



VIBE

**For Middle Leaders
Case Study**

WHAT DO YOU TRANSMIT?



Russel Kesson

Acting PT PE

**Perth
Grammar**

Russel Kesson, Acting PT of PE at Perth Grammar joined VIBE for Middle Leaders to enhance his own personal development at middle management level.

Russel joined VIBE for Middle Leaders in September 2020 and is one of the first delegates to receive GTCS Professional Recognition in Self evaluation after successful completion of the programme. An experienced practitioner, Russel was looking to develop his leadership skills and strategic knowledge to enhance his ability to lead his team more effectively.

VIBE is a transformational leadership experience that strikes the balance of values-based leadership, theory, coaching and fun professional learning. The programme is designed to support Middle Leaders in schools as they move through their careers in education, easing the transition from reflective classroom practitioners to self-evaluative, enquiring leaders.

Here Russel describes his experience of VIBE and the impact of the programme.

Leadership of Learning

Russel said: “I have learned that from a situational leadership perspective I rated my natural leadership style as being more like a coach and a mentor and this translates into how I see my role as an educator with the students. In leading this way, I see leadership as more of a shared role, in that if all members of the team have a shared accountability then their commitment to achieving success will be greater. I have learned that in having shared responsibility and a sense of inclusion will lead to individuals who are more willing to give themselves to a common cause.”.

Learning-as-collaborative

"I have been able to better appreciate and accept the strengths within the team that I work in and how to empower my teammates to make use of their 'super powers'. I have a better understanding of the roles each member in my department plays and how each person's role helps the department to achieve and have success. I also appreciate more the need for each member of the team to be praised and recognised for what they bring to the team."

Knowledge and Understanding of Leadership

"I have always seen myself as being a leader as I have lead sports teams in the National League and my country at International Competitions. However, I think my understanding of leading has developed throughout this course, in that I appreciate more the different leadership styles and what impact they have on people. I also have a deeper understanding now of engaging team members and utilising their strengths. In the past I would have been more guilty of trying to lead by doing everything myself rather than engaging my team members in working towards a shared goal."

Practitioner Enquiry

"I really didn't have a clue on how to carry this out before embarking on this section of the course. This forced me into doing a lot of research into different methods of producing a practitioner enquiry and engaging in critical reading, which I would not have previously done. I have a greater understanding now of the need to engage pupils, staff, parents and partners when carrying out this type of enquiry. I also recognise that the impact of the enquiry on the wider school community is what is key to making it a worthwhile process to undertake."

The Biggest Takeaway

"I have taken a lot from the course overall. One of the big things for me was the self-evaluation element to the course. Embarking on the course has helped me to accept that I had become stale in my career and was not working to the levels I am capable of producing. The reflective journal element of the course was very useful for me in doing this as it led me to being more honest with myself about where I was in my career and then what I need to be doing to reach where I want to get to. It has also been very useful in helping me to evaluate the team I work within and appreciate more what my colleagues bring to that team."

"I have really enjoyed this course, but am not surprised by this as I have always enjoyed the Tree of Knowledge sessions that I have engaged in. I would highly recommend this course to any aspiring leaders."



VIBE for Middle Leaders

How it works

Workshops

The VIBE Workshops encourage deep, reflective and critical thinking and self-evaluation on a range of theories, concepts and practices that are integral to effective leadership and management. Structured goal setting allows practitioners to relate their learning to their own context and allows them to measure the impact of their actions.

Action Learning Set

ALS's give practitioners the opportunity to explore "live issues" they may be experiencing within their Middle Leadership role. Practitioners' work collaboratively drawing on a wide range of personal experience to support each other in developing action plans to approach each issue with.

1:1 Coaching

Our signature 1:1 coaching sessions use a strengths based approach called Appreciative Inquiry to support practitioners in deep self-evaluation and reflection, helping them to seek solution focused approaches from an informed, problem solving perspective of their professional practice.

Practitioner Enquiry

Through the VIBE practitioner Enquiry practitioners have the potential to transform professional practice and their school.

Practitioners are provided with step by step guidance, drawing on the GTCS Professional Enquiry Framework, to support the development of their Practitioner Enquiry. Guidance around criticality with regards to reading and research is also be provided. Practitioners are asked to link the Practitioner Enquiry experience to the GTCS Professional Standards for Middle Leaders.

Professional Poster and Presentation

Practitioners are asked to present a professional poster based on their practitioners enquiry that shares the scope, approach, and findings of their practitioners enquiry. They are also asked to demonstrate the impact their practitioner enquiry has had on their own practice, their school, and how their learning supports the professional standards for middle leadership and management.

Reflective Journals

Throughout the course of VIBE practitioners are asked to compile a learning log of reflective journals. Two of these reflective journals are a compulsory part of the programme. We ask practitioners to utilise the GTCS self-evaluation Wheel: Professional Actions of Middle Managers through these reflective journals. This allows deep, critical self-evaluation about the impact of vibe on their professional development.

Critical Friend

We recommend practitioners identify a critical friend as part of VIBE. We ask that they meet regularly throughout the programme to develop professional dialogue and deepen self-evaluation throughout the programme and beyond. These discussions naturally support practitioner PRD.

Final Essay

Practitioners submit a final essay of 1000 words that details the impact of VIBE on their professional practice. This is assessed against key Professional Standards for Middle Leaders. Practitioners are expected to ask critical questions about themselves within their context. The final essays should reflect on their professional practice and development within their context supporting practitioners to develop professional agency and voice becoming educators as leaders of change.

TO FIND OUT MORE EMAIL
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