



**HEADTEACHERS' PROFESSIONAL  
DEVELOPMENT:  
PROVISION, BARRIERS AND NEEDS**

**Philip A. Woods, Michael Cowie and Glenys J. Woods**

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## **Project Team:**

Professor Philip Woods\*, Chair in Leadership and Educational Management, School of Education, University of Aberdeen.

Dr Mike Cowie, Senior Lecturer and joint academic coordinator of the SQH Programme, University of Edinburgh (formerly of University of Aberdeen).

Dr Glenys Woods\*, Research Fellow, School of Education, University of Aberdeen.

Terry Allan, Head of Computer Education and ICT Co-ordinator, School of Education, University of Aberdeen.

Wilf Howie, School of Education Programmer, University of Aberdeen.

Dr Jenny Reeves, Director of Continuing Professional Development at the University of Stirling.

Deirdre Torrance, Scottish Qualification for Headship Programme, The Centre for Educational Leadership, Edinburgh University.

Matt McGovern, Research Assistant, University of Aberdeen.

\* (From 5<sup>th</sup> November 2007) Department of Education, University of Gloucestershire.

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## **Disclaimer**

The findings and recommendations of this report are those of the authors and not necessarily those of Learning and Teaching Scotland.

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# **1. EXECUTIVE SUMMARY**

## **1.1 Aims & Objectives**

The purpose of this study was to enhance understanding of headteachers' perceptions of how well existing provision of professional development is appropriate for their role and to identify their ongoing professional development needs and priorities. It was commissioned by Learning and Teaching Scotland (LTS) in March 2007, to be completed by June 2007, and was carried out by a team led by the University of Aberdeen.

Its aims were to:

- identify how well the current provision of continuing professional development (CPD) meets the needs of headteachers, with particular attention to those who have been in headship fewer than two years and to established headteachers in post eight or more years
- identify ongoing CPD needs beyond appointment
- seek head teachers' views on effective modes and models of CPD
- identify any barriers to head teacher participation in CPD
- make recommendations about how LTS can contribute to meeting these CPD needs.

## **1.2 Methodology**

The study's methodology comprised four strands:

- an online survey of headteachers, yielding 315 completed questionnaires from headteachers with a range of years in post, i.e. new headteachers (in post two years or less), established headteachers (in post eight or more years) and the middle group of headteachers (in post over two years, but fewer than eight)
- interviews with 36 new and established headteachers
- interviews with the CPD Co-ordinators of 25 education authorities
- consultation with a contact stakeholder group to share summary findings and seek feedback.

The first three strands were carried out concurrently in order to achieve the timetable for completion of the study. Relevant literature and research, relating to headteachers' CPD in the UK and internationally was reviewed in order to inform the interpretation of findings and formulation of recommendations.

## 1.3 Findings

### *1.3.1 Existing provision and modes of CPD: variability, collaboration and multiple pathways to learning*

**Variability.** The degree and quality of local support for headteachers' professional development varies across Scotland and between education authorities. There are CPD opportunities and support which are appreciated and praised by headteachers, but also areas where provision and support is felt to be less than adequate.

**Collaboration in CPD provision.** The findings suggest that there is scope for greater collaboration between CPD providers and that such partnerships (between education authorities and between types of provider, such as universities and education authorities) are likely to be valued by headteachers and to have potential benefits for CPD provision.

**Multiple pathways to learning: interaction, networking and 'knowledge input'.** Headteachers value professional development through interaction and networking with colleagues. This is mixed with an appreciation of the value of 'knowledge input' and the contributions of speakers who have expertise in a field or who are inspirational. However, the pedagogy of professional development, as perceived by headteachers, is not of a uniformly high quality.

### *1.3.2 Barriers to participation in CPD: time, workload and budgets*

Perception of the degree to which there are barriers or difficulties related to obtaining CPD varies amongst headteachers. The demands of the job and its impact on time and capability to undertake development (tiredness being an important factor) came through strongly as barriers, with limited budgets and staffing problems being issues for some, exacerbated by distance from centres of CPD provision.

### *1.3.3 CPD needs: new headteachers*

New headteachers have a significantly greater perceived need for CPD. These particularly concern:

- the **technical challenges** of the post: staffing issues; teaching and learning; resource use; school policies; problems and conflicts; and the legal and regulatory framework
- **leadership**, the strongest perceived needs being enhancing knowledge and understanding of leadership, keeping abreast of research into school leadership and management, how to build capacity at all levels, strategic leadership, how to lead an enterprising and innovative school, and school leadership and staff welfare. (New headteachers are also more likely to value coaching as a mode of CPD.)
- **sustaining/re-building, confidence**
- **improved support and information**, including mentoring and induction.

### *1.3.4 CPD needs: established headteachers*

The extent of perceived need for CPD tends to be less for established than for new headteachers. Nevertheless, large proportions of established headteachers would welcome CPD in a range of areas, particularly regarding

- **leadership**, most notably: enhancing knowledge and understanding of leadership; keeping abreast of research into school leadership and management; and professional development focused on building capacity at all levels
- **sabbaticals, secondments and time for reflection** (Opportunities for reflection are a high priority for all headteachers, but rank more highly amongst established headteachers.)

### *1.3.5 CPD needs: general*

The following appear as significant areas of need across the general population of headteachers (new, the middle group, and established headteachers):

- **dispersing leadership: empowerment, coaching and building leadership capacity.** Headteachers have a strong interest in developing their ability to empower staff and share leadership by encouraging and facilitating initiative, responsibility and decision-making amongst school staff and others.
- **management skills concerning underachieving staff and learning and teaching.** Professional development in these areas was the highest ranked need concerning management skills.
- **time for reflection: holistic needs.** A need for more time and opportunities for reflection is a theme that pervades the responses of headteachers, with reflection including cognitive and technical, as well as affective, ethical and spiritual aspects.
- **'disturbance'.** Whilst interaction and networking with colleagues appeal strongly to headteachers, this sort of socialisation within the profession can be restrictive. Activities such as study visits and secondments to non-educational settings, which a number of headteachers value and/or wish to be able to take advantage of, can play a part in facilitating the kind of challenge or 'disturbance' that extends learning.
- **system leadership.** Opportunities to be involved in shaping education authority policy or taking up external roles, such as assessors on Scottish Qualification for Headship (SQH) and school inspections, are valued by headteachers, especially established headteachers, as modes of CPD. These are instances of 'system leadership' in which headteachers shoulder a wider responsibility for change and improvement. The evolving role of headteachers suggests that the content and modes of leadership development in education are required themselves to evolve and develop, both in response to and to help shape the changing identity and expectations of leadership.



## 1.4 Recommendations

These recommendations are put forward recognising that there is much good practice in professional development of which headteachers are greatly appreciative. However, the degree and quality of local support for headteachers' professional development varies across Scotland and between education authorities. We recommend that LTS, in considering how it may best contribute to meeting headteachers' CPD needs, be guided by the following principles and priority areas concerning needs which are suggested by our interpretation of the empirical findings of this study. Some suggested areas for future research are also highlighted.

### Principles

- 1) **Consistency of provision.** Giving all headteachers opportunities for an appropriate level and quality of professional development is an aim that underpins many of these recommendations. For new headteachers in particular, consistency of support is needed so that all are offered:
  - a) mentoring
  - b) induction and a structured framework for CPD.
- 2) **Engagement of headteachers in developing and improving professional development.** Enabling headteachers to become fully engaged in both the planning and the delivery of development activity is likely to increase its relevance and effectiveness. Consideration should be given to establishing a group of headteachers and education authority staff in larger authorities who would have responsibility for planning and delivering a rolling programme of CPD activities for headteachers that would integrate with and complement the range of activities that authorities already support or aspire to support. Smaller authorities could group together in consortia.
- 3) **Support for collaboration.** There is scope for greater collaboration between CDP providers. Partnerships (between education authorities and types of provider, such as universities and education authorities) are likely to be valued by headteachers and to have potential benefits for CPD provision.
- 4) **Multiple pathways to learning.** Key to the effectiveness of professional development is the availability of multiple pathways to learning, including opportunities for interaction and networking, as well as appropriate 'knowledge input'. Important aspects for attention are:
  - a) *co-operative learning*, which is reflected in the value attached by headteachers to networking and interaction with colleagues and others. Building on current practice, consideration could be given to fostering active learning communities within larger authorities and groups of smaller authorities
  - b) *improving pedagogy of provision*. Whilst there are examples of good provision, in other cases attention is needed to the relevance of content for participants (which requires awareness of their current knowledge and needs) and to the pace, variety, challenge and opportunity for discussion built into CPD activity

- 5) **Equity of access.** Consideration should be given to how headteachers facing the greatest barriers or difficulties to participation in professional development (because of problems with workload, time, budgets and distance from CPD locations) can be supported. It should be recognised that many headteachers feel a sense of guilt where they have only a small CPD budget for the school and use of some of those funds for their own professional development is at the expense of CPD for staff.

### **Priority Areas Concerning CPD Needs**

- 6) **Needs of new headteachers in further developing technical knowledge and skills required for headship.** A substantial area of need for new headteachers concerns the technical challenges of the post, such as staffing issues, management of teaching and learning, and resource use.
- 7) **Information on CPD opportunities.** Availability and quality of information on CPD opportunities vary across Scotland. It is important for headteachers, especially new headteachers, to be aware of the range of opportunities available and have sufficient and accurate information on what it is that courses, events and sessions offer so that informed decisions can be made about participation. Amongst other things, full information will help headteachers avoid attending courses which duplicate CPD they have already had (e.g. through SQH).
- 8) **Leadership development.** Priorities are:
- a) *knowledge and understanding of leadership*, including keeping abreast of research into school leadership and management
  - b) *dispersing leadership*: focusing on building capacity at all levels (staff, pupils and others), through such processes as distribution of leadership, coaching, empowerment (Consideration should be given to the appropriate unit of CPD for this sort of development – i.e. where it is more appropriate for it to be the school or groups within the school and its community, rather than a singular focus on the headteacher.)
- 9) **Management skills.** Priorities are:
- a) ability to deal with underachieving staff
  - b) developing systems for the management and evaluation of effective learning and teaching.
- 10) **Time for reflection.** The importance of having time for reflection is a theme that pervades the responses of headteachers. In considering its implications for practice, it is important to appreciate the different aspects to it, which include:
- a) *cognitive and affective dimensions.* Reflection has a cognitive dimension (the consideration of concepts, ideas, research findings, etc.) which contributes to the level and sophistication of headteachers' technical expertise, and an affective dimension (including the ethical and spiritual) which is critical to personal and professional values.

- b) *personal and shared reflection*. Reflection can sometimes be an individual activity, sometimes shared in a group or network.
- c) *time and opportunity within CPD activities*. Providing opportunities for reflection within CPD activities is an important aspect of much effective professional development.
- d) *focused retreats*. The value of opportunities for longer experience in a location conducive to self reflection, which engages participants holistically, is evidenced by responses to Columba 1400.
- e) *time in other settings*. Visits to other schools and other institutions (educational and non-educational), international visits, sabbaticals and study visits, and taking on other roles (such as assessors for HMIE) all encourage productive reflection.
- f) *post-CPD time for reflection*. All CPD activities (from short courses to longer periods of study) require time for reflection after the event to make the most of what has been learnt and realise its potential to improve practice.

11) **Challenge**. Opportunities are needed that ‘disturb’ accepted notions and everyday assumptions, through which ideas and initiatives from outside the usual professional networks are introduced. Activities such as international visits, study visits and secondments to non-educational settings, which a number of headteachers valued and/or wished to be able to take advantage of, can play a part in facilitating this kind of challenge.

12) **System leadership**. Education authority officers reported a range of secondments, network activity, involvement in working groups and involvement in shaping authority policy, with experienced headteachers willing to accept authority wide roles and in supporting other schools as well as their own. Headteachers, particularly established headteachers, drew attention to the value of these roles for their development. This suggests a need to give consideration to developing headteachers as system leaders, to the challenges involved, and to how this role may be developed, supported and enacted by all education authorities.

## 2. INTRODUCTION

### 2.1 Background

The background to this research is the increased complexity of the role of headteacher. The need for high quality leadership development for headteachers is imperative because:

Educational leadership is widely recognised as complex and challenging. Educational leaders are expected to develop learning communities, build the professional capacity of teachers, take advice from parents, engage in collaborative and consultative decision making, resolve conflicts, engage in educative instructional leadership, and attend respectfully, immediately, and appropriately to the needs and requests of families with diverse cultural, ethnic, and socioeconomic backgrounds. Increasingly, educational leaders are faced with tremendous pressure to demonstrate that every child for whom they are responsible is achieving success. (Shields 2004: 109)

Another factor in looking at headteacher development is the linkage of the leadership of the headteacher with school improvement in much of the research literature (Fullan 1992a,b, Eraut 1994; Hargreaves 1994; Sammons et al., 1995; Hallinger and Heck 1996; MacBeath and Mortimore 2001; Leithwood and Rhiel 2003). Although the influence is relatively small, indirect and not fully understood, according to Leithwood and Rhiel, the leadership provided by the headteacher has measurable effects on student learning, second only to the effects of the quality of the curriculum and teaching. At a common sense level, most stakeholders and professionals involved in education would probably agree that school improvement is unlikely if headteachers are not skilled and their attributes are not continually developed. Overall, there seems to be a broad international consensus, reflected in Scotland in the publication of a national framework offering guidance for the continuing professional development across all levels of school leadership (Scottish Executive Education Department 2003), that the capacities of headteachers need to be supported and developed.

Although considerable attention has been given to professional development for aspiring headteachers in Scotland in the past 10 years, with the development of the Scottish Qualification for Headship, the same could not be said of the professional development needs of relatively new heads and of those who have been longer in post. The work of Early and Weindling (2007), however, suggests that continuing professional development (CPD) is an ongoing requirement for headteachers because their needs change as they move through different stages in their careers following their first appointment.

While preparation for headship may be a crucial aspect of professional development and progression, it is clear that no preparation programme or experience can quite prepare people for the experience of headship and what it feels like to be a new headteacher (Cowie and Crawford 2006; Sackney and Walker 2006). This suggests a need to pay more attention to the support needs of new headteachers and the socialisation processes involved (Crow 2007; Cowie and Crawford 2006; Walker and Qian, 2006). Later in their career, some headteachers feel that they reach a 'plateau' in terms of the effectiveness of

their leadership – from about eight years in headship according to some of the literature, though whether or not headteachers experience such a feeling is subject to context (e.g. whether the headteacher has remained in the same school through their headship) (Early and Weindling 2007). Modes of generating professional refreshment, new challenges and so on, are important for established headteachers.

The requirement to identify and respond to the changing needs of headteachers as they progress in their careers is further complicated by changing conceptions in research literature of the role of headteacher within schools (Begley 2006; Woods, P A 2007) and changing conceptions of the role of the headteacher in relation to other schools and within education authorities, giving rise to the notion of system leadership for example (Hopkins 2007).

The renewed emphasis on leadership in Scotland adds to the complexity because various theories and conceptions of leadership can be found in recent publications (Bush and Glover 2003, Woods 2005). Gronn (2002), Harris (2006) and Spillane et al. (2001), for example, take a distributed perspective and regard leadership as the cumulative activities of a range of leaders within the school, and argue that leadership is not only the responsibility of the headteacher. Others talk about leadership in terms of being sustainable (Hargreaves and Fink 2006), democratic (Woods 2005), authentic (Begley 2001, 2006), instructional (Zepeda 2003), adaptive (Albano 1999) and its ethical, moral and spiritual dimensions (Fullan 2003, Starratt 2004, Woods, G J 2007).

These varied perspectives on leadership and the wide variety of contexts within which headteachers work in Scotland – from deprived inner city areas to isolated rural areas for example – mean that the needs and possibilities for CPD are complex and diverse. The need to take account of the nature of adult learning and different learning styles (Earley and Evans 2002) adds another layer of complexity to the task of engaging headteachers in meaningful CPD.

Keeping in mind the importance of taking account of individual needs, different contextual contexts and changing conceptions of headship and leadership, this study set out to explore headteachers' perceptions of continuing professional development and to make recommendations about the content and modes of future provision.

## **2.2 Aims and objectives of the study**

The purpose of this study was to enhance understanding of headteachers' perceptions of how well existing provision for professional development is appropriate for their role and to identify their ongoing professional development needs and priorities. It was commissioned by Learning and Teaching Scotland (LTS) in March 2007, to be completed by June 2007, and was carried out by a team led by the University of Aberdeen.

Its aims were to:

- identify how well the current provision of CPD meets the needs of headteachers, with particular attention to those who have been in headship fewer than two years and to established head teachers in post eight or more years
- identify ongoing CPD needs beyond appointment
- seek head teachers' views on effective modes and models of CPD
- identify any barriers to head teacher participation in CPD
- make recommendations about how LTS can contribute to meeting these CPD needs.

The objectives of the study were to:

1. review current CPD provision for headteachers
2. measure headteachers' perceptions of how well existing CPD provision is appropriate for their role
3. identify the CPD priorities that two distinct but related groups feel require further support:
  - headteachers up to two years in post
  - headteachers with a broader range of experience in post for eight years or more
4. determine the relative priorities of CPD needs of these two groups
5. seek their views on effective modes and models of CPD
6. (a) identify if there are barriers to their participation in CPD  
(b) make recommendations about how these barriers can be overcome
7. develop recommendations that can be used by LTS to guide the development of future programmes of CPD of headteachers and for these recommendations to be developed within the context of best practice nationally and internationally.

## **2.3 How the findings are reported**

Each of the three principal, data-gathering strands of the study (the online survey of headteachers, the interview survey of headteachers and the survey of education authorities) is reported in its own section (respectively sections 4, 5 and 6). In Section 7, themes emerging from the online and interview surveys of headteachers are identified and discussed, and particularly relevant findings from the survey of education authorities highlighted in relation to these themes. Recommendations and suggested future research are set out in Section 8.

### 3. METHODOLOGY

The study's methodology comprised four main strands:

- an online survey of headteachers
- an interview survey with a range of headteachers
- a survey of education authorities involving interviews with the CPD Co-ordinators
- consultation with a contact stakeholder group to share findings and seek feedback to draft recommendations.

The first three, data-gathering strands were carried out concurrently in order to achieve the timetable for completion of the study. Details of the methods in relation to each of the four strands of activity are outlined below. Relevant literature and research, relating to headteachers' CPD in the UK and internationally was reviewed in order to inform the interpretation of findings and formulation of recommendations.

#### 3.1 Online survey of headteachers

An online questionnaire (Appendix D) was designed to collect data on headteachers' background/context and views and perceptions of CPD provision, CPD needs and priorities, and barriers to participation in CPD. The questionnaire was piloted with six headteachers/former or retired headteachers.

A key part of the questionnaire comprised 63 propositions concerning needs and priorities for headteachers' CPD. Originally, a list of over 130 propositions was generated, the wording of many of them being based on statements concerning CPD drawn together from Scottish headteachers and accumulated over a number of years in files maintained by a member of the research team. These were reduced to 63 (by deleting similar or repetitive statements) and grouped for design purposes under the following headings<sup>1</sup>:

- (i) knowledge and understanding<sup>2</sup>
- (ii) leadership abilities
- (iii) values and commitments
- (iv) affective, social and emotional support
- (v) management skills.

This organising framework is informed, *inter alia*, by key policy documents (Scottish Executive 2003 2005, Her Majesty's Inspectorate of Education {HMIE} 2007) and

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<sup>1</sup> The propositions were in mixed order in the online questionnaire, rather than being grouped under these headings.

<sup>2</sup> Under sub-headings of: principles and practice of leadership; staff welfare; pupils' welfare and personal and social development issues; curriculum development; quality assurance systems; approaches to raising standards of pupil achievement; local and national context for policy development; methods of assessment and reporting; approaches to change management; principles and practice of social justice, education inclusion and equality; planning, policy development and implementation; relevant legislation; and theory.

helped to frame the online survey's approach to investigating headteachers' perceptions and needs in relations to their CPD.

An online survey was carried out in which all headteachers in Scotland were invited to participate. Headteachers were e-mailed on 27th April 2007, with three reminders being sent on the 8<sup>th</sup>, 11<sup>th</sup> and 18<sup>th</sup> May. (A copy of the e-mail sent on 27<sup>th</sup> April is in Appendix A.) The survey closed on 25<sup>th</sup> May, with 315 online questionnaires having been completed. A technical outline of the survey is given in Appendix B. The sample generated represents approximately 11% of the total population of headteachers in Scotland. With such a self-selected sample, caution has to be exercised in generalising the findings. An assessment of the sample, using comparisons with all-Scotland data (distribution of schools by sector, denomination and local authority, and gender of headteachers) suggests that in these respects the sample is reasonably representative, though some of the main urban conurbations are less well represented in the sample than ideally would be the case. The details of this comparison are set out in Appendix C.

### **3.2 Interview survey of headteachers**

An interview schedule was devised (Appendix G) to enable exploration of headteachers' views and perceptions of CPD provision and their needs and priorities, as well as barriers to participation in CPD and suggestions for improvements in CPD for headteachers. The interview schedule was piloted before use.

In accordance with the main emphasis of the project's aims, interviews concentrated on new headteachers (those in post for two years or less) and established headteachers (those in post for eight years or more). The aim was to select headteachers for interview who represented a range of variables and contexts - namely:

- an equal representation of the two target groups (new and established headteachers)
- primary, secondary and special schools
- non-denominational and denominational schools
- urban and rural areas in different parts of Scotland
- large and small education authorities
- gender.

A total of 49 headteachers were contacted to make specific arrangements for interview (from a slightly larger list of headteachers who had agreed to be interviewed, generated by the research team). An example of the e-mail sent to the 49 headteachers and the project brief which accompanied it are in Appendices E and F. In all, 38 headteachers replied providing dates and times for interview. (Two cancelled due to personal illness and a bereavement.) Our aim was to conduct 40 interviews (20 from each of the two groups). The target for the new group of headteachers was achieved. There was a shortfall in the number of established headteachers interviewed

A total of 36 interviews were completed with headteachers from a wide geographical spread within Scotland:



- 21 new headteachers
- 15 established headteachers.

Interviews were undertaken by telephone during the working week between 4<sup>th</sup> and 31<sup>st</sup> May 2007, averaging 30 minutes in length (the shortest being 20 minutes, the longest 55 minutes) and taking place between 8am and 9pm in order to afford maximum opportunity to participate. With the permission of interviewees, all interviews were digitally recorded.

