

A welcome from our CEO



Sharath Jeevan gives an overview of recent developments including a mention in the Schools White Paper, emulation of Teaching Leaders in the US, and our Vision for 2012

Dear Friends of Teaching Leaders,

Thank you for all your help and support during a particularly exciting time for the programme: a White Paper commitment to national expansion, the graduation of our first cohort, the arrival of our largest cohort to date, and even the replication of the programme in the United States. I hope this newsletter - our first in this format - provides a flavour of the very positive developments over the last six months.

But we are also looking ahead to the future: developing an ambitious vision for 2012, the year that the Olympics come to London. The 2012 Vision has three broad elements. First, we want not only to maintain the quality of our training and coaching as we expand, but also radically enhance many key programme elements to make an even greater direct impact on leadership capacity, quality of teaching and pupil achievement. Second, we want to create a world class organisation that attracts the best staff and coaches, and is financially strong and a partner of choice for leading corporates. Third, we want to create an engaged movement of participants, alumni and supportive headteachers that makes a sustainable impact on national practice and policy, and also inspires international emulation.

What could success look like in 2012? Here are just three examples:

- Over 500 Teaching Leaders participants and alumni in the system, making an impact in over 300 schools.
- An employer of choice for talented people wanting to make a difference in education.
- Positive awareness and consideration from at least one in two eligible headteachers across the country.

It's an ambitious vision, but one that we think is achievable –with your continued help. We will be reaching out to our friends, supporters and partners for your advice and support on various aspects of the Vision, and we will keep you updated on our progress.

Thanks again for your support and we hope you will enjoy this newsletter, the first of many to come.

Best wishes

Sharath



Secretary of State for Education Michael Gove addresses headteachers, participants, partners and supporters of Teaching Leaders

Celebration Event welcomes Secretary of State Michael Gove as keynote speaker

Ministerial attendance at the annual celebration places Teaching Leaders' work at the centre of the schools agenda

It is not often that an event attracts the attention of two government ministers, but Teaching Leaders were delighted to welcome both the Secretary of State Michael Gove and the Schools Minister Lord Jonathan Hill to their second annual celebration event. The occasion, hosted by BPP law school, marked the graduation of the 2008 cohort and the awarding of annual Pearson Prizes – as well as recognising the contributions made by our supporters and founding partner schools.

The keynote speaker Michael Gove described Teaching Leaders as “a gifted and talented child of very attractive parents” (ARK, Teach First and Future Leaders) which was crucial to the schools agenda of accelerating social mobility - by placing the best teachers and leaders with the most disadvantaged pupils. He stressed how important he felt it was for him to attend the event, despite the fact that there was an important parliamentary vote that evening.

Carl Lygo, the CEO of BPP, echoed the importance of disadvantaged children receiving an excellent quality of education, speaking passionately about how his teachers inspired him to be the first in his family to attend university. Other speakers included the Chairman of Teaching Leaders, Jo Owen, and Rod Bristow, the President of Pearson UK.



Guests mingle during the run-up to the presentations

Lord Jonathan Hill personally congratulated each of the Pearson Prize winners and graduates, as well as talking to Teaching Leaders participants about their experiences on the programme after the formal proceedings.

Teaching Leaders would like to thank BPP for hosting the event, and the TES for providing such excellent photos.

Record number of prizes awarded to exceptional performers



2009 cohort Pearson Prize winners with Schools Minister Lord Hill and Teaching Leaders Chairman Jo Owen

Pearson reinforced their position as a key supporter of Teaching Leaders by donating prizes to our highest-performers for the second year. The awarding of the Pearson Prizes has become a highlight of the participant calendar – with this year seeing a record entry and £15 000 of prizes being given out in total.

All participants target 50-100 underachieving pupils as part of their Teaching Leaders Improvement Initiative, and this year twelve were rewarded for showing evidence of exceptional impact. The 09 cohort entrants were judged on their planning and first-year implementation of the Improvement Initiatives, while the most outstanding graduates were also commended for personal development and commitment during their time on the programme.

Rod Bristow, CEO of Pearson UK presented the awards at the annual celebration event. He said, "I am delighted to reward the innovation and creativity shown in the winners' departments, and I hope that their colleagues and fellow Teaching Leaders will be inspired to follow in their footsteps."



Emma Soper of Thomas More Catholic School had a huge challenge in autumn 2009, starting an Improvement Initiative in her new post as Head of Maths at a new school. This year she won the 09 Pearson Prize for her team's achievements

I began September 2009 as a Curriculum Leader for a department which just a few months earlier had been described as unsatisfactory at KS4. The major goal was to increase the percentage of pupils achieving an A* - C grade. To do this I needed to tackle three issues: the quality of teaching and learning, the motivation and engagement of pupils and the involvement of parents. I selected a group of 90 students from Yrs 9 and 10 all of whom were underachieving or working at the C/D borderline.

