

Department of Education and Lifelong Learning

DEVELOPING OUR LEADERS



“A clear, progressive educational leadership pathway should be developed, that embodies the responsibility of all leaders to build the professional capacity of staff and ensure a positive impact on young people’s learning.”

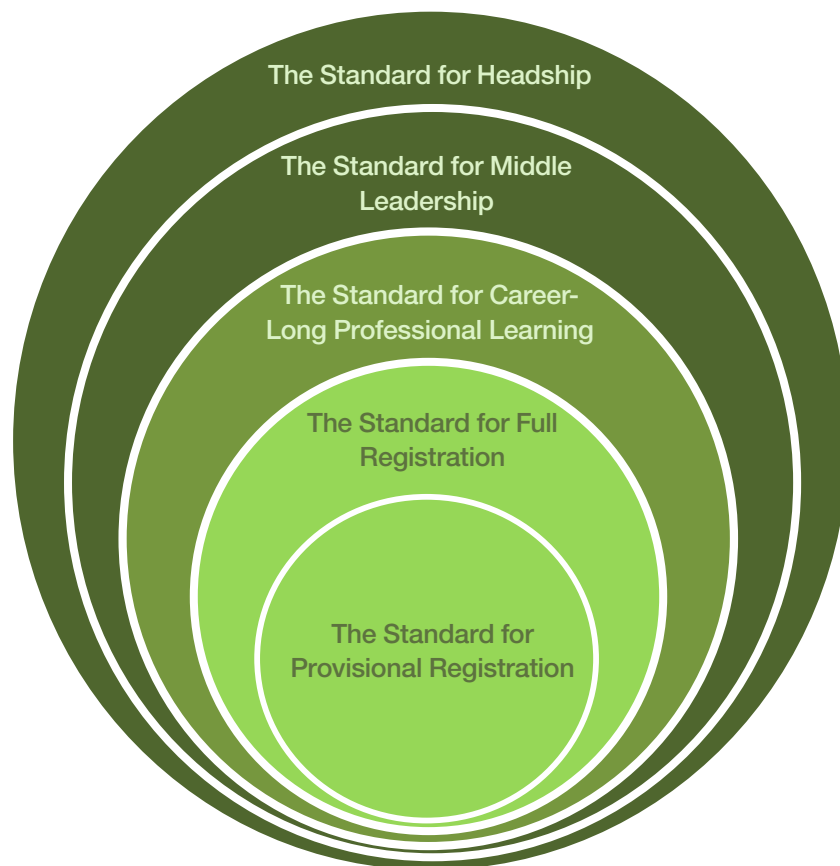
(Recommendation 46, Donaldson Report 2010)

A FRAMEWORK FOR PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL LEADERSHIP

2013

“All teachers should have opportunities to be leaders.....
The Standards for Leadership and Management include a focus on
leadership for learning, teacher leadership, and working collegiately
to build capacity in others”

(GTCS Standards 2012)



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INTRODUCTION

Glenn Rodger, Director E&LL

Across Scottish Borders Council, there are many examples of outstanding leadership in practice. This is a fact that is very much acknowledged and appreciated by all those in senior positions in the Council.

As providing the best possible outcomes for our children, young people and staff are at the heart of our practice, it is all the more important for our service to be actively developing our leaders. We encourage all those that aspire to leadership at higher levels by offering stimulating opportunities for further leadership development and encourage all staff in E&LL to realise that they have leadership capacity and that they are all leaders in one way or another.

Similarly, at this point in time, the Scottish government's response and recommendations following the Donaldson Report, alongside the publication of the General Teaching Council (Scotland) revised Standards for the teaching profession at all levels including Leadership and Management, mark a pressing need for a revision of the Scottish Border Council Department of Education and Lifelong Learning's policy for developing and supporting leaders and leadership.

Developing Our Leaders sets out for all staff in E&LL the opportunities for Professional Development in Leadership that are available to them in SBC.

I recommend this Framework and the development opportunities to you all and encourage you, in discussion with mentors, coaches and line-managers, to sign up for those that are appropriate for your on-going and future development as leaders.

By maintaining a focus on leadership of learning across all our schools and educational establishments, our service will continue to improve, thanks to your efforts as always, and we can realistically strive together to achieve the "best possible outcomes for our children and young people."

Glenn Rodger
Director of Education and Life-Long Learning
April 2013

THE PURPOSE OF THE PROFESSIONAL DEVELOPMENT FRAMEWORK FOR EDUCATION LEADERSHIP

This Framework for Professional Development for Educational Leaders is **designed to stimulate and support** the professional development of all continuing and aspiring leaders in the Department of Education and Lifelong Learning in Scottish Borders Council.

Within the wider context of **Career-long Professional Learning, CLCP** (appendix 6 – National Outline Model for Effective CLCP), the Framework reflects:

- current national guidance on leadership development as outlined in the new GTCS Professional Standards for Teachers, (August 2013)
- Teaching Scotland's Future (Donaldson Report 2010),
- the recommendations of Education Scotland's National Partnership Group include the Framework for Educational Leadership Scotland (2012)
- current international research into the theory and practice of leadership and management.

DEVELOPING OUR LEADERS - AIMS:

- help individuals to plan their leadership development
- create a coherent approach to leadership development in E&LL which reflects national guidance and which is easy to navigate
- develop existing leaders and grow our own leaders
- provide sustained support for educational leadership and management development
- meet the challenges of continuous change and to respond to priorities
- provide the best quality service possible

DEVELOPING OUR LEADERS - STRUCTURE: (Leadership Rationale, Professional Review and Development, Induction, The Three Phases)

E&LL's Developing Our Leaders is a support framework that builds its foundations upon our **Leadership Rationale** (see following). This is underpinned by a supportive and engaging **Professional Review and Development** (PRD) process, coupled with a planned approach to the **Induction** for our leaders new in role. The range of support programmes and options for our leaders are organized into **Three Phases** which are described in the following sections.

E&LL LEADERSHIP RATIONALE

Leadership within a Culture of:

- Collaboration
- Professional Reflection and Enquiry
- Coaching/Mentoring approaches
- Solution-focused attitudes

Collaborative leadership is needed in order to provide responsive and consistent support to people with diverse needs. The ability to build trust, to relate to others with integrity and to 'bridge' diversity are all essential skills for those engaged in leadership activities across agency and sector boundaries.
(Leading Together 2011)

In Scottish Borders Council, as elsewhere, Career-long Professional Learning (CLPL) aims to continually develop and sustain a highly committed workforce of enquiring professionals who focus on the best possible outcomes for children and young people (see appendix 6 CLPL Outline).

Effective and inspirational leadership derives primarily from permanently close links with and insightful understanding of classroom practice, linked to an understanding of the wider educational and social contexts and systems. Such leadership must be relevant to the core purposes of education. In other words, the leader in education never ceases to be an “enquiring practitioner” who is committed to continuing professional reflection and the pursuit and achievement of the best possible outcomes for children and young people.