Key characteristics of the interviewed headteachers are indicated below. (The number with each characteristic who were contacted is shown in brackets.):

new	21 (25)	primary	20 (24)
established	15 (24)	secondary	14 (21)
		special	2 (2)
male	12 (21)	other	0 (2)
female	24 (28)		
		non-denominational school	30 (43)
		Roman Catholic school	6 (6)

Amongst the 36 interviewed headteachers, the ranges of years in headship and of age are shown below:

	<b>range of years in headship</b>	<b>age range</b>
new headteachers	5 weeks – 2 years <sup>3</sup>	31 - 53
established headteachers	8 years – 20 years	46 - 63

Interviewed headteachers came from the following education authorities (with the number of new and established headteachers shown respectively in brackets):

Aberdeen (2, 2)	Glasgow (1, 1)
Aberdeenshire (1, 2)	Highlands (1, 0)
Borders (3, 0)	Lanark (0, 1)
East Ayrshire (2, 0)	Mid Lothian (1, 1)
Edinburgh (1, 2)	North Ayrshire (1, 0)
Eilean Siar (0, 1)	Shetlands (1, 0)
Falkirk (1, 1)	South Lanarkshire (0, 2)
Fife (4, 1)	West Lothian (2, 1).

### 3.3 Survey of education authorities

All directors of education (or their equivalents) were informed by e-mail (Appendix H) that headteachers across Scotland would be invited to respond to an online survey. In the same letter directors were advised that we also wished to include the views of education authorities in the study. The directors were asked, therefore, to provide the name of the person (and their contact details) best placed to respond to questions designed to gather views and information on the provision of CPD for headteachers by authorities. A list of

<sup>3</sup> One of the headteachers interviewed as a ‘new headteacher’ turned out to have been in post for three years. Her interview data are included in the analysis.

education authority officers was compiled and a telephone interview schedule was developed based on the requirements of the research specification.

Our intent was to gather information directly from authorities about:

- the provision currently made for headteachers in education authorities
- the activities thought to work best or to be most worthwhile
- authority perceptions of the continuing professional needs of headteachers
- the extent to which the CPD needs of headteachers are being addressed
- who should provide for the CPD needs of headteachers.

Once the interviews began, it became clear that a parallel and overlapping set of interviews was being planned by the national CPD team within LTS.<sup>4</sup> Following discussion between our research team and the national CPD team, a joint schedule was produced (Appendix I) in order to address the objectives of both groups. The task of interviewing authority officers was shared between the University of Aberdeen and the national CPD team. There are 32 education authorities in Scotland. Officers in 25 of these were interviewed, 10 by our research team and 15 by the national CPD team. The national CPD team passed on summaries of the findings of their interviews (1 to 4 pages in length), and it is on these summaries that our understanding of the findings of the 15 interviews by the national CPD team is based.

### **3.4 Stakeholder group**

The purpose of the contact stakeholder group was to give an opportunity for an informed group to consider summaries of the initial findings in order to see if they challenged any of these and to offer views on possible recommendations based on the study. Feedback on summaries of the initial findings emerging from the interviews with both the headteachers and the education authority officers was invited from the group, which consisted of eight headteachers, four education authority officers, the General Secretary of the Association of Headteachers and Deputies (AHDS) and two academics involved in headteacher development programmes. Summary findings were posted on an online, password protected bulletin board on 12<sup>th</sup> June 2007, set up in the University of Aberdeen website, and the group was invited to respond to specific questions in relation to these up until 20<sup>th</sup> June 2007.

Five of the group posted comments during the period available for online discussion. These views have contributed to our thinking in shaping our recommendations.

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<sup>4</sup> The focus of this parallel study was very much on leadership development generally and it was not concerned with the specific CPD needs of headteachers. Nevertheless, there were clear areas of overlap.

## 4. ONLINE SURVEY OF HEADTEACHERS: FINDINGS

### 4.1 Introduction

A total of 315 questionnaires were completed by the deadline for the survey<sup>5</sup>. Findings are reported for the whole sample. Comparisons have been made between the responses of three groups:

- new headteachers (in post two years or less)
- the middle group of headteachers (in post over two years, but fewer than eight)
- established headteachers (in post eight or more years).

Where there are noteworthy differences between these groups, focusing particularly on new and established headteachers in accordance with the main interest of the study, these are highlighted in shaded boxes.

### 4.2 Background data

The sample of 315 headteachers<sup>6</sup>:

- comprised 19% (59)<sup>7</sup> new headteachers, 29% (90) in the middle group and 50% (158) established headteachers
- ranged in age from 30 to 60+, with 33% (104) aged 49 or under and 67% (210) 50 or over
- comprised 25% (80) male headteachers and 74% (234) female
- included 73% (229) with five or fewer hours class contact time and 9% (29) with 16 hours plus
- included 26% (81) who had completed Scottish Qualification for Headship (SQH)
- comprised 73% (230) primary school headteachers, 19% (60) secondary, 6% (18) special, and 2% (6) joint primary/secondary
- comprised 33% (104) in an urban area, 34% (106) in a small town location, and 33% (105) in a rural area
- included schools with a range of pupil backgrounds, including 13% (40) schools whose pupils are from predominantly economically disadvantaged families, and 14% (44) with predominantly middle class and economically advantaged families
- included 7% (23) schools with more than 10% of pupils of ethnic minority descent
- ranged in size of school from under 50 pupils to 1200 and over
- comprised 86% (271) non-denominational schools and 13% (40) Roman Catholic schools
- included headteachers from all 32 education authorities in Scotland.

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<sup>5</sup> Of the 315 headteachers who completed questionnaires, eight were from independent schools.

<sup>6</sup> See Appendix J.

<sup>7</sup> Percentages are normally given without the number of headteachers (as figures and the bases on which percentages are calculated are available in Appendix J). The exceptions to this are sub-section 4.2 (where we think it helpful for the reader to have the figures in the main text), instances where the base is very different (as with percentages based on CPD activities for example), and percentages where the base is not given in Appendix K.

### 4.3 Experience of CPD in last five years

The large majority of headteachers (92%, n=266<sup>8</sup>) regularly review and plan their own CPD to meet their leadership development needs, most of them doing this annually (85%, n=252) and the remainder bi-annually or less often.

Most headteachers (87%, n=262) had had in the last five years CPD intended to develop their leadership and management. Asked to specify the most recent five CPD activities (or fewer if they had had fewer than five in the last five years), headteachers specified in total more than 600 CPD activities<sup>9</sup>.

The main purpose of these activities was described as follows:

- to increase knowledge and understanding of leadership theory/practice (in 420 activities)
- to improve leadership abilities (418 activities)
- to enable reflection and exploration of professional values and commitments (383 activities)
- to improve management skills (323 activities)
- to provide affective, social and emotional enrichment (299 activities).

The modes of provision amongst these activities that were most prevalent were (n=633 activities):

- short-term, non-residential courses (37%)
- short-term, residential courses (17%)
- collaborative projects with others outside the school (11%)
- workshops with other headteachers (8%)
- national conferences (6%)
- accredited university programmes (6%)
- local support networks (3%).

Most activities lasted 2-7 days (47%) or one day or less (45%) (n=625).

Most took place in the normal working day (67%), with a fifth (21%) spread over the working day, 'twilight' and weekend, 7% at 'twilight' and 5% on a weekend (n=638).

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<sup>8</sup> 'n' equals the total number of respondents who answered the question, on which the percentage is calculated.

<sup>9</sup> The base varies for number of CPD activities as not all questions for each nominated activity were answered in all cases.

### Noteworthy Differences Between New and Established Headteachers

New headteachers, as compared with established, were less likely to undertake CPD in the normal working day and more likely to do it in twilight sessions (though the latter were still a small minority).

Time of CPD:	New	Middle	Established
Normal working day	54%	67%	72%
Twilight	14%	8%	4%
Total CPD activities	93	204	350

The location of the great majority of activities was off-site (90%, n=655): 6% took place both on- and off-site, with 3% being located in the school.

The largest provider of CPD activities was the local authority (44%, n=662), followed by national organisations (16%), private providers (10%), universities (8%), partnerships involving universities and education authorities (8%), and headteachers' associations (5%).

Headteachers were asked to rate, on a scale from 1 to 5, the value and impact of each activity, with 5 equating with highly valuable or high impact and 1 indicating no value or no impact. The results, in the table below, showed that in almost half of the activities (48%) headteachers rated them of highest value. Rating of the impact on their headship was lower, however: just under a third of activities (32%) were rated as having a very high impact. This suggests that CPD has a value for headteachers beyond immediate impact on practice.

scale	value	impact
5	48%	32%
4	35%	36%
3	13%	20%
2	3%	8%
1	1%	4%
total CPD activities	660	649

## 4.4 CPD needs and priorities

Propositions were devised under the following headings<sup>10</sup>, the most numerous being under the first of these (reflecting the different dimensions of its content):

- (i) knowledge and understanding
- (ii) leadership abilities
- (iii) values and commitments
- (iv) affective, social and emotional support
- (v) management skills.

<sup>10</sup> This organising framework is informed, *inter alia*, by key policy documents (Scottish Executive 2003 2005, HMIE 2007).

Headteachers were asked to indicate if they agreed or disagreed with the propositions.

#### 4.4.1 Knowledge and understanding

The levels of agreement to propositions concerning knowledge and understanding are reported in Table 1 (Appendix K). Most notable are the very large majorities which would welcome CPD aimed at:

- enhancing knowledge and understanding of leadership concepts and practice (93%)
- keeping abreast of research in school leadership and management (85%).

More than two-thirds also indicated that they would like CPD about:

- how to lead an enterprising and innovative school (73%)
- school leadership and staff welfare (71%)
- how to lead the development of teaching and learning (71%)
- enhancing knowledge and understanding of strategic and operational management (69%).

#### Noteworthy Differences Between New and Established Headteachers

New headteachers' perceived needs for CPD were consistently greater than established and the middle group of headteachers. The top five areas concerning knowledge and understanding in which new and established headteachers would welcome CPD were (see Table 2, Appendix K, for full comparison):

<b>New headteachers</b>		<b>Established headteachers</b>	
enhancing knowledge and understanding of leadership concepts and practice	96%	enhancing knowledge and understanding of leadership concepts and practice	92%
keeping abreast of research in school leadership and management	90%	keeping abreast of research in school leadership and management	85%
school leadership and staff welfare	86%	school leadership and staff welfare	68%
how to lead an enterprising and innovative school	86%	how to lead an enterprising and innovative school	67%
planning and organising the curriculum	82%	how to lead the development of teaching and learning	64%

The largest differences between the percentages of new and established headteachers agreeing to particular propositions are shown in Table 3 (Appendix K). New headteachers are much more likely to require CPD in areas such as:

- financial procedures and controls (73% {new headteachers} cf 22% {established headteachers})
- statutory requirements, legislation and codes of practice (69% cf 33%)
- the vision and expectations of national policy concerning integrated children and young people's services (69% cf 34%)
- the principles, legislation and procedures associated with staff recruitment and deployment (49% cf 15%)
- how to use Professional Review and Development outcomes effectively (63% cf 33%).

#### *4.4.2 Leadership abilities*

The levels of agreement to propositions concerning leadership abilities are reported in Table 4 (Appendix K). Most notable is the very large majority which would welcome CPD aimed at:

- building leadership capacity at all levels (82%).<sup>11</sup>

More than two-thirds also indicated that they would like CPD about:

- developing mechanisms to evaluate the effectiveness of policies and their impact on pupils' learning experiences (74%)
- supporting school staff to develop their teaching skills (70%).

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<sup>11</sup> In explaining how their most valued CPD activity in the last five years had influenced their headship, headteachers often mentioned how it had enabled them to allow staff and others more initiative and responsibility. Comments written into the questionnaire included: 'it was good to use my colleagues/staff to come to joint decisions, rather than feel I had to be the one who made decisions alone'; 'made one more reflective about the role of the school and the input pupils can make'; 'The non-directive coaching approach takes the pressure off the headteacher to be expected to provide all the answers and leads to greater involvement of staff and pupils in the decision-making process and approaches to dealing with problems'; 'it helped me to promote a collective approach to responsibility'; 'the whole process has influenced me to be able to delegate and to continue to develop means to support the trust I have in colleagues, both in promoted posts and unpromoted'.

### Noteworthy Differences Between New and Established Headteachers

The top five areas concerning leadership abilities in which new and established headteachers would welcome CPD were (see Table 5, Appendix K, for full comparison):

New headteachers		Established headteachers	
building leadership capacity at all levels	92%	building leadership capacity at all levels	82%
developing mechanisms to evaluate the effectiveness of policies and their impact on pupils' learning experiences	89%	developing mechanisms to evaluate the effectiveness of policies and their impact on pupils' learning experiences	71%
rigorous professional review and development to identify leadership abilities and professional development needs	88%	supporting school staff to develop their teaching skills	64%
supporting school staff to develop their teaching skills	87%	engaging parents, carers and families in the life of the school	61%
leading strategic thinking about the future direction and development of the school	86%	engaging staff and others in the community in discussion of school values, aims, policies and plans	61%

The largest differences between the percentages of new and established headteachers agreeing to particular propositions concerning leadership abilities are shown in Table 6 (Appendix K). New headteachers are much more likely to require CPD in areas such as:

- rigorous professional review and development to identify leadership abilities (88% {new headteachers} cf 57% {established headteachers})
- using data to inform future planning for improvement (74% cf 44%)
- developing the culture and ethos of the school (73% cf 44%)
- leading strategic thinking about the future direction and development of the school (86% cf 60%)
- how to lead and motivate people (83% cf 59%).

#### 4.4.3 Values and commitments, and affective, social and emotional support

Headteachers were asked to respond to one proposition relating to values and commitments. Almost two-thirds (62%) indicated that they would welcome opportunities to reflect on their professional values (Table 7, Appendix K).

Three propositions were included relating to affective, social and emotional support. Agreement that CPD on these would be helpful was as follows (Table 7, Appendix K):

- a focus on social and emotional enrichment (44%)
- ethical aspects of leadership (39%)
- enhanced sensitivity to the spiritual aspects of leadership (30%).



### Noteworthy Differences Between New and Established Headteachers

Differences between new and established headteachers were much less marked for propositions relating to values and commitments and affective, social and emotional support (Table 8, Appendix K), compared with propositions under the other headings. The order of agreement with these four propositions was the same for new and established headteachers.

The largest difference between the percentages of new and established headteachers agreeing to particular propositions in relation to values and commitments and affective, social and emotional support were concerned with CPD which aimed to (Table 8, Appendix K):

- enhance sensitivity to the ethical aspects of leadership (53% {new headteachers} cf 39% {established headteachers})
- focus on social and emotional enrichment (55% cf 43%)
- enhance sensitivity to the spiritual aspects of leadership (33% cf 25%).

#### 4.4.4 Management skills

The levels of agreement to propositions concerning management skills are reported in Table 9 (Appendix K). Most notable are the very large majorities which would welcome CPD aimed at:

- ability to deal with underachieving staff (78%)
- developing systems for the management and evaluation of effective learning and teaching (76%).

### Noteworthy Differences Between New and Established Headteachers

The top five areas concerning management skills in which new and established headteachers would welcome CPD were (see Table 10, Appendix K, for full comparison):

<b>New headteachers</b>		<b>Established headteachers</b>	
ability to deal with underachieving staff	90%	ability to deal with underachieving staff	72%
developing systems for the management and evaluation of effective learning and teaching	88%	developing systems for the management and evaluation of effective learning and teaching	69%
monitoring, evaluating and improving the effectiveness of school policies and plans	80%	monitoring, evaluating and improving the effectiveness of school policies and plans	58%
solution-focused approach to the resolution of problems	79%	solution-focused approach to the resolution of problems	56%
dealing with conflict effectively	78%	dealing with conflict effectively	54%

The largest differences between the percentages of new and established headteachers agreeing to particular propositions concerning management skills are shown in Table 11 (Appendix K). New headteachers are much more likely to require CPD in areas such as:

- using finance more effectively to support school improvement (74% {new headteachers} cf 27% {established headteachers})
- making better strategic and operational use of available non-financial resources (63% cf 25%)
- development of management skills (74% cf 48%)
- ability to develop, implement, monitor and evaluate improvement plans (69% cf 45%)
- dealing with conflict effectively (78% cf 54%).

## 4.5 Headteachers' valuation of modes and providers of CPD

Headteachers were asked which modes of providing CPD and which kinds of provider are best for meeting their needs and priorities.

### 4.5.1 Modes of CPD provision

Each headteacher was invited to agree or disagree with the proposition that each mode is best for meeting his or her needs and priorities. The levels of agreement with each mode are reported in Table 12 (Appendix K). Greatest preferences were:

- workshops with other headteachers (93%)
- time for self-reflection (89%)<sup>12</sup>
- local support networks (89%)
- working collaboratively with others outside my school (88%)
- facilitated face-to-face discussion seminars with colleagues (86%)
- on-the-job experience (85%)
- short term non-residential courses (82%).

#### Noteworthy Differences Between New and Established Headteachers

The top five modes of CPD provision as far as new and established headteachers were concerned were (see Table 13, Appendix K, for full comparison):

New headteachers		Established headteachers	
local support networks	92%	workshops with other headteachers	94%
working collaboratively with others outside my school	92%	time for self-reflection	92%
on-the-job experience	91%	facilitated face to face discussion seminars with colleagues	89%
short term non-residential courses	90%	local support networks	88%
being mentored	90%	working collaboratively with others outside my school	87%

The largest differences between new and established headteachers (Table 14, Appendix K) showed that new headteachers were much more likely to indicate that the following ways of providing CPD are best for meeting their needs and priorities:

- coaching (86% {new headteachers} cf 57% {established headteachers})
- being mentored (90% cf 64%)
- accredited university programmes (52% cf 28%).

More than three-quarters (77%) feel that there is a need for a 'fun element' to CPD (n=247).

<sup>12</sup> The opportunity for reflection was frequently mentioned by headteachers as a positive feature of the CPD activity they had most valued in the last five years.

### 4.5.2 Providers of CPD

Each headteacher was also asked whether they agreed or disagreed with the proposition that each type of provider is best for meeting his or her needs and priorities. Responses are reported in Table 15 (Appendix K). More than eight out of ten considered that their CPD needs are best met through partnerships involving universities and education authorities (84%) or 'my local authority' (82%). Next came national organisations (78%), headteachers' associations (67%), universities (60%), and private providers (58%).

## 4.6 Barriers to obtaining professional development

Only 5% (n=246) considered that their own CPD is a low priority for them. Headteachers were asked to what extent certain factors are barriers to their obtaining appropriate CPD (Table 16, Appendix K). The 'demands of the job' attracted the highest agreement (70%), followed by being 'too tired to engage in reading and reflective study' (63%). Other barriers for which there was substantial agreement are CPD 'too focused on one-off events' (51%), insufficient budget to fund the headteacher's CPD (48%), being 'too tired at the end of the day to attend twilight sessions' (47%), insufficient support for the professional development of headteachers (43%), distance from the centre of provision (42%), and too little information about CPD (36%).

Invited to identify further barriers, 80 headteachers did so. The main problems cited were workload and time (48% of these 80 headteachers), followed closely by staffing issues (19%) and insufficient budget (18%). The quotes below, written by headteachers into the online questionnaire, illustrate the main barriers as they perceive them:

*"Being a class committed Head Teacher with part time clerical support means that I have to do many administration tasks and this reduces my opportunities for CPD. I also cover most of the lunch time supervision and this means I never have a lunch time break."*

*"Work-life balance. Expected tasks and duties that are not educational per se and could be carried out by someone else so that headteachers can focus on education matters. Work is undertaken at home every night. This impacts on my availability to attend twilight courses."*

*"There is no 35 hour working week for HTs. It is 5pm on a Friday and I am completing this form, last one in the building! It is already overdue and I feel completely overwhelmed with the paperwork I will have to undertake at the weekend."*

*"Time and tiredness are the most significant barriers I currently arrive at work at 7.30am and am rarely away by 6.30pm There are a significant number of occasions when the authority holds meetings from 4-6pm and also many evenings when I am at school until 9 to 11pm due to attendance at important events e.g. School Board meetings, pupil discos, dances, concerts, parents' evenings etc. The capacity of my brain/memory is also an increasing issue as I am asked to hold more information, fulfil many different specialist roles e.g Health & safety expert, attendance monitoring of staff, dealing with issues of staff competency/capacity business manager etc. etc."*

*"Time Twilight sessions are a bit meaningless as I'm still doing my job at school at 'twilight'!"*

*"The issue of providing McCrone cover is a huge barrier particularly when there is staff absence This is the single biggest barrier to HT CPD."*

*"Having sufficient staff cover available. I often take classes to allow teachers to attend CPD courses and also have to cover for sickness."*

*"The main barrier is funding in relation to CPD as the budget is one for the whole school including the HT and I am more likely to spend it on staff rather than myself as there is always a greater demand for this budget."*

*"Financial...would love to do a Masters but due to family commitments etc/single parent could never afford the course. May be a problem for many single parents."*

*"My authority does not like headteachers being out of school during the school day and certainly not outwith the authority - can refuse to allow you time out. Time and workload are biggest problems - working the number of hours I do just to prevent me drowning precludes spending much time on things I would like to do to improve. Lack of sharing within the authority - do we really all need to develop policies etc. from scratch when we are all working within [name of authority's] policies!"*

The large majority of headteachers (79%) considered that they should have time within the regular working week to engage in professional development activity with other headteachers (n=247). Almost half (45%) thought that it was unfair to expect headteachers to give up their holidays and weekends for CPD activities (n=245). Almost half (48%) also were of the view that their local authority does not provide adequate time for their professional development (n=244).

There were mixed views on whether there are enough professional development opportunities for headteachers 'should they wish to take advantage of them': 24% agreed, 41% were uncertain, and 35% disagreed (n=248). Four out of ten (41%) indicated they were dissatisfied with the range of CPD opportunities available to them (n=246).

## **5. INTERVIEW SURVEY OF HEADTEACHERS: FINDINGS**

### **5.1 Introduction**

The purpose of the interview survey was to find out from headteachers their views and perceptions of their own personal CPD experience and needs as a headteacher, and to enable them to elaborate in ways not possible through the online questionnaire. The interview survey therefore complements and deepens the insights gained through the online survey. In accordance with the main emphasis of the project's aims, interviews concentrated on new headteachers (those in post for two years or less) and established headteachers (those in post for eight years or more). A total of 36 interviews were conducted: 21 new and 15 established headteachers.

