

Learning in another context

List of activities

Activities to be undertaken beyond a single school

- Scheduling (once every fortnight) sessions for headteacher and deputy to conduct a '*what if...*' session to encourage new perspectives on issues and actions.
- Taking a three week sabbatical, funded by the school to allow research; visits to other schools; work with parents/other stakeholders.
- Swapping leaders in the cluster – a combination of single day swaps for three weeks and then one week each half-term. The leader identifies three learning points they want to focus on and then these are reviewed as part of the process.
- Swapping deputies for a 10 day period which includes preparation, familiarisation and evaluation.
- Pairing up as leaders from different schools – pair up as collaborative partners to problem solve in each other's schools.
- Shadowing a pupil for a day and then managing the outcomes of this at whole school level.
- Training other staff in mentoring and coaching.
- Making an international link and the leader undertakes a visit, bringing back opportunities for curriculum enrichment, teacher professional learning and pupil to pupil links.
- Shadowing a colleague from another part of the Children's Services departments for half a day.
- Undertaking a structured visit to a school or college in another phase or a different context.
- Agreeing on an aspect of leadership to be developed and a programme of support is designed which results in an identified moment when the leader takes on full responsibility for at least four weeks, for example budget forecasting; preparing governor materials/reports; recruiting and appointing, dealing with a difficult personnel problem.

**Tool
5.2**

- Undertaking a major school improvement project that involves new ways of working with colleagues, for example coaching trios; use of ICT; planning tools and assessment techniques. The aims of the project are identified and shared and also the leadership characteristics to be demonstrated. All involved act as critical friends in evaluating both the outcomes and the process.
- Undertaking regular (three times a term) Action Learning Set activity with the leadership team, where challenges are explored in a collaborative way. The leader logs his/her learning from this and shows how this has been translated into practice.
- Reading about educational change and improving performance and presenting a summary to the leadership team and cluster colleagues with an '*Implications for us...*' section.
- Asking for 360 degree feedback from colleagues and using a coach to help improve performance.
- Undertaking a business placement.
- Undertaking an acting position and working with a mentor.