

## Leadership Pathways: four areas of online learning

### Extending the community of learners

The three units in this area are designed to respond to the challenges of Every Child Matters (ECM) and the influence family and community have on a child's success in life:

**Networking for learning** - focuses on the professional learning community of the school and how it networks with the learning communities of other schools

**Revisiting community** - focuses on the challenges of broadening the community aspect of learning and working with other agencies

**Urban leadership** - explores the realities of leading in an urban context

### Leading learning and teaching

The units in this area have a clear focus on raising standards and maximising the life chances of children as they investigate learning and teaching across three main themes:

- **Influencing learning** - how the leadership role impacts on and influences learning and teaching

- **Data and beyond** - how the judicious and creative use of data can inform the teaching and learning process

- **Rethinking learning** - looks at best practice in learning and teaching

- **High pupil mobility** - focuses on the social and academic challenges facing highly mobile pupils

### Stepping up to leadership

These six units aim to assist leaders to cope with the increasing demands of leadership at whole-school level. They are:

- **Understanding self** - helps leaders explore their leadership strengths and areas for development; considers how personality affects leadership style and coping strategies needed to fulfil role demands; and looks at protecting self (managing the guilt), resilience, work/life balance and communication skills

- **Change and direction setting** - looks at the National Remodelling Team (NRT) change model and the various elements of leadership, including vision (planning and implementation), communication skills, creating an effective climate and understanding how people react to change

- **Leading the development of others** - highlights the importance of school leaders as role models for others (lead learners), developing leadership capabilities to create a succession of future leaders and distributed leadership, empowering others (including in teams), motivating and leading diversity

- **Leading through influence** - looks at the issues surrounding context and how these affect leadership styles and behaviours; also explores stakeholder analysis

- **Moral leadership** - aims to help school leaders analyse their own moral values and how these can and should have a positive influence on the school

- **Leadership in small schools** - aims to explore the distinctive qualities, tensions and possibilities offered by a small school context

## Resourcing change

There are three units in this area:

**Human resources** - looks at recruiting and retaining staff in the extended services school; managing performance to implement change and to build capacity for improvement; linking performance management to pay; building and developing a team approach; and considering work/life balance of staff

**Organisational change and development** - considers changing organisational structure with regard to the future; monitoring and reviewing change and building systems and processes for the self-evaluating school; and school improvement planning for change and raising attainment

**Creative resource management** - explores using the remodelling and ECM agendas creatively to target and deploy resources for change and improvement; finding new possibilities for funding; and using information from data to target and deploy resources to raise attainment

These 16 units include:

- research papers
- think pieces
- live issues: current, up-to-the-minute issues or new policy, regulations or guidelines
- dynamic case studies
- exemplars of effective practice
- cameos: a personal view from practitioners presented in video or audio format
- videos of modelled practice