In this section, themes emerging from the interviews are identified and any differences between new and established headteachers are highlighted. Summaries of headteachers' responses and reproduction of selected quotes are used to illustrate and provide supporting evidence for the themes.

### **5.2 Professional development most valued by headteachers**

This study was concerned with professional development whilst in headship. However, it is worth noting that new headteachers consistently volunteered in the interviews that they found SQH a valuable preparation for headship.

Themes 5.2.1 to 5.2.7 below are chiefly concerned with mode of professional development. Themes 5.2.8 to 5.2.10 are mainly concerned with content and outcomes.

#### *5.2.1 Interaction with peers and other colleagues*

A theme that emerged most strongly was the high value that headteachers place on the interaction with their colleague headteachers as a way of enhancing their professional development in their headship role. This was apparent equally amongst both new and established headteachers. Almost all headteachers interviewed volunteered this as one of the most valuable forms of professional development. As one established headteacher made clear, what is beneficial to professional development is going on courses with other colleagues and listening to them. Many headteachers explained how the social aspect of events – over coffee or lunch, or after sessions on residential courses – provides an unrivalled opportunity to discuss issues and problems with their peers and to form professional relationships which often continue after such events. As much emphasis was placed on informal opportunities for interaction as formal.

For example, an established headteacher explained:

*“I think actually regular contacts with other and more experienced headteachers – that would be through headteachers’ meetings, it would be through formal or informal contacts, it would be through informal contacts at formal gatherings if you see what I mean. And in many ways I think I’ve probably found that more useful than any particular planned CPD activity. Partly, in [local authority area], because of the fact that we tend to be a group who actually get on very well and help each other regularly – we do phone each other, we fire round e-mails to all of our colleagues to get suggestions and information. And I have to say that that to me is one of the things that has helped me hopefully to develop into the job.”*  
(M, S, ND<sup>13</sup>)

A new headteacher emphasised the value of interactive workshops.

*“What would I like in my CPD? I would like to be able to speak to people; not for them just to stand up and give me a detached powerpoint... but to sit down and look at good practice and discuss things – more of an interactive workshop.”*  
(F, S, ND)

Headteachers are typically looking for very practical insights and exchanges with their peers, coming away with ideas, new sources of information and advice, examples of positive change and excellence, etc., which they can take back to their school. For example, an established headteacher described how networking and interacting with colleagues is helpful in tackling practical issues.

*“Going back to when I first became a headteacher about 11 years ago, the most valuable thing in my professional development has undoubtedly been when I’ve had the opportunity to speak directly to other headteachers about very, very specific topics...I’ve always found that the most valuable thing is going to, I suppose, trusted colleagues within [local authority area] and sometimes beyond, and very much speaking directly to them about very specific, practical topics”*  
(M, S, ND)

In smaller authorities, one of the advantages of collaborative training and events with other authorities is that the potential network grows, expanding the ‘gene pool’ as one headteacher put it. For two a spouse who was also a headteacher had proved to be an important support and critical friend.

An established headteacher explained that what is most valuable to his professional development is a combination of things, especially experiential activities, giving a number of examples which included visiting schools overseas, shadowing and engaging in school-business links. Others (three in all) valued the interaction and liaison with colleagues in clusters (secondary and primary).

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<sup>13</sup> M = male; F = female; S = secondary; P = primary; Sp = special; ND = non-denominational; RC = Roman Catholic.

For networks to work as forums in which difficulties can be shared, there has to be trust. One (new) headteacher raised this as a cautionary note because headteachers are often sharing confidential matters and needed to be able to rely on others' discretion.

A number also mentioned how education authority officers, such as the Quality Improvement Officer, was valuable to interact with and helps their professional development. Two established headteachers specifically highlighted the value to them of professional development activities conducted with staff in the school.

### 5.2.2 Mentoring

New headteachers with a mentor, which is an extension of or a specific form of peer interaction, drew attention to how valuable they found this relationship (5 in all). One new headteacher described having a mentor as a lifeline which helped with the loneliness of the position:

*“One lifeline I have... is... my mentor... we meet together either at her school or she comes into my school, and I can discuss in confidence more of the day-to-day shall we say running of things and the fact of how lonely the position is. I don't have either that position as depute to being overall responsible for nearly everything. That is the big dump ”*

(F, P, ND)

Other new headteachers without a mentor indicated that having a mentor would be helpful (seven raised this). One new headteacher who had recently been through SQH wondered if she had not been given a mentor because it was assumed that with having the SQH qualification a mentor was not needed.

Two new headteachers with a mentor had one because they had asked their authority or had found one themselves, as this headteacher explained:

*“Nobody came up and said would you formally like a mentor - although my previous head, of the last school I worked in, offered me that opportunity as a professional courtesy, which I've taken up on numerous occasions”*

(M, S, ND)

In other instances, the authority has a scheme in place through which new headteachers are given a mentor (and at least one authority was said to be resurrecting its mentoring scheme). One of the new headteachers, asked what was most valuable for her professional development, replied like many others that it was speaking to other colleagues, and went on to explain:

*“We have in [name of local authority] a system where we have a mentor. She's for the day-to-day stuff, in terms of development, because you don't know everything – you just land in the job. From that point of view that was very positive.”*

(F, P, ND)

Six of the established headteachers mentioned the value of mentoring. Two established headteachers who had never had a mentor wished they had when they were a new headteacher.

The view was often expressed that being a headteacher is an entirely different experience than anything previously experienced – even from being in an acting headship position. The value of being mentored was seen to be that a new headteacher had someone they could discuss the challenges that arise with this and to bounce ideas off and seek advice from. An important feature of mentoring was that it gave permission to the new headteacher to approach the mentor as and when they needed support. By accepting the role of mentor, a headteacher was signalling that they were open to being contacted. New headteachers were aware that all headteachers are busy, and so could feel reluctant to bother other headteachers. Having a mentor meant that they knew that their enquiries were expected, or that they would have regular meetings in which they could raise matters.

One new headteacher explained how, having chosen a mentor, the relationship transformed in time to one of critical friend. From a mentor, the new headteacher expected a steer as to what to do, whereas with a critical friend the relationship was one where he could raise and share ideas and take the critical friend's opinion and information into account.

### *5.2.3 Induction programme*

Another important theme was the value of a structured framework for the induction of new headteachers, mentioned by eleven interviewees (eight new, three established headteachers).

The induction programme in one authority for new headteachers came in for praise from two of the interviewees (new headteachers), though it should be remembered that the interview survey did not include headteachers from all authorities. Another headteacher (also new), from a different authority, said that she had had an induction which was a 4-day course and which she found a long time to be away from the school and not all of it was useful. Overall, it would seem that some kind of induction programme is or would be valued by many headteachers. The value of an appropriate induction programme was highlighted by new headteachers where they had had one, and three established headteachers also emphasised its value and importance when new to headship.

### *5.2.4 Online interaction: 'Heads Together'*

Seven headteachers (new and established) volunteered that they used and valued Heads Together, a closed online community facilitated by LTS solely for the use of headteachers. (Interviewees were not prompted about what they most valued, but were asked through a general question to indicate what kind of professional development they had found most valuable.) These were enthusiastic about the value of this online facility – for example, for interacting with other headteachers and for searching and 'dipping into'



for ideas (on school policies for instance). Another said that they intended to do the induction so they could register for Heads Together. Two headteachers volunteered that they were not attracted to it as a means of professional development (as noted under 5.3.1 below)

### 5.2.5 Formal courses and conferences

Formal courses were seen to play an important part in headteachers' professional development, with just under a half of headteachers mentioning these as being valuable contributors to their own professional development. Local authority courses were praised in some areas. For example, one new headteacher remarked:

*"We in [name of authority] are actually very lucky. We've got fantastic CPD in the authority. Courses for example that are on offer – I can pick and choose and go on anything I wanted, I mean it's second to none."*  
(F, P, ND)

Ten (new and established) headteachers highlighted the importance of courses on management and operational matters, such as local authority run courses on health and safety, education and the law, finance, assessment and personnel. Courses by NFER-Nelson, AHDS, LTS and others were also mentioned favourably, as well as undertaking an MEd through the Open University. However, if attendance on courses is overdone, it could, as one (new) headteacher explained, lead to a feeling of drowning in courses. What all headteachers need, as another (established) put it, is a 'judicious mix' of courses with other kinds of professional development. There was praise also for university conferences and the conferences run by professional organisations such as the Headteachers' Association of Scotland and the Catholic Headteachers' Association of Scotland.

A substantial proportion of headteachers (five new, 10 established) emphasised how they valued expert and inspirational speakers and masterclasses. For example, sessions by Michael Fullan came in for strong praise, though other presenters were praised too. What was excellent about Fullan's conference, according to one (new) headteacher, was that it demonstrated pace, variety, challenge, and opportunity for discussion, as well as having an outstanding message. Two established headteachers praised an ICT (information and communication technology) residential masterclass at Stirling University. This involved lots of experts (on the internet, security, interactive technology, etc.). It also included visiting an advanced ICT school, thus enabling the interaction and experiential learning that headteachers value (5.2.1). They explained that it was useful to have quality time there and meet up with colleagues, and have kept up contact with some through Heads Together.

Desired length of courses varied amongst headteachers. Some value shorter courses, others longer courses. Some find that the opportunity to meet and spend intensive time on a residential course is beneficial, whilst for others, being absent from school for any length of time is problematic, and for one headteacher CPD that takes place 'in-house' is intrinsically better as she likes the staff to be involved.

The features of courses that detract from their value – i.e. inappropriate pedagogy and content – are highlighted under 5.3.1 below.

### *5.2.6 Opportunities to take up other roles*

Eight headteachers, all but one established, highlighted the value to their professional development of taking up other roles. Five (established) headteachers emphasised the value to their professional development of acting as an assessor, on SQH or for HMIE inspections. For them, this was another way of learning from colleagues and other schools. Another instance was involvement in an authority review of another school through which the headteacher gained a lot of ideas and which helped him to be more reflective: as he put it, after so many years you can get too focused on local and national initiatives. Further examples are the involvement by another headteacher, with other headteachers and other professionals, in promoting change at authority level with regard to sexual health education, and (for one new headteacher) having the opportunity to present to other headteachers at training sessions.

### *5.2.7 Time for reflection*

A theme, raised by over half of the headteachers (both new and established), was the value of having time for reflection and being away from the ‘hurly burly’ of everyday school activity. What this means and the nature of this activity can take different forms – for example:

- reading and study
- sabbaticals
- visits (e.g. to other schools in Scotland and elsewhere)
- residential courses
- periods of time for reflection
- Columba 1400 (more on this under 5.2.10).

One established headteacher said that a recent inspection by HMIE was good for his professional development because it made him ‘ultra-reflective’. Time for reflection can be for the individual, but can also comprise periods of shared reflection in which a group of headteachers take time out to consider and re-evaluate their principal values, as one new headteacher had found with his preparation for headship.

### *5.2.8 Range of outcomes*

The changes that headteachers look for from professional development (not necessarily all from every form of professional development) include:

- sparking ideas, sharing expertise, disseminating good practice
- enhanced understanding and knowledge (This includes keeping up with developments such as Curriculum for Excellence, sessions for which several headteachers expressed appreciation, as well as topics and areas mentioned as examples under 5.2.5 above.)

- inspiration
- insight into ‘something bigger’, a larger framework of ideas, trends, etc.
- inner change, such as a ‘general effect’, coming back fresher, battery charged.

Two specific themes concerning the content of professional development which emerged are highlighted under 5.2.9 and 5.2.10.

### *5.2.9 Empowerment, coaching and distributed leadership*

A significant theme that emerged from the interviews was that of empowerment – of staff and of self. This aspect of development was mentioned in various ways by a third of headteachers (eight new and four established).

For example, coaching was mentioned by five headteachers (all but one new) as a valuable feature of headteachers’ professional development – i.e. learning how to coach staff to enable them to make decisions and take ownership. One established headteacher observed that there was not much about coaching when he started 11 years ago, but that it is to the fore now. A new headteacher explained:

*“I’ve been part of a coaching group within [name of local authority] ... and that’s been very useful. That’s for newly appointed headteachers and it can be for those who have had a headship before but are in a new school...For example, we’ve had some all group sessions where each of us has shared a situation in our own school and talked about different coaching aspects that have worked through...I think coaching is similar to [the solution-orientated approach] in that you’re trying to help members of your staff [find solutions for themselves] ...It is a long-term process, and it’s trying to help change mind-sets often, because teachers often think that the headteacher’s got to solve all the problems...It’s very much putting the ownership back to them and them really to look at ways forward for themselves, and not focusing too heavily on the problem but looking at what the solutions could be .”*

(F, P, RC)

Other headteachers referred in different ways to the value of professional development which addresses this theme of empowering staff and dispersing leadership. An established headteacher, for example, felt that a course on co-operative learning had made a huge difference to his professional practice, because it chimed in with his professional values and was a way of unlocking the creativity and leadership potential of staff and tapping into a whole range of activities and ideas. Another (new) headteacher indicated how valuable a day on collegiality had been, whilst part of the value of the Columba 1400 experience described by three new headteachers (see 5.2.10) is its enhancement of self-confidence and the headteacher’s capacity to empower others.

Two headteachers mentioned the importance of empowering themselves – gaining greater self-confidence. One – a new headteacher – explained how she had gained confidence through a coaching programme (provided by the education authority) which had allowed her to reflect on problems and work through issues for herself, and encouraged her not to

rely on others (such as a mentor) to do this for her. She was, in turn, able to use her coaching skills to provide a coaching session to support staff.

### *5.2.10 Holistic needs*

The experiences of the three headteachers – all new headteachers – who had been on Columba 1400<sup>14</sup> highlights the value of attending to headteachers’ holistic needs (which is also mentioned as an unmet need, under 5.4.3). Two had been to Columba 1400 before they took up headship, but were concerned to emphasise its continuing value in their headship. There is more to the Columba 1400 experience than can be explained here. However, all highlighted the interrelated implications for inner change and outer action, and for these three headteachers it was clearly a profound experience. It was variously described as enabling reflection on values and essential priorities and the ‘person I am’, encouraging appreciation of a ‘coaching culture’ that empowers the self and others, creating an ‘absolute feeling of togetherness and camaraderie’, heightening awareness of the connection between people and between people and nature (‘being at one with whatever power is’), and possessing what some described as a spiritual element which touched them at a deeper level.

The outcome for these headteachers was inner change that has sustained, positive practical consequences. These outcomes are closely linked with the aims of empowerment, coaching and distributed leadership discussed under 5.2.9. One of the headteachers drew on the inner strength and confidence gained through his Columba 1400 experience in tackling a series of critical incidents in the school, including heated situations with staff and challenges from parents. Another explained how the experience had led her similarly to be more confident – able to ‘stick her neck out’ and take risks – as well as to appreciate the talents of others and to ‘let go, delegate and allow people space’ to do things themselves. The third headteacher had lacked confidence, letting herself sometimes be too influenced by others. One of the results of Columba 1400 for her was that it helped her to understand this and begin dealing with it – starting her on a journey, as she put it. The journey is an apt metaphor (rather than the description of a state achieved), as she highlighted the fact that sustaining change was not easy once back in ‘harsh reality’.

## **5.3 Professional development least valued by headteachers**

Most criticisms of professional development came from established headteachers, doubtless in part owing to the fact that they have had more experience of different types and instances of professional development. New headteachers tended not to volunteer any professional development when asked what had been least value, with some emphasising that they were very selective about the professional development they took.

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<sup>14</sup> Columba 1400 is an organisation engaged in personal development training which, amongst its activities, offers a leadership programme that has ‘the broad aims of facilitating personal development and releasing individual leadership potential and capacity’ (Deakins et al 2005: 7). At its core is a residential experience in Staffin on the Isle of Skye.

### 5.3.1 Inappropriate content and pedagogy

Some local authority and other courses and provision were praised by headteachers (5.2.5). However, others (13 headteachers, all but two established) were critical of how courses and modes of provision were focused and run. There was, for example, criticism of generic management courses (from two established and one new headteacher). An established headteacher commented:

*“An awful lot of the development training type activities are designed for managers, and we’re lumped in with general council managers and I find that very useless to be honest. It’s ‘teaching grannies to suck eggs’ kind of training. It’s one of these ‘one size fits all’ types of training rather than being specific for people in schools... They began by being voluntary and they’re becoming more and more compulsory...”*  
(F, P, ND)

One new headteacher described a cross-sector authority 2-day course as a waste of time because the content was not relevant.

*“The [local] authority provides a management development training programme. It’s an authority-based training, so there are people from every sector. It was two days and it was just a complete waste of time... In the way that most of the aspects were delivered, you could see elements that were related to education, but because it was so across the sector I think they were trying to fit the needs of everybody. And different establishments do have different needs.”*  
(F, P, ND)

There were criticisms of the pedagogy of courses and other CPD sessions. Local authority briefings, according to one established headteacher, are given and padded out just to meet statutory regulations, are put on at short notice and insufficiently planned, and have poor content. Another considered that there was insufficient attention to ‘facilitation’ – although a different headteacher (new) was critical of courses where there was too much facilitation (getting participants to discuss issues) and too little knowledge input from the provider. An established headteacher explained that she valued professional development in groups, with a facilitator to work through issues and share ideas, which had some knowledge input, but then discussion.

For another established headteacher, in the courses and meeting she attended there was ‘too much information passing’. Asked what was least valuable for her professional development, she replied:

*“Some of the information that the authority pull you in for you’ve already got, or they’re not actually using the most qualified people to share that information they want to pass on to you... And sometimes it’s a case of bringing all the heads together and firing information at us and not giving us a chance to have discussion. It’s more kind of bringing everybody together and information passing, as opposed to really having a meaningful educational discussion about certain issues.”*  
(F, P, ND)

One (established) lamented the demise of a regular three-day residential course which was replaced by a headteachers' meeting with a wide agenda and more information passing than discussion. Another (established) experienced too many vague, woolly courses, many from external companies, from which he came away with no answers and nothing practical, and explained:

*“Without any doubt, the least helpful things have been some of the courses that I’ve either been sent on or been conned into going on (that would be the politest way I could put it). I have found that some of the courses within [the local authority] and even wider afield over the last 11 years – I’ve been on a number of courses related generally to leadership and management, and it could be managing the curriculum, that sort of topic – and I have often found that these things are very vague, very woolly. The aims and the objectives are quite vague and woolly. Very often they’re run by external companies. The titles look very attractive. The blurb that you get with them looks very attractive. But then when you actually get to the beginning of the course, you’re not actually given a lot of help. You spend a lot of time on brainstorming, with plenary sessions and so on. And I very often feel that you end up coming away from there with more questions and answers. Now, I think there is a time and a place for that, but I’m afraid I’ve been on too many courses where I’ve come away thinking I haven’t really learnt anything new there. I haven’t learnt anything that’s going to be capable of being put into practice for example.”*

(M, S, ND)

What are needed are inspiring, stimulating presentations, as one established headteacher commented. Another headteacher (also established) was critical of ‘being dragooned’ into courses: where he chose a course, rather than being required to do it, this was more effective in terms of professional learning and development. He gave an example that illustrated his concern.

*“I could single out the single least helpful thing in the last 12 months. [A speaker] comes to speak about a national document which you’ve read and puts up something like 30 powerpoint slides and more or less reads the bullet points to you, summarising a document that you’ve already read and thought about and discussed with your staff and begun to plan to take forward. That is deeply unhelpful... That is the least helpful professional development that I’ve had in the last 12 months by a thousand miles, and as you’ll gather I feel very, very strongly about that. As a general proposition, I think that we need to apply the same principles to CPD for headteachers as we would apply to any learner. We need to take account of prior learning and we need to allow people a sense of ownership in what they’re doing. And when you’re just told that somebody in the authority thinks it would be a good idea for you to spend a day listening to someone, it’s sometimes good but more often not... You need to start from the person’s own perceived needs, take some account of what the headteacher thinks they need at a particular time, not having assumptions.”*

(M, S, ND)

Two headteachers were critical of Heads Together. One (established) thought it had nothing to draw them to use it. Another (new) said that she did not like electronic

interaction, so was not attracted to this as a means of communicating with other headteachers.

## **5.4 Unmet needs**

Here the main areas of unmet need, as perceived by interviewed headteachers, are highlighted.

### *5.4.1 Mentoring and structured programmes for new headteachers*

Provision for new headteachers is variable between authorities, e.g. in terms of induction programmes and mentoring (5.2.2, 5.2.3).

There is a strong perceived need for mentors in those areas that do not have them: as noted in 5.2.2, seven new headteachers without a mentor expressed a need for one and the five new headteachers with a mentor drew attention to how valuable they found this relationship; and six established headteachers mentioned the value of mentoring. As one established headteacher put it:

*“Every headteacher should have a mentor, should have a critical friend...I personally think, because, my God, you’re in at the deep end, and you need someone just to sound things off. You don’t always inherit a harmonious team. It can be a pretty lonely job and highly stressful job. I honestly believe there should be a mentor allocated as an automatic for every new headteacher.”*

(F, S, RC)

Some spoke highly of the induction they received in their education authority (5.2.3). However, the perception in other areas was different. Nine headteachers (six new, three established) indicated a need for a structured framework for professional development (nothing after SQH) and for a proper induction programme. One new headteacher explained that her authority used to run a 2/3 day course for new headteachers and that some headteachers now feel they have been left to flounder. Another who had just completed SQH prior to taking up her headship, found it invaluable and suggested a better structure, statutory CPD, and a mentor pack for new headteachers. Another new headteacher indicated that a manual that included the basics would be helpful (or induction pack as another suggested): according to this headteacher, there is an induction programme in the authority, but new headteachers have to wait till numbers are enough (so one headteacher waited three years). An established headteacher, who had not received one when he started, emphasised that a proper induction programme is needed when people start a new headship.

### *5.4.2 Better information on CPD*

Again, there were differences between authorities. Some authorities were seen as doing well in providing information on available professional development opportunities. For example, one new headteacher described the information provision within her local

authority as a ‘super set up’, which included a directory and a welcome pack. Another, in a different authority, commended the Central Partnership booklet.