Leadership in education will thrive only where it aims to build and establish:

- a genuine culture of collaboration* and collegiality within schools, between schools, with parents, with partner (formally known as “external”) agencies and with education officers at all levels
- a commitment to on-going professional reflection, learning and enquiry amongst all staff at all levels
- effective processes of on-going self-evaluation and professional review and development at all levels
- a commitment to positive, solution-focused approaches and attitudes
- a commitment to support and challenge for individuals at all levels through PRD and coaching / mentoring and peer support relationships
- A commitment to supportive, planned induction processes for our leaders

PROFESSIONAL REVIEW AND DEVELOPMENT

“People change organisations. The starting point is not change itself or changing those around us, but taking action ourselves.”

Michael Fullan

Staff should navigate their pathway through the various opportunities and levels of leadership development in the light of personal and professional priorities that emerge from the normal processes of regular self-evaluation and Professional Review and Development. Please see appendix 1 for links to the GTC Standard for Educational Leadership and Management which comes into operation August 2013. National self evaluation tools against the new professional standards will be available shortly but also please see appendix 2-4 for summaries and evaluation tools in the form of coaching wheels

The processes of on-going Professional Review & Development, including CPD e-portfolios and Professional Update, will inform the decisions each individual will make with regard to the appropriate levels of development to be pursued.

CPD online has full guidance on all PRD processes including a comprehensive range of self-evaluation tools at www.sbc-cpd.co.uk

INDUCTION FOR LEADERS

“Leadership is distributed. It resides not solely in the individual at the top, but in every person at every level, who in one way or another, acts as a leader”

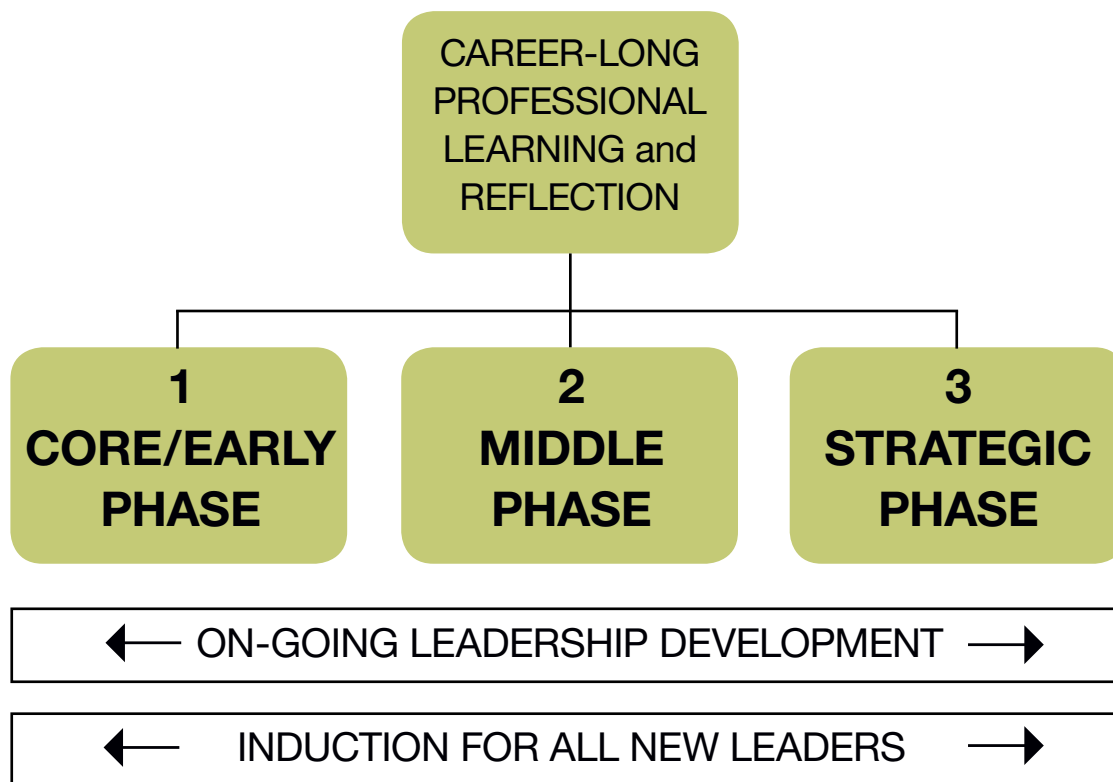
Daniel Goleman

All staff take part in induction based on the Council’s employee generic Induction Pack which will equip them for their new job. Effective Induction is essential for ensuring that all staff appointed to leadership roles know the essential aspects of the job as quickly as possible. (see SBC intranet for guidance for line managers on induction or contact training@scotborders.gov.uk to register for online induction)

Every new leader and manager in E&LL should be helped to design a personal development programme to equip them for their new role as a leader and ensure that they can effectively learn the business of leading and managing their new post. The personal development programme will recognise and build on any previous experiences and will use a range of training and development opportunities and techniques. From the Induction period onwards, aspiring leaders and managers will continue to undertake professional development.

The SBC Leadership and Management matrix, (see appendix 2), consists of a number of mandatory and optional training “modules” that provide a useful; reflective tool. Through the PRD process, staff will identify, with their line manager, the modules which are necessary and would be useful next steps.

THREE PHASES WITHIN DEVELOPING OUR LEADERS



Development Phase	Categories of staff*
1- CORE/EARLY PHASE for teachers or other staff as leaders of learning with responsibility for smaller scale projects or school initiatives and who are aspiring to develop their leadership knowledge, understanding and skills.	Teachers and other staff undertaking or aspiring to early leadership roles Principal teachers newly in post First-line managers newly in post
2- MIDDLE PHASE for teachers or other staff who have regular responsibility for leading teams of staff in E&LL. For staff who lead projects and teams with overall responsibility for an aspect of leadership across the school/E&LL.	Principal Teachers/ Principal Officers seeking further development Principal Teachers considering Depute positions Depute Teachers newly in post Education Officers seeking further development
3- STRATEGIC PHASE for those with overall responsibility for aspects of strategic leadership of an establishment and who are involved in leading strategic initiatives across the wider school community and local authority.	Experienced Deputes seeking further development Senior Education Officers Headteachers newly in post Experienced Headteachers seeking continuing development Heads of Service

*NOTE: The definition of which levels are appropriate for staff will vary across the various professional groups who work with E&LL. The categories used for the different Phases above are a guideline only and there may be cross-over between the various development opportunities on offer. In all cases, staff will discuss the suitability of courses with the relevant line manager and can consult CPD staff in their establishment and CPD Manager as required. (Please also see following definitions from The Framework for Educational Leadership in Scotland).

