

Continuing Professional Development (CPD) Framework for school leaders



The British Council's Continuing Professional Development (CPD) framework for school leaders is designed for all professionals who have leadership responsibilities at some level within the school system. This includes those in middle leadership positions (such as Heads of Department) as well as those in senior roles (such as Head Teacher or Principal).



This booklet shows you:

- four stages of development
- five professional practices
- six enabling skills
- six professional values and personal commitments.

Stages of development

1. Foundation

You have the foundation of teaching skills and knowledge on which to build your leadership skills.



2. Engagement

You have developed your leadership skills and knowledge through practical experience and professional learning.



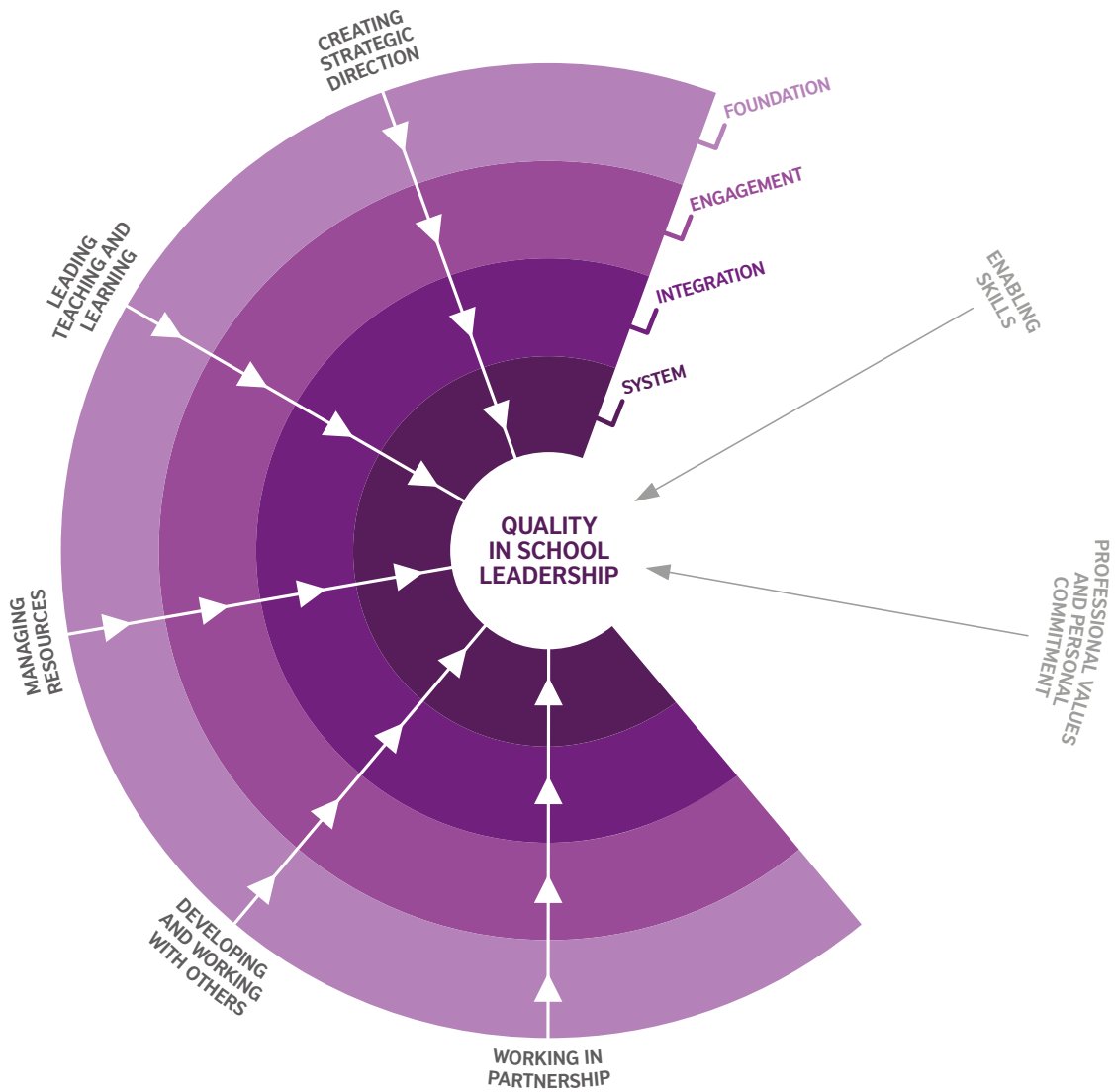
3. Integration

You have achieved a high level of competence in leadership skills and knowledge. You demonstrate competency in this professional practice at work.



4. System

You demonstrate high levels of skill and knowledge at a strategic and system level.



Professional practices

- Creating strategic direction
 - Leading teaching and learning
 - Developing and working with others
 - Managing resources
 - Working in partnership
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Enabling skills

- Communicating effectively
 - Thinking critically and creatively
 - Team working
 - Effective organisational skills
 - Increasing motivation
 - Decision making
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Professional values and personal commitment

- Resilience
 - Integrity
 - Trust and respect
 - Awareness of self and others
 - Social justice and inclusion
 - Personal commitment to and belief in education
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Creating strategic direction

Creating strategic direction involves the following elements:

Developing an inspiring vision and shared purpose which is clearly articulated, shared and understood by all and which takes a range of views into account.

Translating that vision into a strategic, sustainable plan with clear objectives and high expectations of student performance.