However, the need for more, and more reliable, information about professional development for headteachers was raised by six (all but one) new headteachers<sup>15</sup>. One explained that he had expected something like the HEADLAMP programme<sup>16</sup> in England as it ‘can be a lonely job’. He went on to say that the Quality Improvement Officer is his only support, but not challenging enough, there are no opportunities to reflect, e.g. with other headteachers, and that he had not heard of Heads Together and other opportunities until asked to complete a local authority questionnaire. Another criticised the quality of the website of the local authority as a means of finding information about professional development.

One suggested a directory was required, whilst another suggested an authority-level centralised system saying what is available would be helpful. An established headteacher was concerned that information on some courses ‘conned’ them into attending these, which turned out vague and woolly, whilst a new headteacher also wanted more accurate information.

### *5.4.3 More time for reflection*

As noted under 5.2.7, time for reflection is greatly valued and was highlighted as a continuing need by over a half of headteachers (new and established). Opportunities for sabbaticals and secondment to enable reading and study of research literature were mainly mentioned by established headteachers. Interest in experiencing the Columba 1400 retreat was more likely to be raised by new headteachers.

One established headteacher observed that in a sense creating time for reflection is under his own control, and that he needs to make more time for reflection on, for example, literature on school improvement.

*“I need to make more time for reflection. I need to make more time to actually engage purposefully with the stuff I’ve read in particular but also with ideas and concepts that I’ve come in contact with in courses... There are things that I’ve read and tried to put into my practice and I really need to go back to and read again now with that insight, and think about practice and think about whether or not I’m really using the insights appropriately and as effectively as I could .”*

(M, S, ND)

A new headteacher said that people sharing and talking is best: events are often crammed full – yet time for reflection is important. Another new headteacher said that having the time and opportunities to reflect is a problem: his authority is working on providing days

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<sup>15</sup> One of the critics was in the same authority as the the headteacher who praised the information provision within her local authority as a ‘super set up’.

<sup>16</sup> HEADLAMP is an induction programme provided by the National College for School Leadership in England for new headteachers.



to reflect in the year (self-evaluation) though this headteacher was not sure yet how he would use such days.

Specific unmet needs identified by headteachers included opportunities for sabbaticals or secondment (e.g. to a university to undertake extra reading or study research literature), which was mentioned by six (all but one established) headteachers. Interest in the Columba 1400 experience, which brings together the personal and the professional, came mainly from new headteachers: the three (new) headteachers who had been on the Columba 1400 experience (5.2.10) were of the view that the opportunity do so should be widened, and seven other headteachers (five new and two established) were very interested going on Columba 1400 themselves. One new headteacher explained:

*“The demands of the headteacher’s role are certainly colossal compared when I came into teaching years ago. I’m not sure that [the local authority] are looking at the needs in that more holistic way. There are other things that I need to find out about over the next few years, whether to improve my skills in management or leadership, I know that, and I’m sure there will be opportunities to do that. But I think it’s more than that. It’s something bigger that they have to do if they want not just to attract people into leadership but to retain them.”*

(F, S, ND)

Asked what she would value from Columba 1400, she explained:

*“I would like some time out just to look at where I’ve got to both personally and professionally, because your confidence plummets when you come into not just a new role but a very, very challenging and isolated role. And I’ve got a very supportive [senior management team], but it’s still a very isolated post.”*

(F, S, ND)

#### 5.4.4 Training on finance

Training in finance seemed difficult to obtain in some areas, and the need for it was mentioned by six new headteachers and one established. As one new headteacher commented on the absence of training about finance and budgets on taking up headship in her education authority:

*“Finance is a big one. But there’s nothing. You’re expected to just get on with it.”*

(F, S, ND)

### 5.5 Barriers to obtaining professional development

These vary between headteachers and according to their and their school’s circumstances, and to the level and quality of support from the local authority. Not all indicated that there were difficulties or barriers in obtaining professional development. A number of headteachers, asked if there were difficulties in obtaining or getting to the professional development they need, replied ‘no’ (13 in all; 9 new and 4 established). For example, one established headteacher said that professional development budgets are generous.

Some (new and established) expressed the importance of self-motivation in finding professional development opportunities. As one headteacher put it, ‘I think it’s all out there’.

There was praise for some education authorities in supporting and enabling professional development. One established headteacher for example emphasised how her island authority was very supportive and encouraged her to participate in conferences on the Island and the mainland. The support of another (mainland) authority was highlighted by two new headteachers, one explaining that the authority has given her ‘lots and lots of opportunities’ and that she has been involved in many strategy groups with the council, which has helped her significantly. They explained:

*“I feel that [name of authority] have made an excellent step towards extending their leadership and management CPD opportunities. So even if I wasn’t as perhaps as self-motivated as I was to go away, for example and look at these Learning and Teaching Scotland opportunities, there would be stuff in [name of authority] that would satisfy my needs at this point in time.”*

(F, P, ND)

*“[Name of authority] CPD team is an excellent team and I think they’re very good at sharing opportunities and putting you in touch with the national conferences as well as local things”*

(F, P, ND)

Another authority was commended by a new headteacher for its investment in sending headteachers to Columba 1400.

Most headteachers emphasised that there were difficulties and barriers. The main ones are summarised below.

### *5.5.1. Budget*

Budget constraints were mentioned by several (new and established) headteachers – nine in all. The problem is exacerbated in an island and more remote locations.

One established headteacher explained that due to budget cuts no staff have been able to go out for CPD since October 2006, so it is considered not right for the headteacher or deutes to go. This headteacher was also concerned about how funding from the Scottish Executive for CPD was distributed across Scotland, how too much was allocated for specific purposes, and wanted to see more funds coming directly into the school.

Another (new) headteacher suggested it may be worth the local authority specifying a budget for headteachers’ CPD as this would take away the guilt some headteachers feel in using CPD funds. Another (new) headteacher explained that, like other headteachers, as she put it, she finances herself to go on a course or other events when she feels she really needs to attend, rather than missing out on something she wishes to experience. A similar point was made by another new headteacher.

### 5.5.2. Time

Time to undertake professional development was also a problem for some and being absent from school – 15 in all, mostly (bar four) established. In a small school staff absences can make it difficult to get out for CPD. Distance also compounds the problem, which was mentioned by a further four (new) headteachers. One new headteacher in the Highlands, for example, explained that as it took all day to travel to, for example, Edinburgh, they needed to think very carefully about what is available, and suggested that more CPD is needed in the Highlands and north of Scotland. Another exacerbating problem is the pressure of ‘firefighting’ in the school, as one established headteacher explained.

### 5.5.3. Being absent from school

A number of headteachers indicated that they did not want to be away from school long – seven in all, a mixture of new and established, due for example to difficulties in finding cover, or because they found it a difficult decision. One new headteacher explained:

*“At the moment as a new head I like to stay within easy reach of the school in case I am needed so I don't look for anything long distance. Will go as far as Edinburgh - if there is something worthwhile but would prefer to stay local at present.”*

(F, P, ND)

## 5.6 Summary of improvements in CPD suggested by headteachers

The main improvements suggested by headteachers are summarised below:

- **improvements in content and pedagogy of courses where needed** (5.3.1)
- **improvements in mentoring provision** (see 5.4.1):
  - o every new headteacher to have a mentor (almost half of interviewees highlighted the value of mentoring)
  - o mentoring to be more structured, though attention was drawn by one headteacher favouring this to the ‘limited mileage’ in mentoring because of the time it takes of the mentoring headteacher
  - o mentoring pack
  - o facilitate retired headteachers to act as mentors
- **induction / more structured framework for professional development for new headteachers where not available** (5.4.1)
- **more information, and more reliable information, on professional development opportunities for headteachers** (5.4.2)
- **more time for reflection** (5.4.3), including greater access to Columba 1400
- **more training on finance** (5.4.4)
- **improved budgets for CPD** (5.5.1), e.g. increased funding; specification of budget for headteachers’ CPD, which would take away guilt in using it; bigger budget taking account of being on an island; more money devolved to schools

## **6. EDUCATION AUTHORITY SURVEY: FINDINGS**

### **6.1 Introduction**

Education officers from 25 education authorities were interviewed by telephone. The views of officers are summarised under the following headings:

- the provision currently made for headteachers
- the activities thought to work best or to be most worthwhile
- future challenges and development needs.

Further details are in Appendix L.

### **6.2 Provision**

#### *6.2.1 Overview*

Developing leadership capacity is now a high priority in most authorities. CPD for serving headteachers is regarded by many education authorities as part of a professional development framework for school leaders. In some authorities this framework is well developed. Some authorities indicated that this is something that will be developed.

A wide and impressive range of provision is available for serving headteachers, although this varies among authorities. CPD is seen as more than providing courses. A wide range of learning opportunities is defined as CPD. Involving headteachers in local conferences, meetings, focus groups and networks is the strategy adopted by the majority of education authorities.

A number of authorities collaborate with other authorities in addressing the CPD needs of headteachers. In some cases universities are included in collaborative partnerships. In relatively small authorities resources are scarce and partnership activity enables them to provide CPD that they could not afford individually.

Headteachers are also supported to attend other CPD events and courses or do so through the school's own budget.

A range of providers is involved including authority staff, external trainers and consultants and universities.

#### *6.2.2 Induction*

Induction processes for new headteachers vary considerably. Several authorities acknowledged a need to improve induction for new headteachers. Induction is sometimes confined to initial meetings with education authority officers and focused on immediate 'need to know' issues.

A few authorities indicated that they have well developed induction schemes in place. Some of these involve new headteachers in networks or action learning sets. Many authorities have recently introduced mentoring schemes for new headteachers with new headteachers ‘buddied’ with more experienced headteachers.

## **6.3 What works best and why**

### *6.3.1 Network meetings*

Network meetings of headteachers within education authorities are regarded by most of those interviewed as the most productive and effective form of headteacher CPD. A very clear view was expressed by most of the officers interviewed that bringing headteachers together on a regular basis and involving them in networks, local conferences, development days, consultation processes, working groups, discussion groups and peer support is the most productive means of addressing the CPD needs of headteachers.

In many authorities the officer interviewed noted that the nature of headteacher meetings with the directorate has changed considerably. It was suggested that the main focus of such meetings previously was on routine business and that their main function was to pass on information. Meetings in most, but not all, authorities appear now to be more meaningful and productive, reflecting a view that development priorities benefit from discussion and being shared with headteachers. A good number of officers reported that their authority is now involving or seeking to find ways of involving headteachers in shaping authority policies.

Officers reported that several ‘collegiate type’ activities have been set up in a number of education authorities. Some of these are more formal than others, some are self managed and some are facilitated by authority officers or consultants. Networks in some authorities act as support groups and focus on personal and professional development and at how people resolve issues.

Characteristic features of many include:

- high headteacher involvement in agenda setting
- a focus on resolving common issues
- an absence of formal education authority direction
- headteacher involvement in shaping education authority policy.

The benefits said to accrue include:

- sharing good practice
- overcoming isolation
- shared discussion of development priorities
- sustained headteacher motivation
- improved relationships with authority officers

- a shared understanding of what leadership involves at all levels
- opportunities for all headteachers to become involved
- learning with and from each other
- exchanging ideas and views
- the opportunity for headteacher involvement in working groups to take forward initiatives
- time and space for reflection with colleagues.

### *6.3.2 Coaching and mentoring*

Many of the officers interviewed reported that there seems to be a growing awareness of the contribution coaching and mentoring can make to headteacher development. It was argued, for example, that coaching is contributing to an 'authentic dialogue' between professionals and the development of 'more focused ways of working'. Another argued that although there was no empirical evidence the emphasis placed on coaching was beginning to 'bear fruit' and that the ability to coach was a 'useful part of a headteacher's toolkit'.

### *6.3.3 Other specific activities*

Secondment to posts within the authority, involvement in strategic working groups and in authority groups reviewing schools were also identified as worthwhile experiences.

### *6.3.4 Impact*

Very little in the way of evaluation has been undertaken. Officers suggested that the general emphasis on leadership was developing a shared understanding of what it means to be a leader and encouraging people to reflect on their own experience. Some reported that there are signs that headteachers appear to be more committed to their own development and are becoming more reflective, capable, confident and open to new ideas.

Although some coordinators reported that the emphasis on coaching appears to be bearing fruit and is contributing to an authentic dialogue between professionals, others reported that it is too early to say.

Some officers reported that the mentor schemes for new headteachers appear to be worthwhile. Longer programmes are thought to contribute most to change, particularly if there is a school based component.

Some authorities reported that the cadre of new headteachers who had undertaken the SQH is better prepared for the headteacher role and continues to be engaged in their own development.

## **6.4 Future challenges and development needs**

The challenges and development needs identified by the education authority officers interviewed are listed in Appendix L.

In summary, these are:

- managing and engaging productively with change
- the pressing demands on headteachers and finding time to engage in professional dialogue around development, self evaluation and critical reflection
- developing a supportive culture with engaged headteachers
- building community: leading and being involved in cross service/multi agency development activity
- further refinement of professional review and development
- development of headteacher networks
- further development of coaching.

## **7. THEMES CONCERNING PROVISION, BARRIERS AND NEEDS**

This section concentrates on identifying and synthesising the main themes in relation to professional development, which have emerged from the online and interview surveys of headteachers. These are organised according to the study's main objectives concerning existing provision and modes of CPD for headteachers; barriers to their participation in CPD; and headteachers' CPD needs. In the discussion, particularly relevant findings from the survey of education authorities are also highlighted. The location of the research findings on which the identified themes are based is indicated in brackets giving the relevant sub-sections in the previous sections reporting the three empirical strands of the study.

The section is organised as follows:

- Sub-section 7.1 highlights three themes concerning existing provision and modes of CPD.
- Sub-section 7.2 highlights barriers to participation in CPD.
- Sub-section 7.3 concentrates on the CPD needs of new headteachers.
- Sub-section 7.4 concentrates on the CPD needs of established headteachers.
- Sub-section 7.5 concentrates on the CPD needs across the headteacher population.

### **7.1 Existing provision and modes of CPD: variability, collaboration and multiple pathways to learning**

#### *7.1.1 Variability of CPD provision*

The degree and quality of local support for headteachers' professional development varies across Scotland and between education authorities. A wide and impressive range of CPD provision is available for headteachers, and there are CPD opportunities and support which are appreciated and praised by headteachers; however the variety and quality vary among authorities, and there are areas where provision and support is criticised (5.2.2, 5.2.3, 5.2.5, 5.3.1, 5.4.1, 5.4.2, 5.5, 6.2.1).

#### *7.1.2 Collaboration in CPD provision*

A number of education authorities reported collaborations in headteachers' CPD provision – between authorities and with universities (6.2.1). There was evidence from the perspective of headteachers of the value to CPD provision of collaboration between education authorities (5.2.1, 5.4.2), and the value placed on collaboration between types of provider – in particular, universities and education authorities: the largest majority of headteachers favoured partnerships involving universities and education authorities as the best way of meeting their CPD needs (4.5.2). With regard to the latter partnership however, only a small proportion of CPD activities (8%) were provided by universities and education authorities working collaboratively (4.3). The findings suggest that there is



scope for greater collaboration between providers with further potential benefits for headteachers' CPD provision.

### *7.1.3 Multiple pathways to learning: interaction, networking and 'knowledge input'*

Headteachers – and many education authority officers – place great store by professional development through interaction and networking with colleagues, as well as (especially amongst established headteachers) taking up other roles such as assessors on SQH and for HMIE (4.5.1, 5.2.1, 5.2.6, 6.3.1). In other words, by and large they favour a constructivist approach to learning 'in which learners take on the central role as meaning makers as they process, interpret and generalize from their own lived experience' (Harrison et al 2002: 3).

This is mixed with an appreciation of the value of 'knowledge input' and the contributions of speakers who have expertise in a field or who are inspirational (5.2.5). For both new and other headteachers it is important that they 'continue to learn through multiple pathways' and 'aim to be a lead learner in the school' (Walker and Qian 2006: 303): 'Effective leadership training and development provision takes account of the nature of adult learning and ensures that a full range of teaching and learning approaches is used to support different adult learning styles' (Earley and Evans: 2002: 6). It is also important that in the context of national and local agendas, headteachers are 'enabled to take charge of their own CPD and manage it to meet their priorities' (op. cit. p7).

Criticisms by headteachers of some CPD provision suggests that the pedagogy of professional development is not of a uniformly high quality (5.3.1). For providers, the message is that attention needs to be paid to the relevance of content for participants (which requires awareness of their current knowledge and needs, i.e. some kind of 'needs assessment' {Earley and Evans 2002}) and to the pace, variety, challenge and opportunity for discussion built into CPD activity. In a number of education authorities there are examples of 'collegiate type' activities, some of which are self managed or facilitated by authority officers or consultants and are described as being characterised by high headteacher involvement in agenda setting, a focus on resolving common issues, an absence of formal education authority direction and headteacher involvement in shaping education authority policy (6.3.1).

## **7.2 Barriers to participation: time, workload and budgets**

Perception of the degree to which there are barriers or difficulties to obtaining CPD varies amongst headteachers (5.5). Headteachers' views are affected by their and their school's circumstances, and by the level and quality of support from the local authority. In the online survey, the demands of the job and its impact on their time and on their capability to undertake development (tiredness being an important factor) came through strongly (4.6). This is likely to be in part a consequence of work intensification which has led in education to what Gronn (2003: 5) refers to as 'greedy work' – 'the heightened

demands and expectations placed on institutional-level leaders'. Deficiencies in support for CPD were also cited as barriers, as well as distance from centres of provision (4.6). In the interview survey, limited budgets for CPD and staffing problems (obtaining cover for themselves), as well as time, emerged as issues (5.5.1, 5.5.2, 5.5.3).

## **7.3 CPD needs: new headteachers**

It is evident from both the online and interview surveys that new headteachers have a significantly greater perceived need for CPD (see, for example, the higher proportions of new headteachers expressing perceived needs for CPD on knowledge and understanding {4.4.1}, leadership abilities {4.4.2} and management skills {4.4.4}; see also 5.2.2, 5.2.3, 5.4.1, 5.4.4). They are faced with the challenges associated with newly attaining a unique position of authority in the organisational life of the school. A recent international journal special issue, devoted to 'beginning principals', started by highlighting the appositeness of Disraeli's description on becoming Prime Minister, i.e. that he had reached 'top of the greasy pole': this imagery 'would not be unfamiliar to beginning principals the world over as they clamber, often uneasily, into their first principal post' (Walker and Qian 2006: 297). It is also likely that in the first two years new headteachers are moving through stages in which their relationship to and understanding of their school and post change. One model sees new headteachers starting with the 'entry and encounter' stage in the first few months, followed by the 'taking hold' stage in which the new headteacher begins to introduce change; and then in the second year the 'reshaping' stage when the implementation of change in the school by the headteacher takes place in earnest (Earley and Weindling 2007: 74-75).

### *7.3.1 Technical challenges*

A substantial area of need for new headteachers concerns the technical challenges of the post. Learning the technical content is one of the main elements of socialisation into headship (Crow 2007: 52) and 'limited technical expertise' one of the problems that research has long highlighted (Walker and Qian 2006: 301). Amongst new headteachers in our study, a perceived need for CPD was particularly apparent in relation to a number of topic areas which have strong technical components, in the sense that they involve the use, adaptation and creation of processes and procedures and the informed application of knowledge. These topic areas concern knowledge and understanding, leadership abilities and management skills<sup>17</sup> (4.4.1, 4.4.2, 4.4.4; see also 5.4.4). They can be grouped under the following headings: staffing issues; teaching and learning; resource use; school policies; problems and conflicts; and the legal and regulatory framework – with the specific topics that new headteachers indicated they would welcome CPD in shown under each of the headings in Figure 1.

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<sup>17</sup> These are three of the headings used as an organising framework in the design and analysis of the online survey (Section 4). The other two headings are values and commitments, and affective, social and emotional support.

**Figure 1: New headteachers' needs in relation to technical content**  
(source: sub-sections 4.4.1, 4.4.2, 4.4.4)

- staffing issues, i.e.**
  - dealing with underperforming staff
  - staff welfare
  - how to lead and motivate people
  - use of professional review and development
- teaching and learning, i.e.**
  - management and evaluation of effective learning and teaching
  - planning and organising the curriculum
  - supporting school staff to develop their teaching skills
  - using data to inform future planning for improvement
- resource use, i.e.**
  - financial procedures and controls
  - using finance more effectively to support school improvement
  - making better strategic and operational use of available non-financial resources
- school policies, i.e.**
  - monitoring, evaluating and improving the effectiveness of school policies and plans
  - evaluating the impact of school policies on pupils' learning experiences
- problems and conflicts, i.e.**
  - using a solutions-focused approach to the resolution of problems
  - dealing with conflict effectively
- legal and regulatory framework, i.e.**
  - statutory requirements, legislation and codes of practice
  - legislation and procedures associated with staff recruitment and deployment.

### *7.3.2 Leadership*

In relation to knowledge and understanding, the strongest perceived needs amongst new headteachers are enhancing knowledge and understanding of leadership and keeping abreast of research into school leadership and management (4.4.1). Concerning leadership abilities, professional development 'focused on building capacity at all levels' came out most strongly as an area of need amongst new headteachers (4.4.2). However, in contrast to the topic areas on technical content, new headteachers' expressions of need with regard to these areas of leadership is not so much greater than established headteachers. The theme of developing leadership, concentrating particularly on empowerment and dispersing leadership, is therefore discussed below as one of the shared needs of all headteachers (7.5.1).

Nevertheless, new headteachers differ from their established counterparts in two respects. Firstly, they are more likely to value coaching as a mode of CPD and as a technique that helps them encourage staff and others to make and take ownership for decisions and to exercise initiative and responsibility. This emerged from both the online and interview surveys (4.5.1, 5.2.9). In the interviews, new headteachers were more likely to mention issues relating to the theme of empowering staff and dispersing leadership (5.2.9). Secondly, new headteachers are much more likely to welcome CPD about strategic

leadership (specifically, leading strategic thinking about the future direction and development of the school) (4.4.2), about how to lead an enterprising and innovative school (4.4.1) and about school leadership and staff welfare (4.4.1).

### *7.3.3 Confidence and reflection*

Beginning headship is often a ‘culture shock’ (Sackney and Walker 2006: 343), as nothing can prepare the new postholder for exactly what it will be like to be in the ‘hot seat’, as many new headteachers in our study attested (5.2.2, 5.4.1). Sustaining, and sometimes re-building, confidence is an important feature of early headship for many. Approaches, such as coaching, which help to do this are greatly valued. The opportunity for a longer retreat – offered by Columba 1400 and experienced (very positively) by three of our interviewed new headteachers – also builds confidence (5.2.10), as well as offering the opportunity to reflect on personal and professional values (discussed further in 7.5.3). The research literature highlights ‘the importance of new principals clarifying and articulating their values’ (Walker and Qian 2006: 302). The value and potential of a longer retreat like Columba 1400 was found to be mentioned mainly by new headteachers in our study, whilst established headteachers more often refer to sabbaticals (5.4.3; see also 7.4.2).