DEFINITION OF LEADERSHIP AND LEADERSHIP ROLES (From The framework for educational Leadership in Scotland)

Leadership is the ability to:

- Develop a vision for change , which leads to improvements in outcomes for learners and is based on shared values and robust evaluation of evidence of current practice and outcomes;
- Mobilise, enable and support others to develop and follow through on strategies for achieving that change.

(*See Core/Early Phase) We expect all teachers to be leaders in a number of important ways. We expect them to lead learning for, and with, all the learners with whom they engage, with a clear focus on improving outcomes for all. We expect all teachers to develop capacity to lead colleagues and other partners to achieve change through specific projects or development work. We expect those in, or aspiring to, promoted roles within education to lead teams to initiate and manage change effectively and to develop leadership capacity in others. All leaders have a responsibility for encouraging collaborative partnerships, in order to achieve positive outcomes for all children and young people.

(*See Middle Phase) The Key Purpose of Middle Leaders

Middle leaders, within their areas of responsibility, lead and collaborate with team(s) to establish, enhance and ensure high quality learning experiences and outcomes for all learners. In line with the vision and values of the school, and within the departmental and school improvement agendas, middle leaders:

- Develop a range of strategies for individual and collective self evaluation which contribute to the school's improvement;
- Develop coherent approaches to professional learning which build and sustain teachers practice;
- Lead and work collaboratively to enhance teaching which leads to high quality pupil learning experiences;
- Build and sustain partnerships with pupils, parents and other stakeholders to ensure pupil learning needs are addressed;
- Manage allocated resources effectively to meet learning and development priorities.

(*See Strategic Phase) The Key Purpose of Head Teachers

The head teacher acts as the leading professional in a school and as an officer of the local authority. Head teachers lead the whole school community in order to establish, sustain and enhance a culture of learning through which every child and young person is able to learn effectively and achieve their potential. In line with the vision and values of the school, head teachers, supported by their staff:

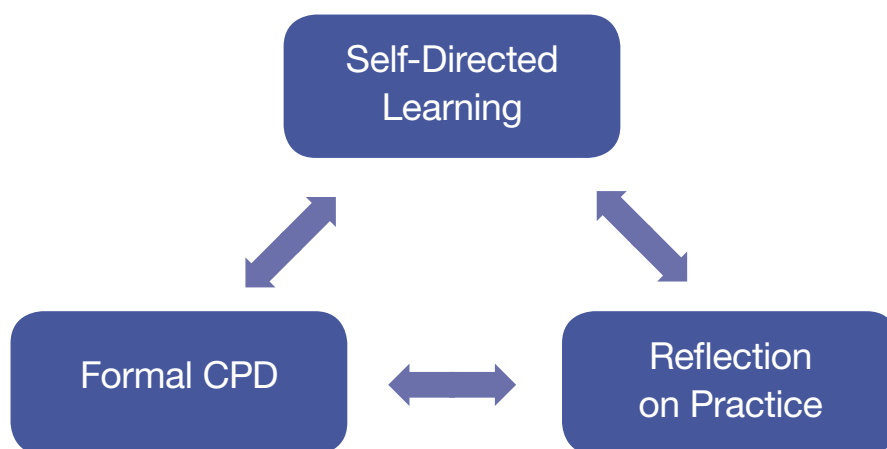
- establish, sustain and enhance the culture of self-evaluation for school improvement;
- develop staff capability, capacity and leadership to support the culture of learning
- ensure consistent high quality learning and teaching for all pupils;
- build and sustain partnerships with pupils, families and relevant partners to meet the identified needs of all learners;
- manage and direct resources effectively in line with identified strategic priorities.

(*For the purposes of E&LL these definitions should be more widely applied to encompass everyone in Educational Leadership)

CPD FOR LEADERS

'There is a growing consensus within Scotland about the methods and approaches which contribute to effective educational leadership development. The broad programme aims to promote, support and further develop approaches which contribute to a general strengthening of leadership development such as: collaborative networks which focus on the development of practice, problem solving and shared learning; coaching and mentoring opportunities; opportunities to step back, review, reflect and develop personal leadership practice and learn from practice in other educational systems and in other organisational contexts; formal programmes and frameworks designed to support progression and career development for education professionals; research projects which contribute new learning; seminars; master classes; conference and speaker programmes which provide access to thought leadership and leading practice.' (p xi)

The Scottish Government's contribution to OECD review on improving School Leadership (2007)
Leadership in education will thrive only where it aims to build and establish:



Professional growth of individuals in relation to their professional practice lies at the core of career-long professional learning (appendix 6 – National Outline model for CLCP 2012). Opportunities for professional growth are strengthened through collaborative learning experiences with colleagues. Such opportunities bring about sustained change for learners.

Two key processes that support the professional growth of staff, as shown from research, are reflection on practice and self directed learning where individuals take responsibility for their own development. This is a process by which individuals take the initiative, in diagnosing their learning needs and aspirations, identifying learning goals and the associated resources for learning, participating in professional learning and professional enquiry and evaluating the outcomes of that learning.

Alongside self-directed learning, there is a range of more formal CPD leadership opportunities. For examples of self-directed learning please see following page and current leadership programmes offered by SBC E&LL are on pages 12-13.

CPD FOR LEADERS - SELF-DIRECTED LEARNING

(Adapted from national guidelines – see Annex C The Framework for Educational Leadership in Scotland, National Partnership Group response to Teaching Scotland’s Future for detailed examples of how each of these could be developed)

Self-directed Learning for Leadership (general)
You seek effective and innovative ways to develop your role in line with the departmental school local authority improvement plan
You regularly self evaluate against the Standards for Teaching, Leadership and Management, leading to planned professional learning
You undertake a structured programme of reading, critically engaging with literature, research and policy to support development of knowledge, skills and understanding
You keep up to date with the local and national educational context and legislative framework
You engage in, and benefit from, mentoring and coaching opportunities
You take an active part in the development of other leaders
You engage in dialogue and activity with wider partnerships who deliver services for children
Professional Learning Activities for Leadership Development at School and Learning Community Level
Leading change and improvement
Leading a team
Participation in or leading collaborative learning processes
Professional Learning Activities for Leadership Development at Local Authority Level
Participation in local authority initiatives and developments
Leading a strategic change initiative, including developments in the curriculum
Networks – at all leadership levels - to support practice
Participation in local authority programmes of management and organisational skills
Professional Learning Activities for Leadership Development at National Level Engagement in national policy questions and participation in national initiatives and developments
Opportunities outwith education

CPD FOR LEADERS - FORMAL SBC & ELL CPD PROGRAMMES

The following identifies some of the different stages of leadership professional development that are currently supported by E&LL through our annual CPD programme (August 2012 – June 2013). However, it should be clear that these professional opportunities alone do not constitute the only route to leadership. Depending on experience and aptitude, teaching staff may use different approaches to professional development throughout their careers. Professional learning opportunities should be closely matched to the GTCS Standards.