Creating a school climate that is motivating and inspiring and a culture that encourages innovation and collaborative working.

Distributing leadership and accountability throughout the organisation to improve standards.

Analysing a range of information and data, including undertaking a range of self-evaluation techniques, to identify gaps and design strategies for improvement.

Understanding local, national and global trends and having an up-to-date knowledge of the theories and evidence associated with highly effective leadership of change.

Understanding and utilising strategic planning processes.

Being a visible leader and demonstrating the vision and commitment to excellence and equity in everyday work and practice.

Successfully deploying sustainable and evidence-based innovation or practice which improves performance.

Leading teaching and learning

Leading teaching and learning involves the following elements:

Understanding the principles and practices of effective teaching and assessment for learning.

Understanding the principles of effective curriculum design and management and using these to design, and continuously improve, a curriculum and teaching programme that is rigorous and relevant and that includes an appropriate balance of knowledge, mastery and 21st-century skills.

Demonstrating knowledge of strategies that ensure inclusion for all pupils and a commitment to securing outstanding outcomes for all.

Understanding a wide range of systems that support the monitoring, evaluation and improvement of teacher practice and performance.

Identifying and spreading great teaching and learning throughout a team or across a school.

Deploying teaching resources efficiently so specialist knowledge and practice have the greatest possible impact on student outcomes.

Challenging underperformance, raising expectations in relation to student performance and holding people to account.

Understanding the principles of effective behaviour and classroom management.

Demonstrating an up-to-date knowledge of education policy, trends and research nationally and internationally and using that knowledge effectively to benefit students.

Accessing, analysing and interpreting information about all aspects of student performance (including achievement, attendance and behaviour) and using this analysis to make suitable adjustments to provision.

Understanding the importance of individual, group and whole school targets related to all aspects of student performance and creating a culture and environment where supportive challenge is welcomed.

Understanding any relevant legal frameworks pertaining to student outcomes, for example, exclusion.

Developing and working with others

Developing and working with others involves the following elements:

Creating an ethos within which staff are motivated and supported to develop their own skills and subject knowledge and to collaborate with each other.

Understanding performance management and appraisal regulations and techniques.

Evaluating performance and progress consistently and transparently, giving effective feedback and supporting those who are underperforming.

Identifying emerging talents and coaching and mentoring current and aspiring teachers and leaders.

Demonstrating a commitment to professional development and lifelong learning providing appropriate and targeted opportunities to develop skills and abilities.

Challenging underperformance and holding people to account for their professional conduct and practice.

Understanding employment legislation, national and local agreements and policies governing employment including safeguarding and child protection.

Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, distributing leadership where appropriate.

Treating people fairly, equitably and with dignity and respect to create and maintain a positive school climate.

Managing resources ¹

Managing resources involves the following elements:

Establishing, communicating, sustaining and continuously improving appropriate structures and systems to ensure resources are deployed efficiently and effectively.

Ensuring all operational and resource decisions align with strategic priorities around school improvement and the values and aspirations of the organisation.

Holding others to account for the effective use of resources.

Monitoring, evaluating and challenging resource deployment where appropriate.

Understanding and being able to utilise strategic financial planning techniques.

Understanding statutory and legal requirements and frameworks in relation to finance, employment, commercial and procurement regulations.

Understanding and being able to utilise effective project management techniques.

Making professional and evidence-based decisions about resource deployment.

Understanding and managing risk, mitigation tools and techniques effectively.

Understanding human resource issues, policies and procedures.

1. Resources relates to those assets over which a school leader may have control over including human resources, physical resources such as buildings and outdoor spaces, curriculum materials etc.

Working in partnership²

Working in partnership involves the following elements:

Understanding and realising the benefits of collaborating with others and supporting others to do the same.

Building and sustaining relationships with a wide range of partners including parents, governors, the local community and other agencies (such as health or social services) to support school improvement.

Building and sustaining relationships with other schools and organisations locally, nationally and internationally which support the development and sharing of good practice

Understanding and utilising a wide range of strategies for working with and engaging a diverse stakeholder network.

Evaluating the effectiveness of partnership working in improving student performance.

Actively seeking feedback from partners about the quality of student performance and student provision.

Creating a culture of mutual challenge, accountability and learning from others.

Influencing strategies and plans which reach beyond the team or organisation, particularly in their area(s) of expertise or specialism.

Adhering to and implementing policies and procedures from outside the organisation (such as child protection) to ensure the care and welfare of all students.

2. This professional practice relates to the formation of partnerships with any group which would ultimately improve the efficiency and effectiveness of the school including parents, governors, the local community, local businesses and other agencies (such as health or social services).

Enabling skills

School leaders demonstrate these skills throughout their work:

Communicating effectively – articulating strategic vision and the decision-making process, managing different views.

Team working – working with groups of teachers, parents, school leaders and other professionals in an effective and constructive way.

Thinking critically – analysing issues, making reasoned decisions and challenging views.

Building relationships – with teachers, students, parents, education authorities and other stakeholders.

Effective organisational skills – setting objectives, planning, problem-solving, managing detail.

Increasing motivation – encouraging teachers and other school staff by focusing on strengths, exploring resistance to change constructively.

Professional values and personal commitment

School leaders demonstrate a commitment to these values and beliefs throughout their work:

Resilience.

Integrity.

Trust and respect.

Awareness of self and others.

Social justice and inclusion.

Personal commitment to and belief in education.



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