### *7.3.4 Improved support and information*

The quality of support for new headteachers varies between education authorities (5.2.2, 5.2.3, 5.4.1, 5.4.2). Several education authority officers acknowledged weaknesses – for example with regard to induction and planned support (6.2.2). Three aspects of support that new headteachers tend to value and whose absence where they are not provided is felt to be detrimental are:

- mentoring (5.4.1)
- induction and structured or planned support (5.4.1)
- good information on CPD (5.4.2).

One of the conclusions of an investigation of four new headteachers as case studies in England was a reinforcement of ‘the important role of people as sources of socialization’ (Crow 2007: 67). For new headteachers, where they have a mentor (a headteacher from another school), this is a key and highly valued person in their professional development. A strong theme from our study is the importance of all new headteachers being supported and enabled in finding a mentor. Not all education authorities appear to have a system in place whereby new headteachers are automatically offered a mentor (5.4.1, 6.2.2).

New headteachers consistently volunteered how valuable they found the SQH programme as a preparation for headship (5.2), and research suggests that for some SQH participants the trusted networks that are built up during the programme endure into early headship (Cowie and Crawford 2006). This suggests that these networks could be supported in becoming embryonic communities of practice in which there is ‘a set of common approaches and shared standards that create a basis for action, communication, problem solving, performance, and accountability’ (Wenger, et al. 2002: 38). Several

education officers in our authority survey reported that new headteachers, particularly those who had completed the SQH, appear more willing to reflect on their practice and to continue to develop and that the cadre of new headteachers who had undertaken the SQH is better prepared for the headteacher role and continues to be engaged in their own development (6.3.4). However, according to many new headteachers, once in post there is often an absence of a planned induction or programme for new headteachers (5.4.1, 6.2.2). The value of such a system of support is an important theme from the study. Elsewhere, the need for systems of support has also been identified. For example, from a Canadian perspective, it is argued that ‘beginning principals have a difficult task in the early years of their career without the support systems and leading learning community frameworks necessary to survive in the complex school environment’ (Sackney and Walker 2006: 343).

A concern that there should be better information on CPD opportunities is particularly evident amongst new headteachers. In some areas the provision of information is better than others (5.4.2). Headteachers are concerned about being aware of the range of opportunities available and having sufficient and accurate information on what it is that events and sessions offer. Outlines of courses, for example, should include (Earley and Evans 2002):

- clear outcome objectives
- information about whom it is aimed at
- the level it is pitched at.

## **7.4 CPD needs: established headteachers**

### *7.4.1 Leadership*

The extent of perceived need for CPD tends to be less for established than for new headteachers, as noted above. Nevertheless, large proportions of established headteachers would welcome CPD in a range of areas, particularly regarding leadership. Like new headteachers, the following rank most highly as areas in which CPD would be welcomed (4.4.1, 4.4.2):

- enhancing knowledge and understanding of leadership
- keeping abreast of research into school leadership and management
- professional development focused on building leadership capacity at all levels (see also 7.5.1).

### *7.4.2 Sabbaticals, secondments and time for reflection*

Having opportunities for reflection is a high priority for all headteachers (4.5.1, 5.2.7, 5.4.3; discussed further in 7.5.3). However, it ranks more highly amongst the priorities of established headteachers (4.5.1). The importance for ‘professional refreshment’ has emerged from other research into headship (Earley and Weindling 2007: 83), and this is likely to increase the longer headteachers are in post. Opportunities for periods of sabbatical or secondment are of particular interest and concern to established

headteachers (5.4.3). These offer the potential for ‘divestiture’ (Crow 2007: 53<sup>18</sup>): that is, breaking with the taken-for-granted assumptions and routines and encouraging new learning.

One of the challenges facing established headteachers is that their effectiveness may ‘plateau out’, with the maximum capacity for change, learning and enthusiasm being concentrated in the middle years of their headship. However, research suggests that this is not necessarily the case and that many headteachers do retain their appetite for developing themselves and their school (see Earley and Weindling 2007). In a study of long-serving headteachers (over 15 years) and the reasons they stayed in post (Woods 2002), it was found that the headteachers who remained in post were ‘close to the children and had a passion for teaching and learning... and were skilled at building teams and developing staff’ (Earley and Weindling 2007: 83). Established headteachers in our study, whilst generally seeing their CPD needs as less wide-ranging than new headteachers, expressed strong interest in professional development and identified areas for development, particularly in leadership and through opportunities for reflection.

## **7.5 CPD needs: general**

### *7.5.1 Dispersing leadership: empowerment, coaching and building leadership capacity*

As noted above, professional development focused on leadership ranks highly for both new and established headteachers. In particular, from both the online and interview surveys, it is evident that headteachers have a strong interest in developing their ability to encourage and facilitate initiative, responsibility and decision-making amongst school staff and others. With regard to leadership abilities, professional development ‘focused on building leadership capacity at all levels’ came out highest amongst all headteachers (new, ‘middle’ and established) in the online survey: more than eight out of ten indicated that they would welcome CPD on this (4.4.2). More than half of headteachers indicated that they needed a clearer understanding of what is meant by distributed leadership (Table 1, Appendix K). From the interview survey, it is clear that learning more about the idea and practice of dispersing or sharing initiative and influence, which is at the heart of dispersing leadership, is of great interest – including the use of coaching, i.e. learning how to coach staff to enable them to make decisions and take ownership (5.2.9). Phrases such as ‘unlocking the creativity and leadership potential of staff’, ‘giving ownership to staff’, ‘promoting a collective approach to responsibility’ and ‘facilitating greater involvement of staff and pupils in decision-making’ reflect a theme of empowerment. Many of the education officers interviewed in the survey of education authorities also reported increased awareness of the contribution coaching may make (6.3.2). There are indications from the data that professional development focused on empowerment of staff and of self, and on coaching in particular, may be of more interest to new headteachers

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<sup>18</sup> Crow is writing about the socialisation of new headteachers, but breaks and sabbaticals in later career could have some similar characteristics to ‘divestiture’ techniques which introduce recruits to a new role or post.

(4.5.1, 5.2.9) – with more than nine out of ten new headteachers indicating they would welcome building leadership capacity at all levels (4.4.1). However, the margin of difference between new and established headteachers is relatively small (ten percentage points) (4.4.1)<sup>19</sup>.

The concept and practice of distributing leadership are complex and raise challenging questions (Woods et al 2004, Woods 2005). However, this represents an area of professional development which is highly important for headteachers, with new headteachers showing a marked interest in coaching as a technique for building leadership capacity and dispersing leadership. This concern with dispersing leadership also has implications for the unit of focus for CPD, suggesting that there should be ‘more opportunities for the group, team, whole school<sup>20</sup>, etc. to be the focus for a CPD event or programme’ (Bennett et al 2003: 10), strengthening a democratic ethos in which all contribute and are empowered and enabled (Woods 2005) – growing and learning together.

### *7.5.2 Management skills: dealing with underachieving staff and managing and evaluating learning and teaching*

A high proportion of headteachers would welcome CPD aimed at enhancing their ability to:

- deal with underachieving staff
- develop systems for the management and evaluation of effective learning and teaching.

These were the highest ranked needs concerning management skills (4.4.4), with more than three-quarters indicating they would benefit from professional development in these areas. The perceived need was even greater amongst new headteachers, these topics being included in the technical content highlighted in Figure 1.

### *7.5.3 Time for reflection: holistic needs*

This is a theme that pervades the responses of headteachers (4.4.3, 4.5.1, 5.2.7, 5.4.3). The need to find time to engage in professional dialogue around development, self evaluation and critical reflection is also acknowledged by education authority officers (6.4). Time for reflection covers different forms of activity, including (5.2.7):

- reading and study
- sabbaticals
- visits (e.g. to other schools in Scotland and elsewhere)
- residential courses
- periods of time for reflection
- Columba 1400.

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<sup>19</sup> See the largest differences between new and established headteachers as reported in 4.4.1, 4.4.2 and 4.4.4.

<sup>20</sup> including pupils, parents and other stakeholders.

### 7.5.3.1 Cognitive and technical

Reflection has a cognitive dimension, which involves the consideration of concepts and ideas and study of the findings and implications of research in relevant areas of education. Keeping abreast of research literature on leadership ranks highly amongst headteachers' concerns for CPD – more than eight out of ten headteachers indicated they would welcome opportunities to do this (4.4.1); and reading in areas such as school improvement was an example of what headteachers meant by more time for reflection in the interview survey (5.4.3). To make this of value, headteachers need to assimilate and consider critically how concepts, ideas and research findings could relate to their own practice and that of their school. In other words, it requires (personal and shared) reflection, contributing to the level and sophistication of headteachers' technical expertise.

### 7.5.3.2 Affective, ethical and spiritual

As well as the cognitive and technical aspect of leadership development, there is a cultural and ethical dimension which includes a concern with 'skills and dispositions related to the cultural or moral context of the school' (Crow 2007: 53). A recent analysis of sustainable leadership emphasises the need to protect and promote 'the fundamental moral purpose of deep and broad learning' (Hargreaves and Fink 2006: 18). Reflection on personal and professional values is integral to this dimension of leadership development. In other words, development as a leader has a holistic character which includes affective, ethical and spiritual aspects (see, e.g., Begley 2006, Woods, G J 2007). Professional development related to these areas ranked less highly amongst headteachers' perceived needs, according to the online survey (4.4.3). Nevertheless, a substantial majority – almost two-thirds – indicated that they would welcome opportunities to reflect on their professional values (4.4.3). And the evidence from headteachers (all new) in the interview survey who had experienced Columba 1400 indicated an appreciation of the whole experience (social, affective, spiritual, etc.) and of its profound positive impact personally and professionally (5.2.10). They found that it led to both inner change (through reflection on values and the experience itself) and sustained, positive practical consequences, including a strengthening of agency and confidence in their headship. This impact is consistent with research into the effects of Columba 1400 on participants, which, *inter alia*, found (Deakins et al 2005: 1):

- increased levels of confidence in their own abilities as a leader and to create and manage change
- increased 'personal resolution that important constraints on objectives, such as dealing with staff and pupils, could be resolved and overcome through the utilisation of techniques and competencies developed on the Columba programme'
- a willingness to spend more time listening to staff and pupils before taking action
- a 'greater propensity to develop more specific plans for the inclusion of enterprise activities in school development plans'.



#### 7.5.4 *'Disturbance'*

Whilst interaction and networking with colleagues appeal strongly to headteachers, this sort of socialisation within the profession can be restrictive (Crow 2006: 319). Crow argues that in contemporary society 'in which complexity is the key, the content of socialization must involve an orientation and openness to change – change in personal identity, change in the priorities of the principal's tasks, and change in what constitutes an effective organization'. The implication of this is that opportunities are needed that 'disturb'<sup>21</sup> accepted notions and everyday assumptions, through which ideas and initiatives from outside the usual professional networks are introduced. Activities such as study visits and secondments to non-educational settings, which a number of headteachers valued and/or wished to be able to take advantage of (5.2.7, 5.4.3), can play a part in facilitating this kind of challenge.

#### 7.5.5 *System leadership*

Changing expectations create both challenges and opportunities. One challenge is that of capacity to meet all the demands. The opportunities are illustrated by examples that came through our study: some education authority officers drew attention to the involvement of experienced headteachers in shaping education authority policy (6.3.1), and headteachers, especially established headteachers, were keen to emphasise the value to them of such involvement and of acting as assessors on SQH and school inspections (5.2.6). Working collaboratively 'with others outside my school' ranked highly, especially amongst established headteachers, as a favoured mode of CPD provision (4.5.1).

These are instances of 'system leadership', which refers to a phenomenon of increasing significance whereby some headteachers – usually the more experienced – shoulder a wider responsibility for change and improvement and 'care about and work for the success of other schools as well as their own' (Hopkins 2007: 153). The evolving role of headteachers suggests that the content and modes of leadership development in education are required themselves to evolve and develop, both in response to and to help shape the changing identity and expectations of leadership.

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<sup>21</sup> One view is that learning occurs where people are sufficiently 'disturbed' to pay attention and respond (Sackney and Mitchell forthcoming, drawing from Capra).

## 8. RECOMMENDATIONS AND FUTURE RESEARCH

These recommendations are put forward recognising that there is much good practice in professional development of which headteachers are greatly appreciative. However, the degree and quality of local support for headteachers' professional development varies across Scotland and between education authorities. We recommend that LTS, in considering how it may best contribute to meeting headteachers' CPD needs, be guided by the following principles and priority areas concerning needs which are suggested by our interpretation of the empirical findings of this study (see Section 7). Some suggested areas for future research are also highlighted.

### Principles

- 1) **Consistency of provision.** Giving all headteachers opportunities for an appropriate level and quality of professional development is an aim that underpins many of these recommendations. For new headteachers in particular, consistency of support is needed so that all are offered:
  - a) mentoring
  - b) induction and a structured framework for CPD.
- 2) **Engagement of headteachers in developing and improving professional development.** Enabling headteachers to become fully engaged in both the planning and the delivery of development activity is likely to increase its relevance and effectiveness. Consideration should be given to establishing a group of headteachers and education authority staff in larger authorities who would have responsibility for planning and delivering a rolling programme of CPD activities for headteachers that would integrate with and complement the range of activities that authorities already support or aspire to support. Smaller authorities could group together in consortia.
- 3) **Support for collaboration.** There is scope for greater collaboration between CDP providers. Partnerships (between education authorities and types of provider, such as universities and education authorities) are likely to be valued by headteachers and to have potential benefits for CPD provision.
- 4) **Multiple pathways to learning.** Key to the effectiveness of professional development is the availability of multiple pathways to learning, including opportunities for interaction and networking, as well as appropriate 'knowledge input'. Important aspects for attention are:
  - a) *co-operative learning*, which is reflected in the value attached by headteachers to networking and interaction with colleagues and others. Building on current practice, consideration could be given to fostering active learning communities within larger authorities and groups of smaller authorities
  - b) *improving pedagogy of provision*. Whilst there are examples of good provision, in other cases attention is needed to the relevance of content for participants (which requires awareness of their current knowledge and needs) and to the pace, variety, challenge and opportunity for discussion built into CPD activity

- 5) **Equity of access.** Consideration should be given to how headteachers facing the greatest barriers or difficulties to participation in professional development (because of problems with workload, time, budgets and distance from CPD locations) can be supported. It should be recognised that many headteachers feel a sense of guilt where they have only a small CPD budget for the school and use of some of those funds for their own professional development is at the expense of CPD for staff.

### **Priority Areas Concerning CPD Needs**

- 6) **Needs of new headteachers in further developing technical knowledge and skills required for headship.** A substantial area of need for new headteachers concerns the technical challenges of the post, such as staffing issues, management of teaching and learning, and resource use.
- 7) **Information on CPD opportunities.** Availability and quality of information on CPD opportunities vary across Scotland. It is important for headteachers, especially new headteachers, to be aware of the range of opportunities available and have sufficient and accurate information on what it is that courses, events and sessions offer so that informed decisions can be made about participation. Amongst other things, full information will help headteachers avoid attending courses which duplicate CPD they have already had (e.g. through SQH).
- 8) **Leadership development.** Priorities are:
- a) *knowledge and understanding of leadership*, including keeping abreast of research into school leadership and management
  - b) *dispersing leadership*: focusing on building capacity at all levels (staff, pupils and others), through such processes as distribution of leadership, coaching, empowerment (Consideration should be given to the appropriate unit of CPD for this sort of development – i.e. where it is more appropriate for it to be the school or groups within the school and its community, rather than a singular focus on the headteacher.)
- 9) **Management skills.** Priorities are:
- a) ability to deal with underachieving staff
  - b) developing systems for the management and evaluation of effective learning and teaching.
- 10) **Time for reflection.** The importance of having time for reflection is a theme that pervades the responses of headteachers. In considering its implications for practice, it is important to appreciate the different aspects to it, which include:
- a) *cognitive and affective dimensions.* Reflection has a cognitive dimension (the consideration of concepts, ideas, research findings, etc.) which contributes to the level and sophistication of headteachers' technical expertise, and an affective dimension (including the ethical and spiritual) which is critical to personal and professional values.

- b) *personal and shared reflection*. Reflection can sometimes be an individual activity, sometimes shared in a group or network.
  - c) *time and opportunity within CPD activities*. Providing opportunities for reflection within CPD activities is an important aspect of much effective professional development.
  - d) *focused retreats*. The value of opportunities for longer experience in a location conducive to self reflection, which engages participants holistically, is evidenced by responses to Columba 1400.
  - e) *time in other settings*. Visits to other schools and other institutions (educational and non-educational), international visits, sabbaticals and study visits, and taking on other roles (such as assessors for HMIE) all encourage productive reflection.
  - f) *post-CPD time for reflection*: All CPD activities (from short courses to longer periods of study) require time for reflection after the event to make the most of what has been learnt and realise its potential to improve practice.
- 11) **Challenge**. Opportunities are needed that ‘disturb’ accepted notions and everyday assumptions, through which ideas and initiatives from outside the usual professional networks are introduced. Activities such as international visits, study visits and secondments to non-educational settings, which a number of headteachers valued and/or wished to be able to take advantage of, can play a part in facilitating this kind of challenge.
- 12) **System leadership**. Education authority officers reported a range of secondments, network activity, involvement in working groups and involvement in shaping authority policy, with experienced headteachers willing to accept authority wide roles and in supporting other schools as well as their own. Headteachers, particularly established headteachers, drew attention to the value of these roles for their development. This suggests a need to give consideration to developing headteachers as system leaders, to the challenges involved, and to how this role may be developed, supported and enacted by all education authorities.

## Future Research

- 13) **Effectiveness of CPD provision**. Systematic evaluation of the value and impact of modes of professional development is much needed. Particular areas, associated with priorities which have emerged from this study and where research would be beneficial, include:
- a) *mentoring*, covering for example the impact of different arrangements and contexts for mentoring – and what models work best in different contexts
  - b) *coaching*, exploring the degree to which and in what ways professional development in coaching makes a difference to relationships in and the effectiveness of the school – and what models work best in different contexts
  - c) *impact on leadership and learning*, investigating how different types and pedagogies of professional development affect leadership practice and, through this, pupils’ educational experience and attainment

- d) *research into 'best practice'*, in which examples of what appear to be effective CPD are rigorously studied in terms of their impact and potential lessons for other areas are suggested.

14) **Processes in dispersing leadership and building capacity at all levels in schools.**

Studies of the processes of change through which leadership can be dispersed in schools (and amongst their external stakeholders), and how leadership development can best play a part in this, would be of great value in informing practice. Such research should focus, *inter alia*, on the effectiveness of different units of focus for CPD (the individual headteacher, groups within the school, the whole school {including pupils}, parents and others in the school's communities, etc.) which is concerned with dispersing leadership and strengthening a democratic ethos in which all contribute and are empowered and enabled to grow and learn together.

15) **Time for reflection: varieties, outcomes and embedding capacity for reflection in practice.**

Modes of reflection cover a variety of activities, from private study to shared, focused retreats. Research into the diverse ways by which opportunities for reflection are provided or can be created, including their differing aims, would be valuable in uncovering the variety of meanings and experiences involved and how different approaches to reflection enhance headteachers' professional capabilities and leadership practice. Systematic investigation of reflection and professional development should encompass both the cognitive and technical and the affective, ethical and spiritual dimensions of reflection. Whilst some opportunities for reflection are appropriately offered outside the school, a further key issue is how capacity for reflection can be embedded in practice within the school.

16) **System leadership: practice, potential, challenges and impact.**

Involvement in roles and opportunities for participation and activities outside the school, such as inspections, influencing local policy and participation in local collaboratives, are much valued by headteachers according to our study, especially amongst established headteachers. These roles exemplify the idea of system leadership. However, little is known about the practice, potential, challenges and impact of system leadership, and its implications for relationships between headteachers and education authorities and headteachers' professional identity. Research focused on these roles would be of value in illuminating how best to develop this kind of extended leadership role.

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## APPENDICES

### ONLINE SURVEY

#### A. E-mail to headteachers, 27 Apr 2007

For immediate attention of the headteacher: Unique survey of CPD needs commissioned by Learning and Teaching Scotland and carried out by the University of Aberdeen

Dear Headteacher,

You are invited, as part of a unique research study, to share your views of your own CPD needs and priorities as a headteacher. What's your view of the CPD provision you've had? What kind of CPD would help you most in your headship? Is it difficult to find or make time for the CPD you value?

All headteachers in Scotland are being invited to take part in an online survey and we would greatly value your contribution by completing an online questionnaire (by Friday 11th May). The online questionnaire will be available from 4pm on Friday 27 April 2007. To access information pages about the study and to access the questionnaire, please click on the link:

<http://www.abdn.ac.uk/education/LDP.shtml>

or copy and paste this URL into your browser. Log on to the questionnaire using your unique ID number at the foot of this e-mail. If you experience difficulties in accessing the online questionnaire via the link given, please access the University of Aberdeen's School of Education website at:

<http://www.abdn.ac.uk/education/>

In the bottom left hand corner of the page you will find a block headed 'Latest Links'. Click on the link 'Questionnaire for Headteachers' and then use your unique ID number to open the online questionnaire.

If you have any queries about accessing the questionnaire or technical difficulties, please contact: Wilf Howie; Tel 01224 274574(w); Email [w.howie@abdn.ac.uk](mailto:w.howie@abdn.ac.uk) or Terry Allan; Tel 01224 274573(w); Tel 07720 460464(m); Email [t.allan@abdn.ac.uk](mailto:t.allan@abdn.ac.uk).

We hope very much that you will complete the questionnaire as the survey findings will help to shape future CPD provision for headteachers at national and local level.

Thank you in anticipation of your co-operation.