CURRENT E&LL LEADERSHIP COURSES:

*CORE/EARLY PHASE

- **Are you ready to lead?** - a three twilight course aimed at teachers who wish to reflect on their role as a leader within their current setting and plan for future leadership development.
- **Preparing for School Leadership** - a programme of six twilights supported by a coaching approach aimed at those ready to take on more formal school leadership roles.
- **Principal Teachers Toolkit** – a programme of 6 twilights that aim to explore some of the different skills required in middle leadership roles. It is for new Principal Teachers
- **SBC Managers Toolkit** – 4 day SBC programme. Candidates are most likely to be new to a management or supervisory position but managers who have not had the opportunity to attend formal management training and staff who are aspiring to take on a supervisory or management roles are also welcomed.
- **Early Years Leadership programme** – a 5 twilight session course aimed at supporting leaders and aspiring leaders in Early Years settings

*MIDDLE PHASE

- **Future Leaders Development Programme** – an SBC year long programme for leaders across the council supported by monthly coaching which aims to support those in formal leadership roles to build their knowledge and skills. It aims to prepare school leaders for the Standard for Leadership and Management. Candidates complete a written reflective report at the end of the programme.
- **The Effective Principal Teacher** is a programme over three days aimed at experienced Principal Teachers
- **The Effective Depute** is a full day programme aimed at supporting the development of DHTs and more experienced Principal Teachers.
- **Partners in Learning** – A joint leadership development programme with NHS Borders, East and MidLothian councils. The programme develops a leadership enquiry by leadership shadowing in different work settings supported by a coaching approach. This programme takes place over 4 months with a short written report being submitted.

- **Leadership Coaching Diploma** – a four day intensive coaching programme over 5 to 6 months. Participants undertake work with a co-coach and complete a written reflective report at the end of the programme.

*STRATEGIC PHASE

- **The Standard for Headship (SfH)** - a national initiative using either the Scottish Qualification for Headship or Flexible Route to Headship programmes to achieve the Standard, with experienced leaders acting as coaches, supporters and assessors.
- **What's Still Worth Fighting for in Headship** – a series of 6 half day session which offers headteachers the professional; space to reflect with colleagues upon the current challenges of headship, drawing on recent literature and focusing on collaborative approaches and mutual support.
- **Headspace – Support Workshops for Headteachers** – This series of workshops arise from the works schools have undertaken as part of their CfE deep audit and represent the collective voice from across the authority. The workshops are facilitated in a small group setting to enable full involvement and more individualised support.
- **Strategic Leadership Challenge Programme (SLCP)** is an SBC programme that aims to further develop headteachers and local authority leaders focussing on the implementation of change at system level. Candidates complete a written reflective report at the end of the programme.

(*For the purposes of E&LL these definitions should be more widely applied to encompass everyone in Educational Leadership)



ADDITIONAL E&LL LEADERSHIP SUPPORT PROGRAMMES (2012- 2013)

There is also a comprehensive range of standalone leadership courses that aim to explore some of the different skills required in leadership. See list below or www.sbc-cpd.co.uk for full course details:

- 360 Evaluation – Emotional and Social Competence Inventory
- Authentic Leadership
- Action learning set facilitator training
- Coaching Masterclasses 1 to 4
- Confidence and wellbeing for Leaders
- Conversation that need to happen
- Developing Resilience as Leaders
- Leadership Presentation skills
- Leadership Styles
- Leading from the Emerging Future
- PRD – a coaching approach
- Using your leadership effectively
- Vision, Values and Strategic Leadership

‘High quality leadership is crucial to improving the experiences and outcomes for learners. All teachers in all settings will have a role to play in leadership whether in terms of curriculum development, school management or working on discrete projects across a school or local authority area.’

Teaching Scotland’s Future National Partnership Group 2012

APPENDIX 1 - THE NATIONAL STANDARDS FOR LEADERSHIP AND MANAGEMENT

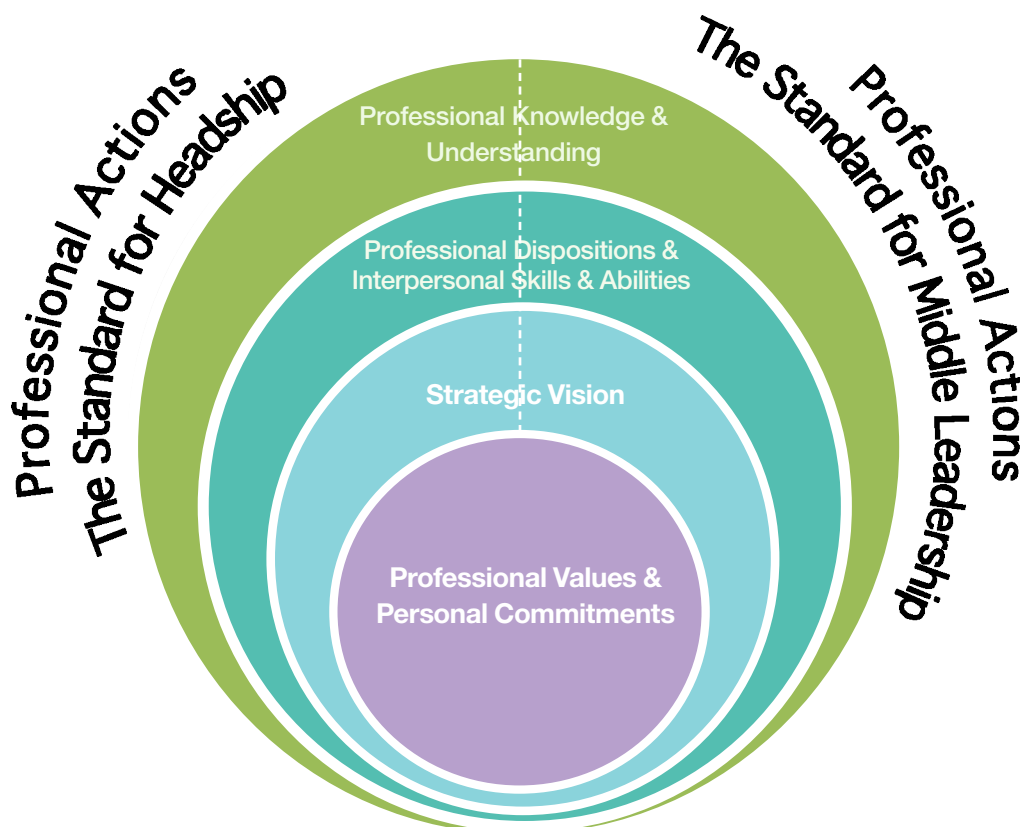
The Standards for Educational Leadership and Management, which supersede the Standard for Headship (Scottish Executive, 2005), include both the Standard for Middle Leadership and the Standard for Headship. The Standards for Leadership and Management are part of the suite of GTC Scotland's Professional Standards which also include the Standards for Registration and the Standards for Career-Long Professional Learning. These professional standards come into effect August 2013. Copies of the standard can be accessed through the GTCS:

<http://www.gtcs.org.uk/standards/revised-professional-standards.aspx>

These standards are underpinned by the themes of values, sustainability and leadership. Professional values are at the core of the Standards for Leadership and Management. They are integral to, and demonstrated through, all our professional relationships and practices.

