropriate to meet your current and future needs for information and resources.
2. Ensure that key members of your personal networks have an accurate idea of your knowledge, understanding, skills, abilities and experience and are aware of the benefits of networking with you.
3. Establish boundaries of confidentiality between yourself and members of your personal networks and where appropriate, develop guidelines for exchanging information and resources.
4. Develop your personal networks to reflect your changing interests and needs.
5. Make active use of the information and resources gained through your personal networks.
6. Introduce people and organisations with common interests to each other.

Outcomes of effective performance

behaviours which underpin effective performance

1. You acknowledge when your own interests are in conflict with common goals.
2. You state your own position and views clearly and confidently in conflict situations.
3. You encourage others to share information and knowledge within the constraints of confidentiality.
4. You identify and work with people and organizations that can provide support for your work.
5. You work to develop an atmosphere of professionalism
6. You clarify your own and other's expectations of relationships.
7. You model behaviour that shows respect, helpfulness and co-operation.
8. You keep promises and honour commitments.
9. You consider the impact of your own actions on others.
10. You reflect regularly on your own experiences and use these to inform future actions

Managing self and personal skills

Develop your personal networks

You need to know and understand the following:

General knowledge and understanding

1. The benefits for individuals and organisations of networking.
2. Principles of effective communication and how to apply them in developing personal networks.
3. The range of different types of questions, and how and when to use them.
4. The range of different communication styles and how people prefer to communicate.
5. The range of methods for developing effective relationships with others in the work context and, where necessary, how to end relationships which are no longer of use.
6. How to make active use of the information and resources

gained through personal networks.

7. The principles of confidentiality, and how to develop guidelines for exchanging information between individuals and organisations.

Industry/sector specific knowledge and understanding

1. Industry/sector legislation, requirements, regulations, policies and professional codes that are relevant to networking and confidentiality of information.

Context specific knowledge and understanding

1. Your own values, motivations and emotions, and the effect of these on your own actions.
2. Your own interests and how these may conflict with the interests of others.
3. Your own objectives in developing your personal networks.
4. Your current and likely future needs for information and resources.
5. Your knowledge, understanding, skills, abilities and experience.
6. People and organisations that can support your work, and vice versa.
7. The range of information and resources people may need.
8. People and organisations in your current personal networks.