Yours faithfully

Professor Philip Woods, Chair in Leadership and Educational Management  
Email: [philip.woods@abdn.ac.uk](mailto:philip.woods@abdn.ac.uk)  
Dr Michael Cowie, Director of Northern Consortium for SQH and Senior  
Lecturer in Educational Management Telephone: 01224 274662  
Email: [michael.cowie@abdn.ac.uk](mailto:michael.cowie@abdn.ac.uk)  
School of Education  
University of Aberdeen

Your ID is XXXXXX

## **B. Technical outline of online survey**

Using generic email addresses sourced from the ScotXed Unit of the Scottish Executive, the research team sought to contact all headteachers in Scotland to invite their participation in the survey. The Data Collection Officer, ScotXed Unit, Information and Analytical Services, Scottish Executive, advised that this was the definitive list of Scottish schools. Further investigations of available alternatives substantiated the claim that the Scottish Executive contact list was potentially the best available.

The online questionnaire was hosted on an Apple G5 running MacOS 10.3.9 using FileMaker Pro Server v6 (port 80). Initially the plan was to run the survey on an Apple XServe using the default FileMaker port 591. This had to be abandoned due to local authority and school firewall issues with port 591. Also, FileMaker could not be deployed on the XServe using port 80 as the resident Apache web server was already using that port.

FileMaker Pro was used to send a standard email message to each headteacher informing them of the survey and inviting them to take part. The email message was customised for each headteacher through the provision of a pseudo random number generated by FileMaker. The random numbers were to be used as unique log-on IDs by respondents. Two thousand eight hundred and sixty email invitations were sent out to headteachers across Scotland in this way.

The first email batch sent had over 300 ‘bounced’ returns, for a variety of reasons including:

- email addresses appeared to have been changed in certain authorities but had not been updated in the list;
- errors existed in the email addresses (eg typographical or transcription errors);
- local authority email systems were in the process of being upgraded/changed/developed/maintained.

The team suspected that many more of the emails from the Scottish Executive list were “dead” or unused, as only 26 replies were received in the days following the initial mail shot. After further investigation it was concluded that many headteachers used personalised email addresses rather than the available generic or general school email address.

During this time a number of headteachers contacted staff at the School of Education, stating that they had received no invitation to take part in the survey or had experienced other problems in completing it. These concerns were dealt with individually.

Whilst a small number of headteachers had problems logging onto and completing the questionnaire, there were no recurring issues, nor technical problems, which should have prevented headteachers from providing a submission. School of Education staff provided telephone and email support for all headteachers who made enquiries, to enable these respondents to complete the questionnaire.

The team contacted LTS about the number of bounced email addresses. Initially LTS sought to rectify the problem by supplying the email address they held for schools which were missing or had bounced from the first list provided by the Executive. However, as this process continued and as the number of bounced or missing emails was large, LTS eventually provided a complete list of headteacher emails, which originated from the organisation “Heads Together”.

Several reminder emails were sent out using an amended ScotXed list and the “Heads Together” list. The aggregated lists provided 3432 unique email addresses. These emails also acted as an introduction to those who had not previously been contacted due to the above-mentioned issues.

Following these larger mail shots the number of returns started to increase markedly.

The questionnaire was closed on 25<sup>th</sup> May with a total of 315 responses

Data were exported from Filemaker through Excel to SPSS 14 where the data were analysed for all respondents and subsequently broken down by length of time in headship.

### C. Assessment of Online Survey

The sample of 315 headteachers amounts to approximately 11% of headteachers in Scotland<sup>22</sup>. To help assess its representativeness, background data on the sample have been compared with all-Scotland data on distribution of schools by sector, denomination and local authority, and on gender of headteachers. These comparisons (detailed in the tables below) suggest that:

- The sample slightly over-represents primary schools at the expense of secondaries, though the overall pattern by sector is close to that for all-Scotland.
- The balance of non-denominational and Roman Catholic schools in the sample is very close to that for all-Scotland.
- The sample is spread across all parts of Scotland, though some northern areas are over-represented whilst areas such as Edinburgh and Glasgow are under-represented (which may have been associated with local problems with e-mail systems that many headteachers were having in those cities during the period of the online survey).
- The gender balance of the sample is very close to that for all-Scotland.

With an approximate one in ten sample in which participants have been self-selected, caution has to be exercised in generalising the findings. However, the comparison with all-Scotland data suggests that in these respects the sample is reasonably representative, though it should be recognised that some of the main urban conurbations are less well represented in the sample than ideally would be the case.

#### Distribution by Sector

	Frequency (sample)	Percent (sample)	Percent (All Scotland 2006*)
primary school	230	73.0	79.2
secondary school	60	19.0	13.8
special school	18	5.7	7.0
joint primary/secondary school	6	1.9	-
Total	314	99.7	
Missing/No response	1	.3	
Total	315	100.0	(base = 2757)

\* Scottish Executive (2007a).

#### Distribution by denomination

	Frequency (sample)	Percent (sample)	Percent (All Scotland 2006*)
non-denominational	271	86.0	85.7
Roman Catholic	40	12.7	14.2
Other	-	-	0.1
Total	311	98.7	
Missing/No response	4	1.3	
Total	315	100.0	(base = 2755)

\* Scottish Executive (2007b: 18).

<sup>22</sup> Publicly funded schools in 2006 totalled 2747 (Scottish Executive 2007a). If this is taken as the approximate total of headteachers (noting that some headteachers cover more than one school), the 308 headteachers who head publicly funded schools amongst the sample of 315 (eight of whom head independent schools) amounts to 11% of this total.

### Distribution by local authority

	Frequency (sample)	Percent (sample)	Percent (All Scotland 2006*)
Aberdeen City	21	6.7	2.8
Aberdeenshire	16	5.1	6.3
Angus	7	2.2	2.5
Argyll and Bute	8	2.5	3.6
Clackmannanshire	4	1.3	0.9
Dumfries and Galloway	11	3.5	4.6
Dundee City	1	.3	1.9
East Ayrshire	5	1.6	2.3
East Dunbartonshire	5	1.6	1.9
East Lothian District	7	2.2	1.5
East Renfrewshire	2	.6	1.2
Edinburgh City	6	1.9	4.7
Eilean Siar	7	2.2	1.8
Falkirk	5	1.6	2.3
Fife	21	6.7	6.5
Glasgow City	21	6.7	9.1
Highland	33	10.5	8.0
Inverclyde	4	1.3	1.4
Midlothian	8	2.5	1.6
Moray	8	2.5	2.0
North Ayrshire	8	2.5	2.4
North Lanarkshire	9	2.9	5.9
Orkney Islands	11	3.5	0.9
Perth and Kinross	13	4.1	3.2
Renfrewshire	7	2.2	2.4
Scottish Borders	2	.6	2.8
Shetland Islands	2	.6	1.5
South Ayrshire	1	.3	2.0
South Lanarkshire	22	7.0	5.6
Stirling	5	1.6	1.9
West Dunbartonshire	6	1.9	1.5
West Lothian	19	6.0	2.9
Tot al	305	96.8	
Missing/No response	10	3.2	
Total	315	100.0	(base = 2746)

\*Scottish Executive (2007b: 39)

**Gender**

	Frequency (sample)	Percent (sample)	Percent (All Scotland 2006*)
male	80	25.4	28.9
female	234	74.3	71.1
Total	314	99.7	
Missing/ No response	1	.3	
Total	315	100.0	(base = 2641)

\* Riddell et al (2005: Table 3.4).

## **D. Online Questionnaire**

27<sup>th</sup> April 2007

Dear Headteacher,

### **The Continuing Professional Development of Headteachers**

Is your CPD meeting your leadership and management development needs? We invite you to participate in a study, commissioned by Learning and Teaching Scotland (LTS) and carried out by the University of Aberdeen.

This study has been commissioned to:

- identify how well the current provision of CPD meets the needs of headteachers, with particular attention to those who have been in headship fewer than two years and to established headteachers in post eight or more years;
- identify ongoing CPD needs beyond appointment;
- seek headteachers' views on effective modes and models of CPD;
- identify any barriers to headteacher participation in CPD;
- make recommendations about how LTS can contribute to meeting these needs.

The online survey is part of a wider study and will help us to develop recommendations that can be used by LTS to guide the development of future programmes of CPD for headteachers at a national and local level.

The survey is about your CPD needs. You are invited to give your views on the CPD you have received and how you see your own future needs and priorities. It will only take about 30 minutes to fill out the questionnaire. Participation is entirely voluntary. However, your response is crucial and will help ensure that the study reflects the CPD needs of the range of headteachers in Scotland.

We have assigned a unique reference number to each school to enable you to access and complete your own electronic copy of the questionnaire. This number will be known only to members of the research team. Individual headteachers and individual schools will not be identified in our reports.

You will be asked for the name of your education authority. This information will be used only for the purpose of aggregating responses.

We would appreciate your completing and submitting online the questionnaire by Friday 11<sup>th</sup> May.

If you have any queries, please contact either myself (Professor Philip Woods) or Dr Mike Cowie (contact details at the foot of this letter).

Thank you very much.

Professor Philip Woods, University of Aberdeen. Email: philip.woods@abdn.ac.uk  
Dr Michael Cowie, School of Education, University of Aberdeen. Telephone: 01224 274662,  
Email: michael.cowie@abdn.ac.uk

## **Online Survey Respondent Consent Form**

### **Title of Project: The Continuing Professional Development Needs of Headteachers**

This consent form is only part of the process of informed consent. If you want more details about something mentioned here, or information not included here, please feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

### **Purpose of the study**

The purpose of the study is to:

- identify how well the current provision of continuing professional development (CPD) meets the needs of headteachers, with particular attention to those who have been in headship fewer than two years and to established headteachers in post eight or more years;
- identify ongoing CPD needs beyond appointment;
- seek headteachers' views on effective modes and models of CPD;
- identify any barriers to headteacher participation in CPD;
- make recommendations about how Learning and Teaching Scotland can contribute to meeting these needs.

### **What am I asked to do?**

You are invited to complete an online survey that will take approximately 30 minutes to complete.

Participation in this study is voluntary and you may, of course, decide not to complete any or all parts of the survey without penalty or negative repercussions.

### **What type of personal information will be collected?**

Should you agree to complete the survey, you will be asked to provide your gender, age, years of teaching experience, and length of experience as a headteacher. A unique reference number has been assigned to each school to enable you to access and complete your own electronic copy of the questionnaire, but this will be known only to the members of the research team. You will also be asked to provide the name of your education authority. The information will be used only for the purpose of aggregating responses. No headteachers or schools will be identified in our reports.

### **Are there risks or benefits if I participate?**

There is little risk involved with completing the online questionnaire. Information that you provide in the questionnaire will be reported in summary form. The words included in any written responses that you provide will be used only when your identity cannot be readily determined and when the words convey meaning in a particularly useful way.

The outcomes of the online survey will help ensure that the study reflects the CPD needs of the headteachers and inform the recommendations to LTS on future CPD provision. In addition to this online survey, interviews will be conducted with new and established headteachers and a survey of education authorities is being carried out.



### **What happens to the information I provide?**

Participation is completely voluntary and responses given will be confidential to the research team. Only group information will be summarised for any presentation or publication of results. Survey data will be stored in password-protected files accessible only to members of the research team. The anonymous data will be stored indefinitely in electronic format for purposes of longitudinal research.

### **Your consent**

By proceeding to the next screen you are indicating that you understand the information provided to you about your participation in this research project and agree to participate as a research subject.

In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to discontinue participation until the point that the survey is completed and submitted. Please feel free to ask for clarification or new information throughout your participation.

### **Questions/Concerns**

If you have any further questions or want clarification regarding this research and/or your participation, please contact:

Philip Woods, University of Aberdeen, Email: [philip.woods@abdn.ac.uk](mailto:philip.woods@abdn.ac.uk)

Michael Cowie, School of Education, University of Aberdeen, Telephone: 01224 274662, Email: [michael.cowie@abdn.ac.uk](mailto:michael.cowie@abdn.ac.uk)

On completion of the questionnaire you will be able to print a copy of your responses for your records and reference.

### **Technical Problems**

If for any technical reason you are unable to access the questionnaire or complete the questionnaire, please contact Terry Allan, School of Education, University of Aberdeen, Telephone: 01224 274573 (w) or 07720 460464 (m), Email: [t.allan@abdn.ac.uk](mailto:t.allan@abdn.ac.uk)

# Online Questionnaire

## Section 1                      About you

**1. Have you been a confirmed headteacher?**

- For 2 years or less
- Over 2 years – 7 years
- 8 – 15 years
- 15 + years

**2. Are you in an Acting post?**

- Yes
- No

**3. What age group are you in?**

- Under 25
- 25-29
- 30-34
- 35-39
- 40-44
- 45-49
- 50-54
- 55-59
- 60 plus

**4. Are you**

- Male
- Female

**5. What is your class contact time in an average week?**

**6. How many years have you worked in this school as a headteacher (including any time as acting headteacher)?**

**7. How many schools have you been headteacher of, including the present one?**

**8. Have you been an SQH participant?**

- Yes
- No

**9. If yes, did you complete the programme?**

- Yes
- No

## Section 2                      About your school

**10. Which kind of school do you work in?**

- Primary school
- Secondary school
- Special school
- Joint primary/secondary school

**11. Which category best describes your school's location?**

- Urban area**
- Small town within 30 minutes drive of other towns or cities

Small town with more than a 30 minute drive to other towns or cities  
Rural area within 30 minutes drive of other towns or villages  
Rural area with more than a 30 minute drive to other towns or villages

**12. Which category best describes your pupils' backgrounds?**

Predominantly economically disadvantaged families  
Some economically disadvantaged families but mostly working class families  
Mixture of working and middle class families  
Predominantly middle class families  
Some middle class families and some upper middle class families  
Predominantly economically advantaged families  
Highly mixed with a wide range of family economic circumstances

**13. Approximately what percentage of your pupils are of ethnic minority descent?**

Up to 10%  
11-20%  
21-30%  
31-40%  
40+%

**14. What is the approximate roll of your school?**

Under 50	700-799
50-99	800-899
100-199	900-999
200-299	1000-1099
300-399	1100-1999
400-499	1200 and over
500-599	
600-699	

**15. Is your school**

Non-denominational  
Roman Catholic  
Other denomination (please specify)

**16. Please provide the name of your education authority.**

**Section 3**

**Your experience of CPD as a headteacher**

In this section we are interested in the professional learning opportunities you have undertaken as a headteacher. We are interested in all opportunities that have or were intended to contribute to your leadership and management development needs – including formal accredited courses, work-based learning, mentoring, shadowing, networking and informal activities pursued in the normal course of your professional life.

**17. Do you regularly review and plan your own CPD to meet your leadership and management development needs?**

Yes/No

**18. If yes, how often?**

Annually  
Bi-annually  
Less often

**19. Have you had within the last five years, whilst in post as a headteacher, any CPD intended to develop your leadership and management?**

Yes/No

If yes, proceed to Q20

If no, go straight to Section 4

**Q20. Please give details of each of the most recent CPD activities intended to develop your leadership and management that you have engaged in whilst in post as a headteacher. There are ten boxes to complete for each one: name of activity; main purpose; year; mode; length; timing; location; provider; value; and impact. Give details of the most recent five (or fewer) if you have had fewer than five). Please go back *no more than five year*.**

**Q21. Which one of the activities above has been of most value to your development as a headteacher?**

**Q22. Please explain briefly why you think this.**

**Q23. Did it influence your approach to headship?**

Yes/No

**Q24. If yes, please briefly explain how**

**Q25. Please tell us which one of the activities above has been of least value to your development as a headteacher?**

**Q26. Please explain briefly why you think this**

#### **Section 4 CPD needs and priorities**

There are 63 propositions with which we invite you to express agreement or disagreement.

**Q27. To what extent do you agree with the following propositions?**

Strongly agree / agree / uncertain / disagree / strongly disagree.

1. I'd like CPD opportunities to enhance my knowledge and understanding of leadership concepts and practice
2. I need a clearer understanding of what is meant by distributed leadership
3. I would like to learn more about how to lead the development of pupil welfare and pupils' personal and social development
4. I need a better awareness of quality assurance strategies
5. I'd like to learn more about schools as learning communities
6. [no data collected]
7. I'd like a better understanding of how to use information to monitor and support learners' progress
8. I'd like CPD opportunities that enhance my knowledge and understanding of strategic and operational management.
9. I'd like CPD opportunities about school leadership and staff welfare
10. CPD on planning and organising the curriculum would be helpful to me
11. I'd like to learn more about how to lead an enterprising and innovative school
12. CPD opportunities focusing on placing school policies in their wider national and international educational, social, economic and technological contexts would be helpful
13. I would welcome CPD aimed at developing my knowledge and understanding of contemporary developments in society (including trends and changes in family patterns, work patterns, the media, leisure and politics), in the environment and in the wider global community
14. I'd welcome CPD that focused on assessment and reporting
15. I'd like CPD focusing on promoting inclusive models of education

16. I need to improve my understanding of how to use Professional Review and Development outcomes effectively
17. CPD aimed at enhancing my ability to create a shared strategic vision and aim for the school would be helpful to me
18. I need a better understanding of contemporary developments in education policy.
19. I'd like to learn more about how to lead the development of teaching and learning
20. I need a better understanding of the statutory requirements for securing health and safety
21. I need to develop my knowledge and understanding of research in learning and teaching and its implications for improving practice
22. I would welcome opportunities to keep abreast of research in school leadership and management
23. I'd like CPD opportunities on how to lead and motivate people
24. CPD opportunities that enhanced my ability to work effectively with external agencies would be helpful to me
25. I need a better understanding of financial procedures and controls
26. I would welcome CPD that enhanced my ability to deal with underachieving staff
27. CPD focused on engaging parents, carers and families in the life of the school would be helpful to me.
28. I'd like CPD focused on building leadership capacity at all levels
29. CPD aimed at enabling me to support school staff to develop their teaching skills would be helpful to me
30. I would welcome CPD focused on enhancing my ability to develop the culture and ethos of the school
31. I need a better understanding of statutory requirements, legislation and codes of practice
32. CPD focused on a solution-focused approach to the resolution of problems would be welcome
33. I'd like CPD that enhanced my ability to develop strategies that promote high expectations of behaviour
34. I need a better understanding of change processes and strategies for the effective management of change
35. It would be good to have a better understanding of theories of management and leadership
36. CPD that enabled me to develop mechanisms to evaluate the effectiveness of policies and their impact on pupils' learning experiences would be helpful
37. I need to know more about gathering and using data from audit processes to inform future planning
38. I would welcome CPD aimed at enhancing my ability to work with and across agencies in multi disciplinary partnerships
39. CPD focused on enhancing my ability to build improvement capability would be helpful to me
40. Rigorous professional review and development to identify my leadership abilities and professional development needs would be helpful to me
41. I would welcome CPD focused on developing systems for the management and evaluation of effective learning and teaching
42. CPD focused on engaging the community in the life of the school would be helpful to me.
43. CPD with a focus on leading strategic thinking about the future direction and development of the school would be helpful
44. I need to know more about using quality assurance information to inform future planning for improvement
45. CPD which enhanced sensitivity to the ethical aspects of leadership would be helpful to me
46. I'd like to have a better understanding of the process of policy development, planning and implementation
47. I would welcome courses that enabled me to use finance more effectively to support school improvement
48. I need a better understanding of the principles, legislation and procedures associated with staff recruitment and deployment
49. I need to learn how to make better strategic and operational use of available non-financial resources
50. I would like to develop my skills for effective team building
51. CPD focused on enhancing my ability to develop strategies to sustain improvement is needed

52. I would welcome CPD that enabled me to develop more collaborative and collegiate approaches
53. I'd like CPD opportunities where I could reflect on my professional values.
54. CPD focused on enhancing my ability to engage staff and others in the community in discussion of school values, aims, policies and plans would be helpful to me
55. I'd like CPD with a focus on social and emotional enrichment
56. CPD which enhanced sensitivity to the spiritual aspects of leadership would be helpful to me
57. CPD focused on enhancing my ability to develop, implement, monitor and evaluate improvement plans would be helpful to me
58. I would welcome CPD that enabled me to deal with conflict effectively
59. I'd like CPD that helped me to monitor, evaluate and improve the effectiveness of school policies and plans
60. I need a better understanding of the vision and expectations of national policy concerning integrated children and young people's services.
61. CPD on identifying relevant research and analysing and using it would be helpful to me
62. CPD that enhances my ability to lead and manage research within school would be helpful
63. I'd like more CPD opportunities that enable me to develop my management skills

**Q. 28 What professional development do you need to develop your leadership and management that you are not getting at the moment?**

**MODE**

**Q29. I believe the following ways of providing CPD are best for meeting my needs and priorities**

Strongly agree / agree / uncertain / disagree / strongly disagree.

1. coaching
2. collaborative projects/enquiry within my school
3. working collaboratively with others outside my school
4. short term non-residential courses
5. short term residential courses
6. distance learning courses/programmes
7. accredited university programmes
8. facilitated communities of practice
9. self-directed/independent study
10. independent study supported by guidelines
11. time for self-reflection
12. mentoring (i.e. being mentored)
13. mentoring others
14. undertaking research into professional practice
15. retreat
16. workshops with other headteachers
17. facilitated face to face discussion seminars with colleagues
18. sabbatical period
19. secondment
20. shadowing
21. study visits
22. web based support networks web-based learning
23. national conferences
24. international conferences/events
25. local support networks
26. on-the-job experience
27. other (please specify)

## **PROVIDER**

### **Q30. I view my CPD needs as best being met through**

Strongly agree / agree / uncertain / disagree / strongly disagree.

my local authority  
universities  
private providers  
national organisations  
headteachers' associations (eg AHDS)  
partnerships involving universities and local authorities  
other (please specify)

## **Section 5**

## **Potential Barriers to CPD**

In this section we are interested in your views on what inhibits your participation in CPD activity. There are 36 statements with which we invite you to express agreement or disagreement.

### **Q31. To what extent are the following barriers for you to obtaining appropriate CPD?**

Strongly agree / agree / uncertain / disagree / strongly disagree.