The Standards for Leadership and Management are designed to be used in conjunction with the National Framework for Educational Leadership (Education Scotland, 2012) to support individual self-evaluation and reflection as an integral part of leadership development. It is vital that leadership development is supported by effective and systematic Professional Review and Development (PRD) and Professional Update processes.

Self evaluation and planning tools will soon be available from GTCS for use in PRD Processes



APPENDIX 2 - THE PROFESSIONAL ACTIONS OF HEAD TEACHERS

4. PROFESSIONAL ACTIONS

4.1 Establish, sustain and enhance the culture of self-evaluation for school improvement

- 4.1.1 Head Teachers establish a range of relationships and practices to foster self-evaluation at every level in the school
- 4.1.2 Head Teachers establish and use systems to collect evidence with which to inform decision making
- 4.1.3 Head Teachers establish and use processes to gather valid information from stakeholders to inform improvement strategies
- 4.1.4 Head Teachers collaborate with staff, learners, parents and the wider school community and networks in identifying, agreeing and implementing improvement priorities
- 4.1.5 Head Teachers develop systems for ongoing monitoring and review of the school's improvement agenda

4.2 Develop staff capability, capacity and leadership to support the culture and practice of learning

- 4.2.1 Head Teachers work within the structure of employment legislation, national and local agreements and policies governing employment
- 4.2.2 Head Teachers establish and promote collaborative practice to support a culture of learning within and beyond the school
- 4.2.3 Head Teachers establish and ensure the consistent use of PRD processes to identify strengths and development needs
- 4.2.4 Head Teachers ensure a systematic approach to support the culture of professional learning
- 4.2.5 Head Teachers build systems to monitor the impact of professional learning on the culture of learning
- 4.2.6 Head Teachers contribute to systems level leadership of education in their context and beyond
- 4.2.7 Head Teachers critically engage with literature, research and policy in relation to all of the above

4.3 Ensure consistent, high quality teaching and learning for all learners

- 4.3.1 Head Teachers build a shared vision to support the improvement of teaching and learning and set consistently high expectations for all in the school community
- 4.3.2 Head Teachers ensure appropriate curriculum design and planning are developed to meet the learning and pastoral needs of all learners
- 4.3.3 Head Teachers establish and sustain processes to develop pedagogic practices across the school
- 4.3.4 Head Teachers build collaborative processes to review and enhance pedagogic practice
- 4.3.5 Head Teachers critically engage with literature, research and policy in relation to all of the above

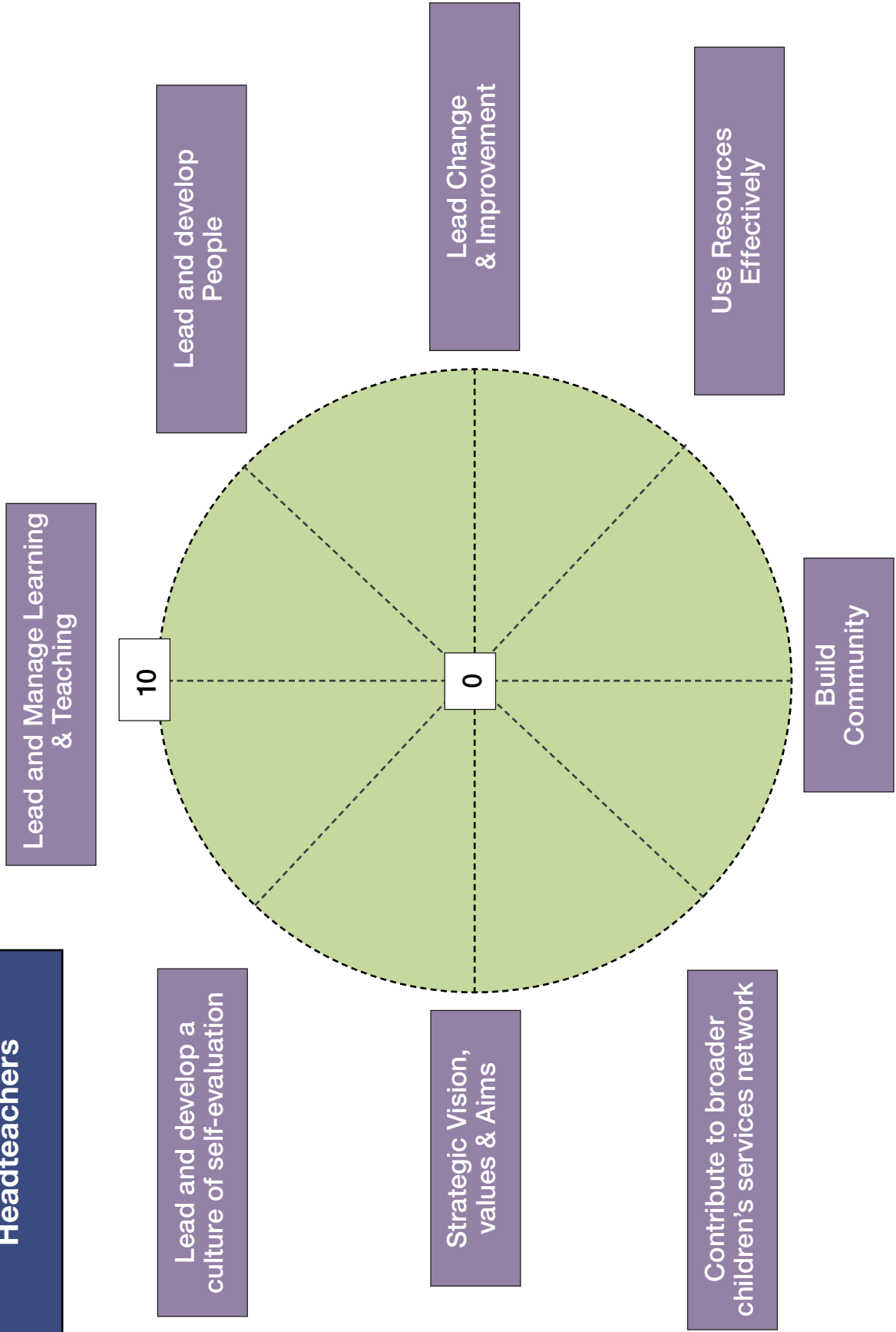
4.4 Build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners

- 4.4.1 Head Teachers build and communicate the vision, values, ethos and aims of the school with partners
- 4.4.2 Head Teachers embed processes to ensure learners contribute to planning and enhancement of their own learning programmes
- 4.4.3 Head Teachers develop strategies to foster parental involvement
- 4.4.4 Head Teachers build, maintain and review partnerships with other professions and agencies to support the learning, pastoral and emotional needs of learners
- 4.4.5 Head Teachers critically engage with literature, research and policy in relation to the above

4.5 Allocate resources effectively in line with identified strategic and operational priorities

- 4.5.1 Head Teachers use the review and improvement planning processes to identify priorities and inform resourcing decisions
- 4.5.2 Head Teachers allocate resources in a fair and equitable manner in line with priorities to support learning
- 4.5.3 Head Teachers ensure systems are established and used to monitor, evaluate and review the use of resources
- 4.5.4 Head Teachers critically engage with literature, research and policy texts

**Self-Evaluation Wheel:
Professional Actions of
Headteachers**



APPENDIX 3 - THE PROFESSIONAL ACTIONS OF MIDDLE LEADERS

3. PROFESSIONAL ACTIONS

3.1 Develop a range of strategies for individual and collective self-evaluation which contribute to school improvement

3.1.1 Middle leaders foster an ethos to support self-evaluation and plan specific opportunities for this to take place

3.1.2 Middle leaders enable staff individually and collectively to engage in regular and rigorous self-evaluation

3.1.3 Middle leaders use established systems to monitor progress of the team's improvement agenda

3.1.4 Middle leaders critically engage with literature, research and policy, in relation to all of the above

3.2 Develop coherent approaches to professional learning which build and sustain teachers' practice

3.2.1 Middle leaders work within school policies with regard to staffing and personnel issues

3.2.2 Middle leaders establish and use strategies to identify individual and team professional learning needs to support the school's improvement agenda

3.2.3 Middle leaders create coherent opportunities for collaborative development activities

3.2.4 Middle leaders evaluate the impact of professional learning on teachers' practice and understanding, in relation to outcomes for learners

3.2.5 Middle leaders critically engage with literature, research and policy in relation to all of the above

3.3 Lead and work collaboratively to enhance teaching which leads to high quality learning experiences

3.3.1 Middle leaders support the improvement of teaching and learning and set consistently high expectations for all in the school community

3.3.2 Middle leaders work with teams to design coherent and progressive programmes which address learning needs

3.3.3 Middle leaders establish and develop pedagogic practices to meet the learning and pastoral needs of all learners

3.3.4 Middle leaders use collaborative processes to monitor and review pedagogic practice, working across the team

3.3.5 Middle leaders systematically gather and use assessment feedback and learners' progress data to evaluate and plan future learning

3.3.6 Middle leaders critically engage with literature, research and policy in relation to all of the above

3.4 Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners

3.4.1 Middle leaders establish and use processes for the regular review of learners in order to identify learners' needs

3.4.2 Middle leaders establish and enhance the opportunities for learners to contribute to the planning and enhancement of their own learning programmes

3.4.3 Middle leaders build partnerships with parents and carers to support the learner's needs

3.4.4 Middle leaders work collaboratively with other professions and agencies to support the learning, pastoral and emotional needs of learners

3.4.5 Middle leaders critically engage with literature, research and policy in relation to the above

3.5 Manage allocated resources proactively and effectively to meet learning and development priorities

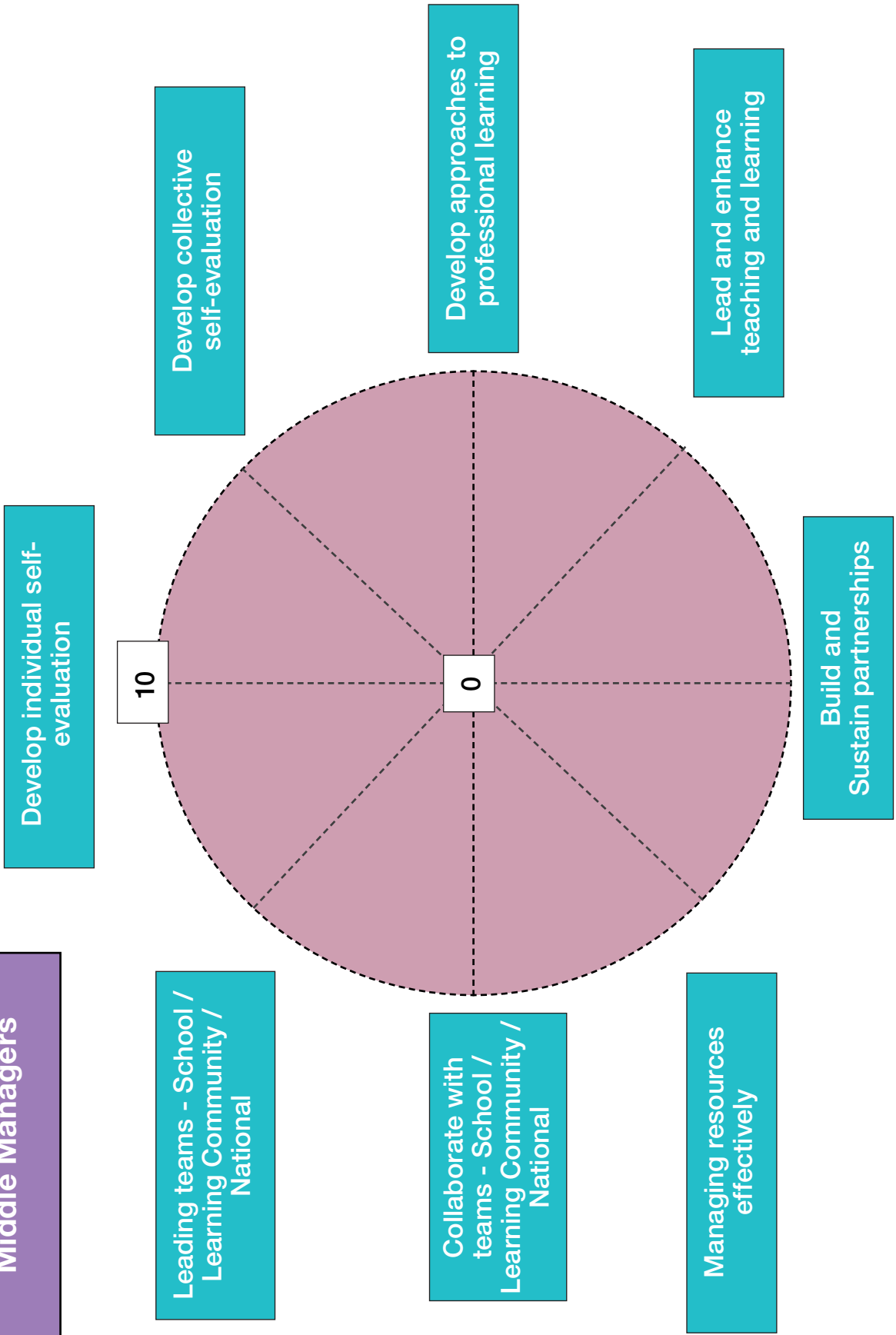
3.5.1 Middle leaders identify priorities within their area and allocate resources to achieve these

