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Defining and addressing the professional development needs of school leaders in England: promoting positive behaviour

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SEN/Disability: current principles...

- most children with special educational needs can be successfully included in mainstream education providing staff receive appropriate training, strategies and support

- inclusive education service should offer excellence and choice and provide opportunities for the views of parents and children to be heard

- Schools, local authorities and others should actively seek to remove barriers to learning and participation

- Mainstream education will not always be appropriate for every child throughout their compulsory years of schooling

" The development of inclusive education is as much about developing a personal theory, as it is about increasing professional knowledge"

Teacher characteristics – 40 years of pupil-feedback

- Well-prepared

- Respectful

- 'Allows us to speak'

- Fair

- Knowledge of subject

- Clear rules and punishments

- Humour

- Not unpredictable

- Honest

- Deals with own 'problems'

Recent research on leadership & behaviour (NCSL, 2010)

Exploration of 4 leadership-related issues:

- school cultures, relationships and behaviour

- partnerships and communities and

- professional characteristics and behaviour

- promoting inclusion, limiting exclusion

Methodology

- Purposive sample of schools (primary, secondary, special)

- Focus on school principals

- Schools identified as 'outstanding' based on official criteria

- 4 interview themes

- Video recorded / audio transcription

- Manual transcript analysis using reference group

- Constraints & provisos

Individual professional characteristics which appear to be significantly present:

- Motivation

- Use of positive affirmations

- Modelling positive behaviour

- Recognition of personal strengths and capabilities

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Institutional leadership characteristics which appear to be significantly present:

- Distribution of Leadership

- Promotion of professional learning

- Encouraging calculated risk-taking

- Redefining pupil 'behaviour'

Key findings:

- little in the literature presents as innovative practice in promoting positive behaviour;

- the literature is consistent in linking leadership skills and attributes to improved pupil behaviour

- much of what is reported represents perceived 'effective practice' in school leadership

- effective leadership skills, like effective classroom teacher skills, appear to be generic and have been recognised over time

- leadership skills include many which are regarded as 'affective'

- leaders who emphasise educational attainment tend also to place equal importance on appropriate social behaviours

- innovation occurs in context-specific locations; issues of transferability

- professional development of leadership skills for inclusion

An electronic copy of this presentation may be obtained from:

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