1. My education authority does not encourage headteachers to participate in CPD
2. CPD is too focused on 'one-off' events
3. CPD with professionals working in other agencies is needed
4. Headteachers should support each others' professional learning
5. I'm too long in the tooth to benefit from CPD
6. I can't afford the time out of school
7. I'm not sure that I'd be willing to change my practice
8. CPD provision is not based on the reality of life in schools
9. CPD courses are generally unimaginative
10. I have more important priorities than CPD
11. I am too tired to engage in reading and reflective study
12. The kind of CPD that I value is not readily available
13. It's unfair to expect headteachers to give up holidays and weekends
14. I could only afford the time to participate in short 'one-off' courses
15. The longer a headteacher has been in post the less professional development is needed
16. Good headteachers are born not made
17. Distance from the centres of provision is a problem
18. There are enough professional development opportunities for headteachers should they wish to take advantage of them
19. I don't have the time to engage in reflective activity
20. Many CPD providers lack credibility
21. I'm too tired at the end of the day to attend twilight sessions
22. There is too little information about what CPD opportunities are available for headteachers
23. The budget to fund my CPD is insufficient for my needs
24. I have reservations about e learning
25. Most CPD is not relevant to my needs
26. There is insufficient support for the professional development of headteachers
27. The demands of the job are a major impediment to professional development
28. I've lost sight of why I wanted to become a headteacher
29. Headteachers should have time within the regular working week to engage in professional development activity with other headteachers
30. I regard my professional development as a low priority
31. I am satisfied with the range of CPD opportunities available to me

- 32. I have no interest in further personal professional development
- 33. My authority provides adequate time for my professional development
- 34. CPD opportunities should be school based
- 35. Individual support is more important than attendance at CPD courses
- 36. There needs to be a fun element to CPD

**Q32. Please tell us what other barriers there are.**

**Q33. How might the barriers you have identified be overcome?**

## **Section 6                      Final Comments**

**Q34. What recommendations would you like to be made with regard to the future development of CPD for headteachers?**

**Q35. If you have any additional comments or observations about CPD for headteachers that you think may be relevant, please add them here.**

Thank you for you for completing this questionnaire



## INTERVIEW SURVEY

### E. Example of e-mail to headteachers, arranging interview

Dear [name of headteacher]

You were recently contacted by Dee Torrance of Edinburgh University and you very kindly agreed to be interviewed (via the telephone) as part of a study commissioned by Learning and Teaching Scotland (LTS) and being carried out by the University of Aberdeen. I am very grateful for your willingness to take part.

The aim of the study is to find out from headteachers their views and perceptions of CPD provision for headship and how they see their own needs and priorities for professional development in leadership and management. The findings will provide the basis for recommendations to LTS that will guide the development of future programmes of CPD for headteachers at national and local level. Further information on the study is given in the attached Project Brief.

The telephone interview, which should take about **30 minutes**, will take place at a date and time of your convenience. What we are interested in finding out about is your views and perceptions of *your own personal CPD experience and needs* as a headteacher, and of the particular support for professional development you feel is important and valuable as a *new head (2 years or fewer in post)*.

Would you look at the dates below and let me know during which days (and preferred times) it would be convenient for you to be telephoned to carry out the interview, and the telephone number you wish to be called on? Interviews will be carried out by Professor Philip Woods or myself, and can be conducted any time between 7.30am and 9pm.

If you could get back to me by return if at all possible, that would be extremely helpful.

You will have received, last Friday (27<sup>th</sup> April), an e-mail inviting you to complete an online questionnaire. I hope you will enjoy filling in the questionnaire. The interviews we are conducting will add depth to the findings from the online survey, giving interviewed headteachers the opportunity to elaborate on their CPD experience and needs.

I look forward to hearing from you.

Yours sincerely

Glenys

**Dr Glenys J. Woods, FRSA**

**Research Fellow**

**School of Education**

**UNIVERSITY OF ABERDEEN**

***MacRobert Building, King's College, Aberdeen AB24 5UA***

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**Please indicate:**

**1) the telephone number you wish to be called on (including STD code):.....**

**2) which days are best for you (stating times when you can be called – any time between 7.30am and 9pm):**

**[dates listed]**

## **F. Project Brief (sent to headteachers prior to interview)**

### **Leadership Development Project: A study of the continuing professional development needs of Headteachers**

#### **PROJECT BRIEF**

##### **Overview of the study**

The University of Aberdeen has been commissioned by Learning and Teaching Scotland (LTS) to carry out a study which aims to:

- identify how well the current provision of continuing professional development (CPD) meets the needs of head teachers, with particular attention to those who have been in headship fewer than two years and to established head teachers in post eight or more years;
- identify ongoing CPD needs beyond appointment;
- seek head teachers' views on effective modes and models of CPD
- identify any barriers to head teacher participation in CPD
- make recommendations about how LTS can contribute to meeting these needs.

Members of the research team are listed at the foot of this summary sheet.

In order to enhance understanding of headteachers' perceptions of how well existing CPD provision is appropriate for their role and to identify their ongoing CPD needs we are conducting an online survey of all headteachers in Scotland and carrying out telephone interviews with 40 new and established headteachers spread throughout Scotland. We are also carrying out a survey of education authorities in Scotland to collect information on current CPD provision.

A report will be submitted to LTS in June 2007. This will set out and discuss the findings of the study and make recommendations that can be used by LTS to guide the development of future programmes of CPD for headteachers at national and local level. No headteachers or schools will be identified in our reports.

##### **Consent**

This information sheet is only part of the process of informed consent. If you want more details about something mentioned here, or information not included here, please feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

##### **What am I asked to do?**

You are invited to take part in a telephone interview that will take approximately 30 minutes to complete. Participation in this study is voluntary.

##### **What type of personal information will be collected?**

Should you agree to be interviewed, you will be asked to provide your age and length of time as a headteacher. The information will be used only for the purpose of aggregating responses. No headteachers or schools will be identified in our reports.

### **Are there risks or benefits if I participate?**

There is little risk involved with taking part in the telephone interview. Your replies and those of other interviewees will be reported in summary form. Information or views that you provide will be used only when your identity cannot be readily determined and when the words convey meaning in a particularly useful way.

The outcomes of the interview survey will help ensure that the study reflects the CPD needs of headteachers and inform the recommendations to LTS on future CPD provision. In addition to telephone interviews, an online survey is being carried out with all headteachers in Scotland, as well as a survey of education authorities.

### **What happens to the information I provide?**

Participation is completely voluntary and responses given will be confidential to the research team. Only group information will be summarised for any presentation or publication of results. Where permission is given by the interviewee, interviews will be digitally recorded. Recordings of interviews will be accessible only to members of the research team and will be deleted within six months of the report being submitted to LTS. Only anonymised data will be stored beyond this time.

### **Your consent**

By agreeing to be interviewed, you in no way wave your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to discontinue participation until the point that the interview is completed. Please feel free to ask for clarification or new information throughout your participation.

### **Questions/Concerns**

If you have any further questions or want clarification regarding this research and/or your participation, please contact:

**Professor Philip Woods. Email: [philip.woods@abdn.ac.uk](mailto:philip.woods@abdn.ac.uk)**

**Dr Michael Cowie. Telephone: 01224 274662, Email: [michael.cowie@abdn.ac.uk](mailto:michael.cowie@abdn.ac.uk)**

**Dr Glenys Woods. Email: [glenys.woods@abdn.ac.uk](mailto:glenys.woods@abdn.ac.uk)**

**School of Education, University of Aberdeen**

### **Project Research Team:**

Professor Philip Woods, Chair in Leadership and Educational Management, School of Education, University of Aberdeen.

Dr Mike Cowie, Director of the Northern Consortium for the Scottish Qualification for Headship and Senior Lecturer in Educational Management, University of Aberdeen.

Dr Jenny Reeves, Director of Continuing Professional Development at the University of Stirling.  
Deirdre Torrance, Scottish Qualification for Headship Programme, The Centre for Educational Leadership, Edinburgh University.

Dr Glenys Woods, Research Fellow, School of Education, University of Aberdeen.

Matt McGovern, Research Assistant, University of Aberdeen.

Terry Allan, Head of Computer Education and ICT Co-ordinator, School of Education, University of Aberdeen.

Wilf Howie, School of Education Programmer, University of Aberdeen.

## G. Interview Schedule (headteachers)

### The Continuing Professional Development needs of new and established headteachers

#### Interview Schedule

##### For completion prior to the interview:

Name of headteacher \_\_\_\_\_ Gender \_\_\_\_\_

School \_\_\_\_\_

Education Authority \_\_\_\_\_

Type of school: primary / secondary / special / other \_\_\_\_\_

Type of location (urban, rural, small town etc.) \_\_\_\_\_

Denomination: non-denominational / Roman Catholic \_\_\_\_\_

Date and start time of interview: \_\_\_\_\_

**Brief introduction:** Confirm that the purpose of the interviews is to supplement the online survey of heads currently taking place. Make clear the questions are about their views and perceptions of *their own personal CPD experience and needs* as a headteacher.

Ask for permission to record.

#### Background

**Q(i). How long have you been a headteacher?**

(include time as acting head) \_\_\_\_\_ years

**Q(ii). Are you currently in an acting post? (New heads)**

Yes No

**Q(iii). Can I ask you your age?**

\_\_\_\_\_ years

#### Experience and views of CPD as a headteacher

**Q1. What has helped you most in your professional development as a headteacher since you became a head?**

Probe for details and how the activity/activities cited were valuable to developing the head's leadership and management. (NB *Answers are not restricted to formal CPD.*)

**Q2. What professional development activities, intended to develop your leadership and management since you became a head, have you found least helpful?**

Probe for details and why the activity/activities were not helpful in developing the head's leadership and management.

**Q3. What CPD do you need to develop your own leadership and management that you are not getting at the moment?**

Probe: What CPD would you *currently* value most for your own development as a headteacher?

What CPD do you anticipate you will need in the *future*?

Are there particular CPD needs you have as a *new head / established head* (8+ years) [whichever applies]?

**Q4. What for you personally are the best ways of providing CPD?**

**Probe: coaching, short-term courses (residential or non-residential), university/distance learning programmes, independent study, mentoring, collaborative work or research with peers, etc.?**

**Q5. Do you experience difficulties in obtaining or getting to the CPD in leadership and management you require?**

Yes

No

**Q6. If yes, please explain the difficulties.**

**Q7. What improvement in CPD for headteachers would you like to see?**

**Q8. Anything else you would like to add?**

If you think of anything else you would like to add after the interview, please e-mail. If there is any documentation you think it would be helpful for us to have, we would be pleased to receive a copy.

**Thank you for your co-operation**

Finish time of interview: \_\_\_\_\_

## EDUCATION AUTHORITY SURVEY

### H. E-mail to Directors of Education

17<sup>th</sup> April 2007

Dear

#### **The Continuing Professional Development needs of Head Teachers**

The University of Aberdeen has been commissioned by Learning and Teaching Scotland (LTS) to carry out a study which aims to:

- identify how well the current provision of continuing professional development (CPD) meets the needs of head teachers, with particular attention to those who have been in headship fewer than two years and to established head teachers in post eight or more years;
- identify ongoing CPD needs beyond appointment;
- seek head teachers' views on effective modes and models of CPD
- identify any barriers to head teacher participation in CPD
- make recommendations about how LTS can contribute to meeting these needs.

Members of the research team are listed at the foot of this letter.

In order to get a good understanding of head teachers' perceptions of CPD provision and to identify their ongoing CPD needs we intend to invite all headteachers to complete an on-line questionnaire.

Head teacher responses will help us to develop recommendations that can be used by LTS to guide the development of future programmes of CPD for head teachers. We would therefore seek your support by encouraging the head teachers in your authority to respond to the online questionnaire. We will be e-mailing schools inviting head teachers to access and complete the questionnaire after 19<sup>th</sup> April and anticipate the survey remaining live until the middle of May. In addition to the online survey, it is planned to carry out telephone interviews with 40 head teachers spread throughout Scotland.

Please be assured that no head teachers or schools will be identified in our reports.

We also wish to include the views of education authorities in this research and to collect information on current CPD provision for head teachers by authorities. This will enable us to build a picture of such provision across Scotland. It would be helpful, therefore, if you could provide the name of the person (and their contact details) in your authority who would be best placed to respond to a survey designed to gather views and information on the provision of CPD for head teachers by authorities. If you could let me have the name and details of the appropriate person by **27<sup>th</sup> April**, I would be most grateful. I would like to be in a position to contact the named person by phone or e-mail between late April and the middle of May. A report of the project is scheduled to be submitted to LTS by mid-June.

If you have any questions or want further clarification regarding this research please contact me on 01224 274662, or by email([michael.cowie@abdn.ac.uk](mailto:michael.cowie@abdn.ac.uk)). On behalf of the team, I'd like to take this opportunity to thank you in anticipation of your support for this study.

Yours sincerely

Dr Mike Cowie

## **I. Interview schedule (education authorities): joint schedule with national CPD team**

- 1        The first set of questions is about the strengths of school leaders in your authority.  
  
*What do you think headteachers and other school leaders in the authority do well?*  
  
*What is challenging leaders?*
- 2        I'd like to discuss how school leadership capacity is developed in the authority.  
  
*What CPD provision does your authority currently make for headteachers? (to include support provided directly, support commissioned and individual support funded. Some detail on purpose, mode, content, length, timing, location, provider is needed).*  
  
*Do you make specific provision for new heads? If yes, what induction processes are there?*  
  
*What other leadership development activities take place?*  
  
*What is working well and what needs improving? Are there any specific pressure points?*
- 3        I'd like to ask now about what CPD provision seems to work best and why you think this is.  
  
*Of the opportunities that you provide, what seems to make the most contribution to developing headteachers?*  
  
*What seems to make the most contribution to building leadership capacity generally?*  
  
*What impact or outcomes are you seeing?*
- 4        The next set of questions is about future challenges and the learning, experience and continuing professional development that may be needed.  
  
*Looking ahead, what important challenges do you see school leaders having to face? What CPD needs does this suggest? What would you like to see more of? What would you like to see less of?*  
*What would you say are the CPD needs of headteachers in particular? (Prompt: What are the gaps?)*  
*To what extent are any perceived needs and gaps being addressed? What prevents them being addressed?*  
  
*How could your authority further strengthen general CPD leadership development activity? (What areas of leadership development should have priority?)*  
  
*What else might assist leaders to lead effectively?*

## J. BACKGROUND DATA ON ONLINE SAMPLE OF HEADTEACHERS

### Background Data

(1) Have you been a confirmed headteacher?

	Frequency	Percent
for 2 years or less	59	18.7
over 2 years to 7 years	90	28.6
8 to 15 years	95	30.2
15+ years	63	20.0
Total	307	97.5
Missing/No response	8	2.5
Total	315	100.0

(2) Are you in an Acting post?

	Frequency	Percent
yes	17	5.4
no	290	92.1
Total	307	97.5
Missing/ No response	8	2.5
Total	315	100.0

(3) What age group are you in?

	Frequency	Percent
30-34	3	1.0
35-39	15	4.8
40-44	25	7.9
45-49	61	19.4
50-54	117	37.1
55-59	80	25.4
60 plus	13	4.1
Total	314	99.7
Missing/No response	1	.3
Total	315	100.0

(4) Are you

	Frequency	Percent
male	80	25.4
female	234	74.3
Total	314	99.7



	Missing/ No response	1	.3
Total		315	100.0

**(5) What is your class contact time in an average week?**

		Frequency	Percent
	0 to 5 hours	229	72.7
	6 to 10 hours	25	7.9
	11 to 15 hours	21	6.7
	16 hours plus	29	9.2
Total		304	96.5
	Missing/No response	11	3.5
Total		315	100.0

**(6) How many years have you worked in this school as a headteacher**

		Frequency	Percent
	0 to 5	167	53.0
	6 to 10	72	22.9
	11 to 15	39	12.4
	16 to 20	24	7.6
	21 to 25	5	1.6
	25 +	3	1.0
Total		310	98.4
	Missing/ No response	5	1.6
Total		315	100.0

**(7) How many schools have you been headteacher of, including the present one?**

		Frequency	Percent
	0	28	8.9
	1	152	48.3
	2	93	29.5
	3	22	7.0
	4 or more	8	2.5
Total		303	96.2
	Missing/ No response	12	3.8
Total		315	100.0

**(8) Have you been an SQH participant?**

	Frequency	Percent
yes	100	31.7
no	211	67.0
Total	311	98.7
Missing/No response	4	1.3
Total	315	100.0

**(9) If yes, did you complete the programme?**

	Frequency	Percent
yes	81	81.0
no	19	19.0
Total	100	100.0

**(10) Which kind of school do you work in?**

	Frequency	Percent
primary school	230	73.0
secondary school	60	19.0
special school	18	5.7
joint primary/secondary school	6	1.9
Total	314	99.7
Missing/No response	1	.3
Total	315	100.0

**(11) Which category best describes your school's location?**

	Frequency	Percent
urban area	104	33.0
small town within 30 mins drive of other towns	94	29.8
small town more than a 30 min drive to other town	12	3.8
rural area within 30 mins drive of other towns	90	28.6
rurla area more than a 30 min drive to other towns	15	4.8
Total	315	100.0

**(12) Which category best describes your pupils' backgrounds?**

		Frequency	Percent
	predominantly economically disadvantaged families	40	12.7
	some economically disadvantaged families but mostly working class families	80	25.4
	mixture of working and middle class families	84	26.7
	predominantly middle class families	29	9.2
	some middle class families and some upper class families	5	1.6
	predominantly economically advantaged families	15	4.8
	Highly mixed with a wide range of family economic circumstances	62	19.7
	Total	315	100.0

**(13) Approximately what percentage of your pupils are of ethnic minority descent?**

		Frequency	Percent
	up to 10%	288	91.4
	11-20%	17	5.4
	21-30%	1	.3
	31-40%	4	1.3
	40+%	1	.3
	Total	311	98.7
	Missing/No response	4	1.3
	Total	315	100.0

**(14) What is the approximate roll of your school?**

		Frequency	Percent
	under 50	48	15.2
	50-99	40	12.7
	100-199	69	21.9
	200-299	55	17.5
	300-399	32	10.2
	400-499	9	2.9

	500-599	10	3.2
	600-699	7	2.2
	700-799	10	3.2
	800-899	6	1.9
	900-1099	15	4.8
	1200 and over	8	2.5
	139	6	1.9
	Total	315	100.0

**(15) Is your school**

	Frequency	Percent
non-denominational	271	86.0
Roman Catholic	40	12.7
Total	311	98.7
Missing/No response	4	1.3
Total	315	100.0

**(16) Please provide the name of your education authority:**

	Frequency	Percent
Aberdeen City	21	6.7
Aberdeenshire	16	5.1
Angus	7	2.2
Argyll and Bute	8	2.5
Clackmannanshire	4	1.3
Dumfries and Galloway	11	3.5
Dundee City	1	.3
East Ayrshire	5	1.6
East Dunbartonshire	5	1.6
East Lothian District	7	2.2
East Renfrewshire	2	.6
Edinburgh City	6	1.9
Falkirk	5	1.6
Fife	21	6.7
Glasgow City	21	6.7
Highland	33	10.5
Inverclyde	4	1.3
Midlothian	8	2.5
Moray	8	2.5
North Ayrshire	8	2.5
North Lanarkshire	9	2.9
Orkney Islands	11	3.5
Perth and Kinross	13	4.1

	Renfrewshire	7	2.2
	Scottish Borders	2	.6
	Shetland Islands	2	.6
	South Ayrshire	1	.3
	South Lanarkshire	22	7.0
	Stirling	5	1.6
	West Dunbartonshire	6	1.9
	West Lothian	19	6.0
	West Isles	7	2.2
	Total	305	96.8
	Missing/No response	10	3.2
	Total	315	100.0

## K. TABLES OF ONLINE SURVEY DATA

**Table 1: Agreement with propositions on knowledge and understanding (whole sample)**

<b>Knowledge and understanding</b>	strongly agree / agree %	base <sup>23</sup>
I'd like CPD opportunities to enhance my knowledge and understanding of leadership concepts and practice	93	266
I would welcome opportunities to keep abreast of research in school leadership and management	85	260
I'd like to learn more about how to lead an enterprising and innovative school	73	262
I'd like CPD opportunities about school leadership and staff welfare	71	263
I'd like to learn more about how to lead the development of teaching and learning	71	265
I'd like CPD opportunities that enhance my knowledge and understanding of strategic and operational management	69	264
CPD on planning and organising the curriculum would be helpful to me	66	261
I'd like a better understanding of how to use information to monitor and support learners' progress	65	267
I'd like to learn more about schools as learning communities	64	265
CPD aimed at enhancing my ability to create a shared strategic vision and aim for the school would be helpful to me	64	264
I need to develop my knowledge and understanding of research in learning and teaching and its implications for improving practice	63	260
I'd like CPD focusing on promoting inclusive models of education	61	261
I need a better awareness of quality assurance strategies	60	265
CPD opportunities focusing on placing school policies in their wider national and international educational, social, economic and technological contexts would be helpful	58	264
I need a clearer understanding of what is meant by distributed leadership	54	266
I need a better understanding of the statutory requirements for securing health and safety	54	262
I would like to learn more about how to lead the development of pupil welfare and pupils' personal and social development	51	264
I need a better understanding of statutory requirements, legislation and codes of practice	50	259
I need a better understanding of contemporary developments in education policy	48	263
CPD on identifying relevant research and analysing and using it would be helpful to me	48	245
I need a better understanding of change processes and strategies for the effective management of change	47	257
I would welcome CPD aimed at developing my knowledge and understanding of contemporary developments in society (including trends and changes in family patterns, work patterns, the media, leisure and politics), in the environment and in the wider global community	46	262
It would be good to have a better understanding of theories of management and leadership	46	256
I'd welcome CPD that focused on assessment and reporting	45	265
I need a better understanding of the vision and expectations of national policy concerning integrated children and young people's services	45	248
I need to improve my understanding of how to use Professional Review and Development outcomes effectively	42	263
I need a better understanding of financial procedures and controls	40	257
I'd like to have a better understanding of the process of policy development, planning and implementation	37	244
I need a better understanding of the principles, legislation and procedures associated with staff recruitment and deployment	26	246

<sup>23</sup> The bases are fewer than 315 since numbers of respondents (varying between around 50 to 70) did not respond to propositions.