3.5.2 Middle leaders set expectations and ensure resources are allocated and used in fair and effective ways

3.5.3 Middle leaders establish and use systems to monitor the use of resources within their areas of responsibility

3.5.4 Middle leaders critically engage with literature, research and policy texts

**Self-Evaluation Wheel:
Professional Actions of
Middle Managers**



APPENDIX 4 - THE PROFESSIONAL ACTIONS IN CAREER-LONG PROFESSIONAL LEARNING

Pedagogy, Learning and Subject Knowledge

- demonstrate deep subject knowledge and pedagogical leadership;
- lead curriculum development with a deep understanding of the place of subject knowledge and the wider purposes of education;
- demonstrate a critical understanding of approaches to teaching and learning, pedagogy and practice;
- deploy an enhanced understanding of pedagogy and how constructive relationships with learners can be developed;
- demonstrate a critical understanding of digital technologies and how these can be used to support learning;
- understand and develop the most appropriate contexts and environments for learning including outdoor learning, and be able to apply appropriate pedagogies for these environments.

Curriculum and Assessment

- understand and apply the principles of curriculum and assessment design to address changing educational needs;
- lead and collaborate with others to plan innovative curricular programmes;
- lead and work with others to ensure effective practice in the assessment of learning, including a deep knowledge and understanding of the policies and practices of assessment as required by awarding bodies

Enquiry and Research

- develop and apply expertise, knowledge and understanding of research and impact on education;
- develop and apply expertise, knowledge, understanding and skills to engage in practitioner enquiry to inform pedagogy, learning and subject knowledge;
- lead and participate in collaborative practitioner enquiry.

Educational contexts and current debates in policy, education and practice

- understand and explore the contexts and complexity in which teachers operate and the dynamic and complex role(s) of professionals within the educational community;
- actively consider and critically question the development(s) of policy in education;
- develop culture where learners meaningfully participate in decisions related to their learning and school;
- develop and apply political literacy and political insight in relation to professional practice, educational change and policy development

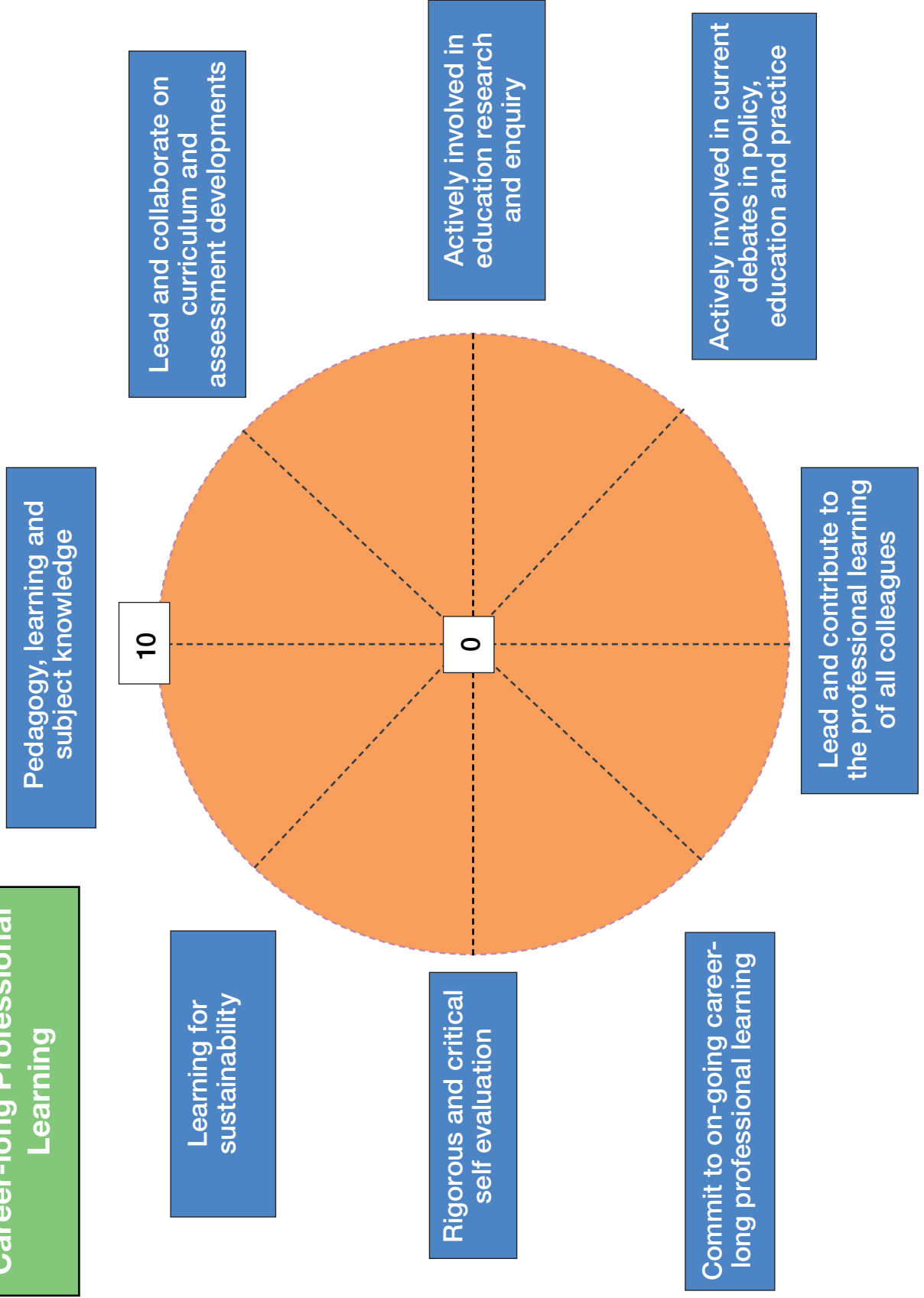
Sustaining and Developing Professional Learning

- develop skills of rigorous and critical self-evaluation, reflection and enquiry including how to investigate and evidence impact on learners and professional practice;
- commit to on-going career-long professional learning, including postgraduate study as appropriate;
- lead and contribute to the professional learning of all colleagues, including students and probationers.