I began by conducting lesson observations and developing CPD activities within the department. I boosted staff-resources to support AfL and created personalised e-learning support for pupils and parents to use at home. I encouraged my team to make regular phone calls home to empower parents. I ensured smaller class sizes and developed a programme of targeted after-school revision and one-to-one tuition for key marginal groups.

By the end of my first year 76% of underachievers in my target group had improved their grades. 90% of the Yr 10 pupils with a C/D target grade achieved a grade C a year early giving them the opportunity to exceed their target grade in Yr 11. In addition to good results I have also managed to develop a strong team who are reflective in their practice and who are always striving to improve and develop for the sake of the children we teach. An internal school inspection has now graded our department as good. Our next goal is to try and reach the ever increasing national average for A* - C.



Lesley Airey is congratulated on her graduation by Lord Hill

Members of inaugural cohort become alumni

The start of the 2010 academic year was significant for the inaugural 2008 cohort, who were rewarded at the Celebration Event for having completed the two year programme and becoming the first group of Teaching Leaders alumni.

The group is comprised of exceptional individuals, with 70% having been given additional responsibilities or promotions since beginning the programme (including three appointments to senior leadership teams). Most have also remained in their schools this year.

The alumni programme will continue to offer formal and informal development opportunities; around half of our alumni have expressed an interest in developing their mentoring and facilitation skills. It is hoped that they will play an increasingly major role in providing support to current participants and delivering sessions on both the Core and TLOD programmes. Teaching Leaders will also continue to facilitate networking within the alumni community.



Johanna Thompson, Head of Year at Greig City Academy, won this year's Pearson Prize for the 2008 cohort. Here she talks to us about what made her Improvement Initiative so successful

My Improvement Initiative targeted an underachieving group of students; all the data on these students at the start of Year 10 suggested that they were completely disengaged from all aspects of school life. They were not achieving the required standard of attendance, punctuality or behaviour.

My team and I worked closely with the parents of the target groups in Year 10 and Year 11. I ran a support programme entitled "Coaching Your Child for GCSE Success." The feedback from parents and students was positive and parents stated that they felt empowered and able to have productive conversations with their children.

The focus on regular telephone and face-to face contact with parents led to record attendances for Parents' Evenings with over 80% in Year 10, and 92% for Year 11. The results for English in August achieved a school record of 55.4%. 53% of the students in the target group passed their English GCSE.

Over the two years, and thanks to Teaching Leaders, I have learned the importance of students and their parents working together with the school to ensure every child achieves their potential. I have also learned the capacity which parents have to lead and take the initiative in their child's education, and seen this lead to incredible results.

What does the White Paper mean for Teaching Leaders?

Our Development Director, Andrea Berkeley, describes what this could mean for our organisation



As new kids on the block and in an era of cut-backs, we are delighted to be named alongside our big brother and big sister programmes Teach First and Future Leaders as examples of third sector organisations playing a key role in attracting teaching and leadership talent to disadvantaged schools.

We see the mention in the White Paper as a validation of our work to date and we are very pleased with thumbs up for our expansion as an organisation.

We welcome the twin key themes of 'Teaching and teachers matter' and the imperative to close the achievement gap and improve the life chances of the most disadvantaged children. We like the uncompromising nature of raising the bar for floor targets and transparency around performance data. Both these are cornerstones of the Teaching Leaders Core and On Demand programmes.

Other themes that chime with us are the emphasis on the primacy of the academic subject and the quality of leadership seen as

second only to the quality of teaching. There is a solid research base for this assertion but it has never before been endorsed so strongly for by government. This is good news for Teaching Leaders – as are the key themes of literacy across the curriculum and more emotionally intelligent and inclusive approaches to promoting behaviour conducive to learning and preventing exclusion. Both feature strongly in the Teaching Leaders curriculum.

These are exciting times and I'm delighted to be involved with Teaching Leaders at a time when what we do is seen as being so central to government education policy. We will continue to investigate ways to make the programme more effective in the new emerging landscape.

We also look forward to enabling our network to inform the policymakers and influencers through a series of research pieces examining the needs of our partner schools. The next report will look into the provision of CPD within secondary schools, and how this may be reviewed strategically in the current economic climate.

Contact *Mayhul Gondhea* mayhul.gondhea@teachingleaders.org.uk if you would like to pre-order a copy of the report.

