

**Leadership Standards Self Review. LSSR**

**WG: Professional standards for teaching and leadership (9/2018)**



**Teachers (and leaders) exhibit high professional standards in values, dispositions and the practice of teaching.**

****

**Descriptors for formal leadership roles (the five dimensions). My log / evidence to demonstrate development.**

**Word Count 3000 words excluding words currently in the document. (3397)**

|  |
| --- |
| **PEDAGOGY – ‘is paramount’***The teacher in a formal leadership role exercises accountability for the pedagogy of others by creating and sustaining the conditions to realise the four purposes* *for learners and achieve the best for them in terms of standards, well-being in progress.* |
| **Refining teaching**Promoting the pedagogic vision for 2025Sustaining highly effective teachingEnsuring that strategy and infrastructure are fit for purposeCreating the effective and inclusive learning environmentAdvancing pedagogic approachesListening to learners |  |
| **Advancing learning**Promoting Welsh language and cultureEnsuring the four for purposes for learnersExploiting subject disciplines in areas of learningDriving a real life authentic contextsUsing cross-curricular themes |  |
| **Influencing learners**Accepting accountability for outcomes and learn well-beingEnsuring and protecting learner entitlementMonitoring and evaluating impactReporting on effectiveness |  |

|  |
| --- |
| **COLLABORATION – ‘allows it to spread’***The teacher in a formal leadership role builds a climate of mutual support in which effective collaboration flourishes within and beyond the school to spread effective pedagogy.* |
| Seeking advice and supportSustaining a collaborative cultureWorking productively with external agenciesEngaging with the widest school communityEnabling continuous improvement |  |

|  |
| --- |
| **PROFESSIONAL LEARNING – ‘takes it deeper’***The teacher in a formal leadership role stimulates an appetite for professional learning that is valued, has impact upon pedagogy and supports professional* *growth across a learning community within and beyond the school* |
| Wider reading and research outlooksProfessional networks and communitiesSupporting growth and system-wide leadershipSupporting growth in othersContinuing professional learning for all staff |  |

|  |
| --- |
| **INNOVATION – ‘moves it forward’***The teacher in formal leadership role ensures a positive climate for innovation that is coherent and manageable and outcomes are evaluated, disseminated and applied.* |
| Towards 2025Developing new techniquesSeeking and extending best practiceEvaluating the impact of changes in practice |  |

|  |
| --- |
| **LEADERSHIP – ‘helps it grow’***The teacher in a formal leadership role works intelligently to bring coherence, clarity and a shared commitment to realizing the vision from pedagogy, learners,* *colleagues and the wider community.* |
| Promoting teaching and leadership in WalesExercising corporate responsibility in all colleaguesEmpowering othersDelegation and empowermentSupporting other settings |  |