Learning for Sustainability

- understand the environmental, social and economic conditions of learners to inform teaching and learning;
- have a critical understanding of and engage with the ways in which natural, social, cultural, political and economic systems function and are interconnected;
- develop the knowledge, skills and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world;
- connect learners to their dependence on the natural world and develop their sense of belonging to both the local and global community

**Self-Evaluation Wheel:
Professional Actions in
Career-long Professional
Learning**

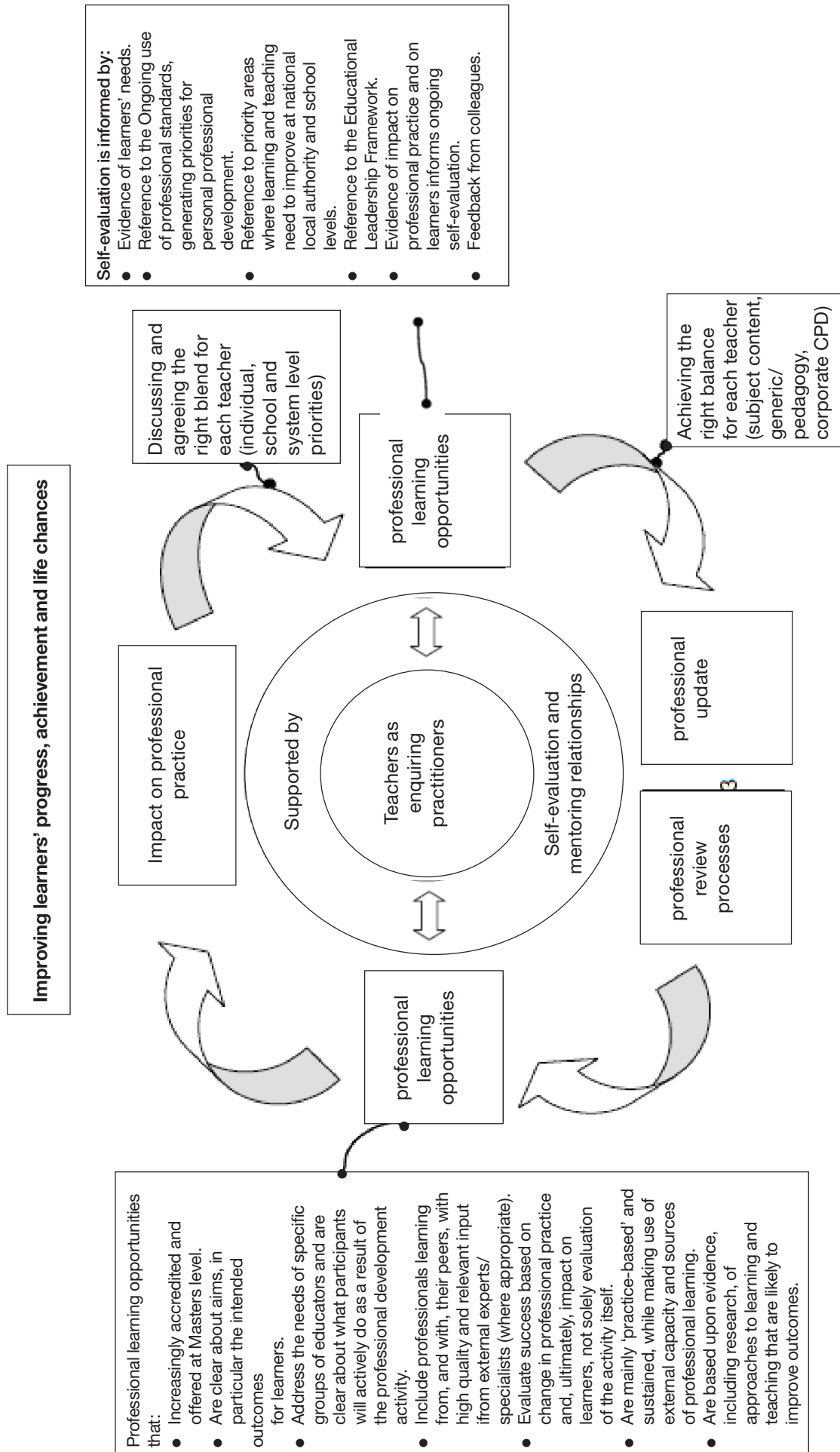


Please Note - All courses listed are 1 day sessions unless stated otherwise
** ALL E&LL Staff to attend*

		Core/Early Phase	Middle Phase	Strategic Phase
		Supervisors & Managers up to GD6 New PT and First-line managers Teachers + staff aspiring to leadership	Middle Manager GD7 - 12 DHTs newly in post PTs considering DHT Further development for PTs/Principal Officers	CO's/HOS New Head Teachers, SEOs Experienced DHTs/HTs/SEOs
Core Development Programme	“SBC Manager’s Toolkit”- Management Development Programme (4 Days)	✓	✓	
	Principal Teacher (PT) Toolkit (6 x 2hr twilight sessions)	✓		
	Future Leaders Development Programme (9 x 2hr Twilight sessions)		✓	✓
	Strategic Leaders Development Programme (7 Days)			✓
Core Training Modules	Performance Management	All Levels		
	Managing Discipline & Grievance	All Levels		
	Recruitment & Selection (2 Days)	All Levels		
	Managing Attendance	All Levels		
	Employment Law for Managers	All Levels		
	<i>*Complaints Management</i>	All Levels		
	Coaching /Mentoring Diploma 4 Days Master Classes - Various	Introduction 3 x 2hr Twilight	Int to Adv Diploma & Master Classes	Int to Adv Diploma & Master Classes
	<i>*Health & Safety General</i>	Basic Health & Safety (½ day)	Basic Health & Safety	IOSH Managing Safety (4 days)
	<i>*Data Protection (DP) (Levels 1 -4)</i> Level 1 – Induction/General awareness Level 2 – Role related Risk/Responsibility Level 3 – Departmental Co-ordinator Level 4 – Qualified Expert with DP/IM responsibility	Level 1 or 2	Level 2 or 3	Level 3 or 4
	Risk Assessment	All Levels		
	Financial Management (+DSM))	All Levels		
	<i>*Equality & Diversity Awareness (½Day)</i>	All Levels		
	Leading & Managing Change Full Programme to be confirmed	Introduction	Intermediate	Advanced
	Customer Service	All Levels		
	Professional Review and Development	All Levels		
	Project & Programme Management (Various length of course)	Introduction	Intermediate	Advanced
	<i>*Child Protection</i>	Level 1 (½ day)	Level 2	Level 2
	<i>*GIRFEC (Getting it Right for Every Child)</i>	Level 1	Named person/lead professional as required	Named person/lead professional
	Equality Impact Assessment	All Levels		
	Partnership working	All Levels		

Appendix 6

Outline model for effective career-long professional learning



You can get this document on tape, in large print, and various other formats by contacting us at the address below. In addition, contact the address below for information on language translations, additional copies, or to arrange for an officer to meet with you to explain any areas of the publication that you would like clarified.

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