



Leadership Twilights

After the success of the 2018/19 twilights we are expanding the number of twilights to also cover elements of our leadership programmes. These sessions are aimed to deliver and create conversations around ideas and tasks that can then be applied in the participant's role.

Our leadership twilights are a modular approach to leadership, taking many elements from our Middle Leadership programme. These are designed to be both stand-alone, and complimentary, allowing teachers to pick and choose which are most appropriate to their journey in their career.

| Leadership twilight | Date |
|--|----------|
| <p>Introduction to spreadsheets</p> <p>This twilight serves as an introduction to the world of spreadsheets and is designed for those with little understanding or confidence. Although data is provided, participants are welcome to bring their own. Concepts include:</p> <ul style="list-style-type: none">• Spreadsheet navigation, including terminology and formatting• Using formulas (sum, average, if)• Fill• Sort and filter• Simple conditional formatting• Creating charts and graphs | 16/09/19 |
| <p>Becoming a leader</p> <p>This twilight explores what it means to be a leader, including personal reflection and development of the understanding of the role. Concepts include:</p> <ul style="list-style-type: none">• Leadership v management• Characteristics of leaders• Leadership styles• Prioritising• Challenges to leadership• Personal leadership and vision | 23/09/19 |
| <p>Leading others</p> <p>This twilight explores what it means to lead other people and offers techniques to create and maintain relationships, including when challenging situations arise. Concepts include:</p> <ul style="list-style-type: none">• The importance of people• Building relationships• Creating a culture• Taking time to listen• Courageous conversations | 14/10/19 |

| | |
|---|----------|
| <p>Collecting evidence</p> <p>This twilight looks at the importance of data in making evidence-based judgements, as well as offering practical examples of how to effectively collect this. Concepts include:</p> <ul style="list-style-type: none"> • Dealing with the unknown • Evidence and data • Types of data • Evidence-based research • What is 'outstanding'? | 04/11/19 |
| <p>Giving effective lesson observation feedback</p> <p>Based on our existing mentoring twilights, this session offers advice on how effectively provide feedback following a lesson observation. Concepts include:</p> <ul style="list-style-type: none"> • Using the teacher standards • Setting SMART targets • Critical incidents • Active listening • Asking not telling • Dealing with difficult situations | 18/11/19 |
| <p>Introduction to coaching, with Tom Gately (Life Coach and Education Consultant)</p> <p>This twilight introduces participants to the benefits of coaching and will provide time for peer coaching practice. This session will:</p> <ul style="list-style-type: none"> • Support your professional and learning journey • Develop you and your staff personal and professional agendas • Introduce you to models of coaching and support you in choosing a relevant style • Confirm you in your school development journey by seeing how coaching can influence, motivate, lead and fulfil you and your staff in finding balance and growth • Assist you in finding that clarity that will allow you to renew yourself and lead and inspire others | 25/11/19 |
| <p>Writing an action plan</p> <p>This twilight builds on our <i>Collecting Evidence</i> twilight and looks at how to create measurable targets as well as how to break these down into time-based actions. Concepts include:</p> <ul style="list-style-type: none"> • Staying within the school's recipe • Setting SMART targets • Breaking down targets to actions • Development planning overview • Difficulties of improvement planning | 02/12/19 |
| <p>Introduction to educational research, with Professor Mike Gibson</p> <p>This twilight explores the current research landscape including the necessary skills of the ability to critique. Concepts include:</p> <ul style="list-style-type: none"> • Where to look • Qualitative and quantitative research • Effect sizes and meta-studies • Critiquing skills • Applying research to teaching | 10/12/19 |