**Table 2: Agreement with propositions on knowledge and understanding (new and established headteachers compared)**

<b>Knowledge and understanding</b>	<b>new</b>		<b>established</b>	
	strongly agree / agree %	base	strongly agree / agree %	base
I'd like CPD opportunities to enhance my knowledge and understanding of leadership concepts and practice	96	53	92	130
I would welcome opportunities to keep abreast of research in school leadership and management	90	52	85	125
I'd like to learn more about how to lead an enterprising and innovative school	86	50	67	129
I'd like CPD opportunities about school leadership and staff welfare	86	51	68	130
I'd like to learn more about how to lead the development of teaching and learning	79	52	64	130
I'd like CPD opportunities that enhance my knowledge and understanding of strategic and operational management	80	50	62	130
CPD on planning and organising the curriculum would be helpful to me	82	51	58	127
I'd like a better understanding of how to use information to monitor and support learners' progress	77	53	59	130
I'd like to learn more about schools as learning communities	77	52	61	130
CPD aimed at enhancing my ability to create a shared strategic vision and aim for the school would be helpful to me	79	52	54	129
I need to develop my knowledge and understanding of research in learning and teaching and its implications for improving practice	76	53	61	125
I'd like CPD focusing on promoting inclusive models of education	69	51	54	128
I need a better awareness of quality assurance strategies	72	53	54	129
CPD opportunities focusing on placing school policies in their wider national and international educational, social, economic and technological contexts would be helpful	73	51	54	129
I need a clearer understanding of what is meant by distributed leadership	64	53	55	130
I need a better understanding of the statutory requirements for securing health and safety	64	53	45	126
I would like to learn more about how to lead the development of pupil welfare and pupils' personal and social development	62	52	50	129
I need a better understanding of statutory requirements, legislation and codes of practice	69	52	33	124
I need a better understanding of contemporary developments in education policy	60	52	38	128
CPD on identifying relevant research and analysing and using it would be helpful to me	51	49	50	119
I need a better understanding of change processes and strategies for the effective management of change	65	51	44	124
I would welcome CPD aimed at developing my knowledge and understanding of contemporary developments in society (including trends and changes in family patterns, work patterns, the media, leisure and politics), in the environment and in the wider global community	50	50	48	129
It would be good to have a better understanding of theories of management and leadership	57	51	43	125
I'd welcome CPD that focused on assessment and reporting	67	52	38	130
I need a better understanding of the vision and expectations of national policy concerning integrated children and young people's services	69	49	34	120
I need to improve my understanding of how to use Professional Review and Development outcomes effectively	63	51	33	130

I need a better understanding of financial procedures and controls	73	51	22	124
I'd like to have a better understanding of the process of policy development, planning and implementation	55	47	29	121
I need a better understanding of the principles, legislation and procedures associated with staff recruitment and deployment	49	49	15	119



**Table 3: Largest differences (between new and established headteachers) in agreement with propositions on knowledge and understanding**

	<b>new</b>	<b>middle</b>	<b>established</b>
<b>Knowledge and understanding</b>	strongly agree / agree / % (base)	strongly agree / agree / % (base)	strongly agree / agree / % (base)
I need a better understanding of financial procedures and controls	<b>73%</b> <b>(51)</b>	46% (77)	<b>22%</b> <b>(124)</b>
I need a better understanding of statutory requirements, legislation and codes of practice	<b>69%</b> <b>(52)</b>	62% (78)	<b>33%</b> <b>(124)</b>
I need a better understanding of the vision and expectations of national policy concerning integrated children and young people's services	<b>69%</b> <b>(49)</b>	46% (74)	<b>34%</b> <b>(120)</b>
I need a better understanding of the principles, legislation and procedures associated with staff recruitment and deployment	<b>49%</b> <b>(49)</b>	27% (73)	<b>15%</b> <b>(119)</b>
I need to improve my understanding of how to use Professional Review and Development outcomes effectively	<b>63%</b> <b>(51)</b>	40% (78)	<b>33%</b> <b>(130)</b>
I'd welcome CPD that focused on assessment and reporting	<b>67%</b> <b>(52)</b>	41% (79)	<b>38%</b> <b>(130)</b>
I'd like to have a better understanding of the process of policy development, planning and implementation	<b>55%</b> <b>(47)</b>	39% (72)	<b>29%</b> <b>(120)</b>
CPD aimed at enhancing my ability to create a shared strategic vision and aim for the school would be helpful to me	<b>79%</b> <b>(52)</b>	71% (79)	<b>54%</b> <b>(129)</b>
CPD on planning and organising the curriculum would be helpful to me	<b>82%</b> <b>(51)</b>	70% (79)	<b>58%</b> <b>(127)</b>
I need a better understanding of contemporary developments in education policy	<b>60%</b> <b>(52)</b>	53% (79)	<b>38%</b> <b>(128)</b>
I need a better understanding of change processes and strategies for the effective management of change	<b>65%</b> <b>(51)</b>	43% (77)	<b>44%</b> <b>(124)</b>

**Table 4: Agreement with propositions on leadership abilities (whole sample)**

<b>Leadership abilities</b>	<b>strongly agree / agree %</b>	<b>base</b>
I'd like CPD focused on building leadership capacity at all levels	82	257
CPD that enabled me to develop mechanisms to evaluate the effectiveness of policies and their impact on pupils' learning experiences would be helpful	74	260
CPD aimed at enabling me to support school staff to develop their teaching skills would be helpful to me	70	257
I'd like CPD opportunities on how to lead and motivate people	66	259
CPD focused on enhancing my ability to build improvement capability would be helpful to me	66	247
Rigorous professional review and development to identify my leadership abilities and professional development needs would be helpful to me	66	247
CPD with a focus on leading strategic thinking about the future direction and development of the school would be helpful	66	247
CPD focused on engaging parents, carers and families in the life of the school would be helpful to me	65	258
CPD focused on enhancing my ability to engage staff and others in the community in discussion of school values, aims, policies and plans would be helpful to me	64	243
CPD focused on enhancing my ability to develop strategies to sustain improvement is needed	62	245
CPD focused on engaging the community in the life of the school would be helpful to me.	61	246
I would like to develop my skills for effective team building	55	246
I would welcome CPD that enabled me to develop more collaborative and collegiate approaches	55	246
CPD that enhances my ability to lead and manage research within school would be helpful	55	245
I need to know more about using data to inform future planning for improvement	54	247
I would welcome CPD focused on enhancing my ability to develop the culture and ethos of the school	53	258
CPD opportunities that enhanced my ability to work effectively with external agencies would be helpful to me	44	259
I would welcome CPD aimed at enhancing my ability to work with and across agencies in multi disciplinary partnerships	40	247

**Table 5: Agreement with propositions on leadership abilities (new and established headteachers compared)**

Leadership abilities	new		established	
	strongly agree / agree %	base	strongly agree / agree %	base
I'd like CPD focused on building leadership capacity at all levels	92	51	82	124
CPD that enabled me to develop mechanisms to evaluate the effectiveness of policies and their impact on pupils' learning experiences would be helpful	89	52	71	125
CPD aimed at enabling me to support school staff to develop their teaching skills would be helpful to me	87	52	64	124
I'd like CPD opportunities on how to lead and motivate people	83	52	59	126
CPD focused on enhancing my ability to build improvement capability would be helpful to me	80	49	60	120
Rigorous professional review and development to identify my leadership abilities and professional development needs would be helpful to me	88	49	57	120
CPD with a focus on leading strategic thinking about the future direction and development of the school would be helpful	86	49	60	120
CPD focused on engaging parents, carers and families in the life of the school would be helpful to me	73	51	61	125
CPD focused on enhancing my ability to engage staff and others in the community in discussion of school values, aims, policies and plans would be helpful to me	81	48	61	117
CPD focused on enhancing my ability to develop strategies to sustain improvement is needed	75	48	57	119
CPD focused on engaging the community in the life of the school would be helpful to me	74	49	52	119
I would like to develop my skills for effective team building	69	49	51	119
I would welcome CPD that enabled me to develop more collaborative and collegiate approaches	63	49	53	119
CPD that enhances my ability to lead and manage research within school would be helpful	63	48	53	119
I need to know more about using data to inform future planning for improvement	74	49	44	120
I would welcome CPD focused on enhancing my ability to develop the culture and ethos of the school	73	52	44	124
CPD opportunities that enhanced my ability to work effectively with external agencies would be helpful to me	60	52	38	125
I would welcome CPD aimed at enhancing my ability to work with and across agencies in multi disciplinary partnerships	49	49	38	120

**Table 6: Largest differences (between new and established headteachers) in agreement with propositions on leadership abilities**

	<b>new</b>	<b>middle</b>	<b>established</b>
<b>Leadership abilities</b>	strongly agree / agree / % (base)	strongly agree / agree / % (base)	strongly agree / agree / % (base)
Rigorous professional review and development to identify my leadership abilities	<b>88%</b> <b>(49)</b>	67% (73)	<b>57%</b> <b>(120)</b>
I need to know more about using data to inform future planning for improvement	<b>74%</b> <b>(49)</b>	59% (73)	<b>44%</b> <b>(120)</b>
I would welcome CPD focused on enhancing my ability to develop the culture and ethos of the school	<b>73%</b> <b>(52)</b>	53% (77)	<b>44%</b> <b>(124)</b>
CPD with a focus on leading strategic thinking about the future direction and development of the school would be helpful	<b>86%</b> <b>(49)</b>	64% (73)	<b>60%</b> <b>(120)</b>
I'd like CPD opportunities on how to lead and motivate people	<b>83%</b> <b>(52)</b>	65% (76)	<b>59%</b> <b>(126)</b>
CPD aimed at enabling me to support school staff to develop their teaching skills would be helpful to me	<b>87%</b> <b>(52)</b>	70% (76)	<b>64%</b> <b>(124)</b>
CPD opportunities that enhanced my ability to work effectively with external agencies would be helpful to me	<b>60%</b> <b>(52)</b>	33% (77)	<b>38%</b> <b>(125)</b>
CPD focused on enhancing my ability to build improvement capability would be helpful to me	<b>80%</b> <b>(49)</b>	70% (73)	<b>59%</b> <b>(120)</b>

**Table 7: Agreement with propositions on values and commitments, and affective, social and emotional support (whole sample)**

<b>Values and commitments, and affective, social and emotional support</b>	strongly agree / agree / %	base
I'd like CPD opportunities where I could reflect on my professional values	62	246
I'd like CPD with a focus on social and emotional enrichment	44	246
CPD which enhanced sensitivity to the ethical aspects of leadership would be helpful to me	39	247
CPD which enhanced sensitivity to the spiritual aspects of leadership would be helpful to me	30	242

**Table 8: Agreement with propositions on values and commitments, and affective, social and emotional support (new and established headteachers compared)**

<b>Values and commitments, and affective, social and emotional support</b>	<b>new</b>		<b>established</b>	
	strongly agree / agree / %	base	strongly agree / agree / %	base
I'd like CPD opportunities where I could reflect on my professional values	65	49	63	119
I'd like CPD with a focus on social and emotional enrichment	55	49	43	119
CPD which enhanced sensitivity to the ethical aspects of leadership would be helpful to me	53	49	39	124
CPD which enhanced sensitivity to the spiritual aspects of leadership would be helpful to me	33	49	25	118

**Table 9: Agreement with propositions on management skills (whole sample)**

Management skills	strongly agree / agree %	base
I would welcome CPD that enhanced my ability to deal with underachieving staff	78	258
I would welcome CPD focused on developing systems for the management and evaluation of effective learning and teaching	76	246
I'd like CPD that helped me to monitor, evaluate and improve the effectiveness of school policies and plans	65	247
I would welcome CPD that enabled me to deal with conflict effectively	61	246
CPD focused on a solution-focused approach to the resolution of problems would be welcome	60	257
I'd like more CPD opportunities that enable me to develop my management skills	58	246
I'd like CPD that enhanced my ability to develop strategies that promote high expectations of behaviour	54	256
CPD focused on enhancing my ability to develop, implement, monitor and evaluate improvement plans would be helpful to me	54	244
I would welcome courses that enabled me to use finance more effectively to support school improvement	43	246
I need to learn how to make better strategic and operational use of available non-financial resources	37	246

**Table 10: Agreement with propositions on management skills (new and established headteachers compared)**

Management skills	new		established	
	strongly agree / agree %	base	strongly agree / agree %	base
I would welcome CPD that enhanced my ability to deal with underachieving staff	90	52	72	124
I would welcome CPD focused on developing systems for the management and evaluation of effective learning and teaching	88	49	69	119
I'd like CPD that helped me to monitor, evaluate and improve the effectiveness of school policies and plans	80	50	58	119
I would welcome CPD that enabled me to deal with conflict effectively	78	49	54	119
CPD focused on a solution-focused approach to the resolution of problems would be welcome	79	52	56	124
I'd like more CPD opportunities that enable me to develop my management skills	74	49	48	119
I'd like CPD that enhanced my ability to develop strategies that promote high expectations of behaviour	62	50	51	124
CPD focused on enhancing my ability to develop, implement, monitor and evaluate improvement plans would be helpful to me	69	49	45	119
I would welcome courses that enabled me to use finance more effectively to support school improvement	74	49	27	119
I need to learn how to make better strategic and operational use of available non-financial resources	63	49	25	119

**Table 11: Largest differences (between new and established headteachers) in agreement with propositions on management skills**

	<b>new</b>	<b>middle</b>	<b>established</b>
<b>Management skills</b>	strongly agree / agree / % (base)	strongly agree / agree / % (base)	strongly agree / agree / % (base)
I would welcome courses that enabled me to use finance more effectively to support school improvement	<b>74%</b> <b>(49)</b>	45% (73)	<b>27%</b> <b>(119)</b>
I need to learn how to make better strategic and operational use of available non-financial resources	<b>63%</b> <b>(49)</b>	40% (73)	<b>25%</b> <b>(119)</b>
I'd like more CPD opportunities that enable me to develop my management skills	<b>74%</b> <b>(49)</b>	64% (73)	<b>48%</b> <b>(119)</b>
CPD focused on enhancing my ability to develop, implement, monitor and evaluate improvement plans would be helpful to me	<b>69%</b> <b>(49)</b>	55% (71)	<b>45%</b> <b>(119)</b>
I would welcome CPD that enabled me to deal with conflict effectively	<b>78%</b> <b>(49)</b>	60% (73)	<b>54%</b> <b>(119)</b>

**Table 12: Modes of provision (whole sample)**

<b>Modes of CPD provision</b>	strongly agree / agree / %	base
I believe that following ways of providing CPD are best for meeting my needs and priorities:		
workshops with other headteachers	93	245
time for self-reflection	89	243
local support networks	89	243
working collaboratively with others outside my school	88	246
facilitated face to face discussion seminars with colleagues	86	244
on-the-job experience	85	227
short term non-residential courses	82	240
national conferences	78	246
mentoring (i.e. being mentored)	74	244
study visits	74	240
collaborative projects/enquiry within my school	70	242
coaching	68	240
mentoring others	65	240
short term residential courses	63	239
international conferences/events	62	245
shadowing	62	242
sabbatical period	60	242
independent study supported by guidelines	54	241
web based support networks web-based learning	51	240
secondment	47	239
self-directed/independent study	46	241
undertaking research into professional practice	44	241
facilitated communities of practice	42	239
accredited university programmes	36	238
distance learning courses/programmes	33	239
retreat	25	240

**Table 13: Agreement that mode of provision best meets needs and priorities (new and established headteachers compared)**

	new		established	
	strongly agree / agree %	base	strongly agree / agree %	base
<b>Modes of CPD provision</b>				
I believe that following ways of providing CPD are best for meeting my needs and priorities:				
workshops with other headteachers	88	49	94	118
time for self-reflection	80	49	92	118
local support networks	92	48	88	118
working collaboratively with others outside my school	92	50	87	119
facilitated face to face discussion seminars with colleagues	84	49	89	119
on-the-job experience	91	46	85	110
short term non-residential courses	90	49	81	115
national conferences	82	49	81	120
mentoring (i.e. being mentored)	90	48	64	119
study visits	77	47	75	118
collaborative projects/enquiry within my school	76	49	67	118
coaching	86	49	57	116
mentoring others	60	48	66	117
short term residential courses	69	48	63	115
international conferences/events	65	48	63	120
shadowing	67	48	57	119
sabbatical period	54	48	73	118
independent study supported by guidelines	56	48	53	116
web based support networks web-based learning	54	48	51	117
secondment	45	47	51	116
self-directed/independent study	45	49	45	117
undertaking research into professional practice	40	48	46	117
facilitated communities of practice	52	48	38	117
accredited university programmes	52	48	28	116
distance learning courses/programmes	35	48	33	116
retreat	29	48	23	116

**Table 14: Largest differences (between new and established headteachers) in agreement that mode of provision best meets needs and priorities**

	new	middle	established
<b>Modes of CPD provision</b>			
I believe that following ways of providing CPD are best for meeting my needs and priorities:			
Coaching	<b>86%</b> <b>(49)</b>	71% (70)	<b>57%</b> <b>(116)</b>
Mentoring (i.e. being mentored)	<b>90%</b> <b>(48)</b>	79% (72)	<b>64%</b> <b>(119)</b>
Accredited university programmes	<b>52%</b> <b>(48)</b>	36% (69)	<b>28%</b> <b>(116)</b>

**Table 15: CPD providers (whole sample)**

<b>Providers of CPD</b>	strongly agree / agree %	base
I view my CPD needs as best being met through:		
partnerships involving universities and local authorities	84	233
my local authority	82	243
national organisations	78	232
headteachers associations (eg AHDS)	67	234
universities	60	235
private providers	58	233

**Table 16: Barriers and inhibitors to participation in CPD (whole sample)**

<b>Views on barriers and inhibitors to CPD</b>	strongly agree / agree %	base
To what extent are the following barriers for you to obtaining appropriate CPD?		
The demands of the job are a major impediment to professional development	70	248
I am often too tired to engage reading and reflective study	63	245
CPD is too focused on 'one-off' events	51	248
The budget to fund my CPD is insufficient for my needs	48	249
I'm too tired at the end of the day to attend twilight sessions	47	247
There is insufficient support for the professional development of headteachers	43	246
Distance from the centres of provision is a problem	42	247
There is too little information about what CPD opportunities are available for headteachers	36	248
I can't afford the time out of school	30	249
The kind of CPD that I value is not readily available	28	246
Many CPD providers lack credibility	25	245
I don't have the time to engage in reflective activity	24	248
I could only afford the time to participate in short 'one-off' courses	23	247
CPD courses are generally unimaginative	19	247
CPD provision is not based on the reality of life in schools	18	247
Most CPD is not relevant to my needs	16	246
I have more important priorities than CPD	11	244
My education authority does not encourage headteachers to participate in CPD	4	247



## L. EDUCATION AUTHORITY SURVEY FINDINGS: FURTHER DETAILS

### 1 What CPD provision is currently made for headteachers?

A need to provide more focused leadership development was recognised by many of the authority representatives interviewed, with 16 authorities having in place or working towards developing, a leadership framework or development strategy. There appears to be an awareness of the need for succession planning with leadership development activity being provided at all four levels identified in the Leadership and Management Pathways identified in Continuing Professional Development for School Leaders (Scottish Executive Education Department 2003).

In some cases leadership development is the specific responsibility of an authority officer. One authority representative talked in specific terms about the authority becoming more proactive in its relationships with headteachers and referred to a central advisory team which has a remit to provide advice and guidance to headteachers on leadership development and CPD.

Activity	No. of LAs
Headteacher meetings, conferences, focus groups, facilitated or self managing networks	22
Induction	12
Coaching and Mentoring	12
Corporate courses (Finance, Health and Safety, General induction)	8
Secondment to posts within the authority	5
Addressing needs identified through Personal Review and Development	5
Involvement in peer review/school validation/HMIE Associate Inspector	4

Other regular or ad hoc courses mentioned:

Emotional Intelligence Liberating Leadership Managing Learning and Teaching Managing People Education and the Law Introduction to Management Harvard Tapestry Reflective Leadership Leading Change Columba 1400	SQH Mentoring/Field Assessment Action Learning Self Evaluation Leadership Skills Cross service working Dignity at work Use of Performance Data Dealing with difficult people Motivation Team Building Organisational Management
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The pattern of delivery varied considerably with some being one day courses, some full day followed by a series of twilights. Many CPD opportunities in leadership and management are not confined to headteachers although headteachers attend.

### 2 What works best and why?

Activity	No. of LAs
Headteacher meetings, conferences, focus groups, facilitated or self managing networks	16

Coaching and Mentoring	8
Secondments	2
Involvement in school reviews/peer review	2

### 3 Future Challenges and Development Needs

#### Challenges

- Ensuring the relevance and accessibility of CPD
- Enhancing the quality of professional dialogue around development
- Engaging productively with change
- Managing and adapting to change
- The complexity of the headteacher role and the demands placed on headteachers
- The nature and introduction of dispersed leadership and the change in culture required
- Insularity
- *Developing and sustaining a supportive, proactive and solution focused school and authority culture*
- Keeping focused on the core business of learning and teaching
- Changing the culture from one which has a low tolerance for failure to one in which risk taking and creative experimentation is encouraged
- Sustaining the interest and motivation of headteachers
- Effective partnership working and the integrated services agenda
- Responding to the individual needs of headteachers
- The pressing demands on headteachers
- Lack of time for reflection
- Finding time for professional dialogue
- Keeping up to date with new ideas and research
- Integrated Children's Services

#### Development Needs

- Professional Development and Review has improved but further refinement is needed
- More attention needs to be paid to what is involved in leading and being involved in cross service/multi agency development activity
- There may scope for increased (and perhaps more systematic) transfer of learning and practice between schools and among colleagues
- Heads need time to reflect and to be able to 'raise their heads above the horizon'
- There is a need to focus on values and purposes
- There may be a need for more coherence in the pattern of provision
- Headteachers are not a homogeneous group and there is a need to identify and respond to individual needs
- There would be merit in facilitating and formalising headteacher networks to allow them to learn from and with each other
- Head teachers' ability to self evaluate and reflect on practice could improve (which would facilitate a needs driven system of CPD)
- Work on leading curriculum innovation is needed for heads
- The development of progressive pathways was thought to have possibilities and would be more attractive than simply providing a menu of activities

- More attention needs to be paid to how professional people learn together and to involving people in their own learning and not being dependent on others to provide learning experiences
- Focus on the link between leadership and learning
- Experienced headteachers should be involved and be encouraged to become involved strategically at council policy level
- Coaching and mentoring needs to be developed further
- Better use could be made of communications technology to set up forums with a shared interest around certain areas that would allow people to learn with and from each other
- More attention needs to be paid to how professional people learn together and to involving people in their own learning and not being dependent on others to provide learning experiences
- CPD on reflective practice might be worthwhile
- Working with people was considered to be an important element (Part of this should involve developing capacities and should include stress management, being resilient, enterprising, being able to give power away, effective delegation, the emotional side of working with people and dealing with incompetence.)
- Opportunities to stand back, reflect with others, refresh, re-engage
- More professional dialogue with peers and staff
- Idea sharing sessions
- Time out – sabbaticals
- Thinking time
- Empowering others
- Shadowing