2010 Residential is largest and most successful to date

The 2010 cohort kicked off their journey on the programme with a fantastically successful week at the National College in Nottingham at the end of August. Our 70 new recruits got the chance to meet each other, their coaches and the team, as well as hear from some of the leading lights in UK education

Highlights of the week included a lively panel discussion with three outstanding Heads: Sir Michael Wilshaw, Lynn Gadd and Sir Alasdair MacDonald, which followed a presentation by Andy Buck of the National College on "what makes a great school". Maggie Pringle's workshop on 'The Trouble with Boys' was very well-received, and the new cohort were given guidance on planning their Improvement Initiatives from members of last year's cohort. An experiential "change event" also gave the opportunity for participants to learn first-hand how team dynamics can evolve during periods of stress.

One participant commented, "the week has been a fantastic opportunity to reflect on myself, my school and the profession. I've learned a lot about myself as a leader and where I want to get to. I will go back to school more confident, energised and inspired to make positive changes for the better of the students".

As has been the case in previous years, the week tangibly energised the participants, setting the tone for starting or developing their leadership roles at the start of term. This enthusiasm has carried all the way through the first term on the programme. Overall the feedback for the Residential was overwhelmingly positive: rated 9.2 / 10 and becoming our highest-rated residential to date.



2010 participants at the National College in August



Participants in a workshop activity during the November Day Conference

Leading Educators takes off

After a successful summit held in Washington DC in late 2009, in which we brought together leading figures from the Obama administration, funders and non-profit organisations, we have helped to inspire the growth of a US sister programme, Leading Educators. The Leading Educators pilot was started by Jay Altman – also a member of the Teaching Leaders founding team.

Following funding of a feasibility study from ARK and the New Schools Venture Fund, a plan has been developed for Leading Educators to begin a national rollout which could reach many of the highest need school districts across the US. Teaching Leaders has been sharing key elements of programme design to help inform the US programme, which will be customised to local needs.

Leading Educators has also recruited Jonas Chartock, a highly respected figure in the US education reform movement, as CEO.

Teaching Leaders welcomes new Corporate Partners

We are grateful to have the support of the Department for Education (through the National College) and ARK as our cornerstone funders. The fees paid by schools also help us cover our charitable costs. Other developments include:

- In addition to the Improvement Initiative prizes, Pearson has also committed to a fund to help us provide more value back and services back to our partner schools
- Following the successful hosting of our Celebration Reception, BPP will also donate training venues to us during the year
- We have received recent funding from the Transformation Trust, and are working with two leading independent schools (Brighton College and Wells Cathedral School) on an innovative peer mentoring programme
- O2 have supported us in conducting a marketing review, and we have worked with them on the new O2 Learn Portal
- We have continued in-kind support from the National College for our Residential, and the British Council for the opportunity for some of our partners to undertake international learning visits

In total we now have 18 corporate and organisational supporters and have generated over £600k in estimated in kind support since our launch.

Warwick Partnership provides Masters option for TL participants

Teaching Leaders and Warwick University will be joining forces from 2010 onwards to provide a 'Masters in Educational Leadership and Management (Teaching Leaders)' as an optional extension to Core programme participants.

Written assignments will be based on reflections of participants' experience with their Improvement Initiatives, and a Diploma is available over two years. Those who would like to obtain a full Masters at a highly discounted cost have the option of completing a dissertation in the third year. The initiative ties in with government objectives to raise the status of the teaching profession, and provide better qualifications for school leadership staff.

Just under half of the 2009 cohort are currently undertaking a bridging assignment in order to take part in the scheme, and it is fully integrated into the Teaching Leaders programme experience for future cohorts.

Teaching Leaders applies high quality, impact-led approach to in-school development programmes

Teaching Leaders On Demand has now partnered with ten schools across England to deliver tailored development programmes, receiving strongly positive feedback. The modules draw on the latest research on how to engage staff in learning and have a visible impact. Lasting between 6 months and 2 years, they are designed for groups of up to 15 middle leaders in a single school or cluster of schools, covering issues and content chosen by the participants and their senior leaders.

"Teaching Leaders has strengthened the spinal column of skills in Manchester Academy," said Kathy August, the Principal of Manchester Academy.

Our vision is of outstanding leadership throughout all schools, enabling every teacher and child to excel.

Our mission is to grow a movement of outstanding middle leaders whose teams measurably improve the life chances of children in challenging schools.

- We select high-potential emerging middle-leaders at the most challenging schools
- Transform them into outstanding leaders through a world-class personalised leadership programme
- Provide a powerful network to share best practice and progressive ideas
- Develop and support them to make a lasting, measurable impact
- Unlock the potential of children and make a change for future generations