



ASPIRING LEADERS

London Schools are an invigorating but sometimes challenging environment in which to work and effective leadership is vital in schools facing challenging circumstances. The London Centre for Leadership in Learning (LCLL) at the Institute of Education has been working with two inner city Local Authorities (LAs) to design and deliver an innovative programme that will develop and equip aspiring leaders with the skills needed to make a real difference to inner city schools.

Hackney and Waltham Forest wanted to develop a programme that would improve the retention and development opportunities for their young and talented leaders. A learning model was developed for the programme that built on research findings into adult learning¹, impact evaluation² and developing quality teaching, learning and leadership in schools facing challenging circumstances³.

This innovative model offers a blended approach to development by delivering opportunities for personal reflection, professional dialogue, visits to schools and, crucially, the development of a network of professionals who support and challenge each other. At the heart of the programme is a personal pathway that offers individualised leadership development and a school-based project focussed on teaching and learning. So far, three cohorts have been developed across the LAs resulting in over 50 leaders successfully completing the programme.

The proof of the pudding is in the eating as they say, and the quantifiable impact is demonstrated by the number of senior leadership positions gained, improved retention rates and the rise in standards through individual school based projects. Participant satisfaction with their own learning and development is high.

It's not just the LAs and the participants that have been impressed by the outcomes. An evaluation of the first Aspiring Leaders programme carried out by London Challenge and the Primary National Strategies found that "the aspiring leaders were positive about the impact of the programme on their current classroom role of raising pupil achievement" as well as being "extremely positive about the impact of the programme on their current leadership role."

Contact

Vivienne Porritt
Head of Continuing Professional Development, London Centre for Leadership in Learning
Institute of Education, University of London
20 Bedford Way London
WC1H 0AL

telephone: +44 (0)20 7612 6687
email: v.porritt@ioe.ac.uk

¹ Cordingley

² Gusky and Harris et al

³ Harris, Chapman and Hopkins