



The session will
begin shortly

Please put your
name and
location in the
chat pane

What has inspired
you this week?



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Excellence in Headship

Head Teacher Agency and You



Your Excellence in Headship Facilitators

- Chris French
- Andy Travis
- Gordon Bone



Practical Points

- Mute your microphone unless you are speaking but leave your camera on if you are comfortable doing so
- Post comments, questions and thoughts into the chat window
- ES facilitators will bring you into the chat and you can unmute your microphone.

If you need help during the event.

- Indicate via the chat pane
- Email - chris.gore@educationscotland.gov.scot subject: **EiH Induction ICT help**



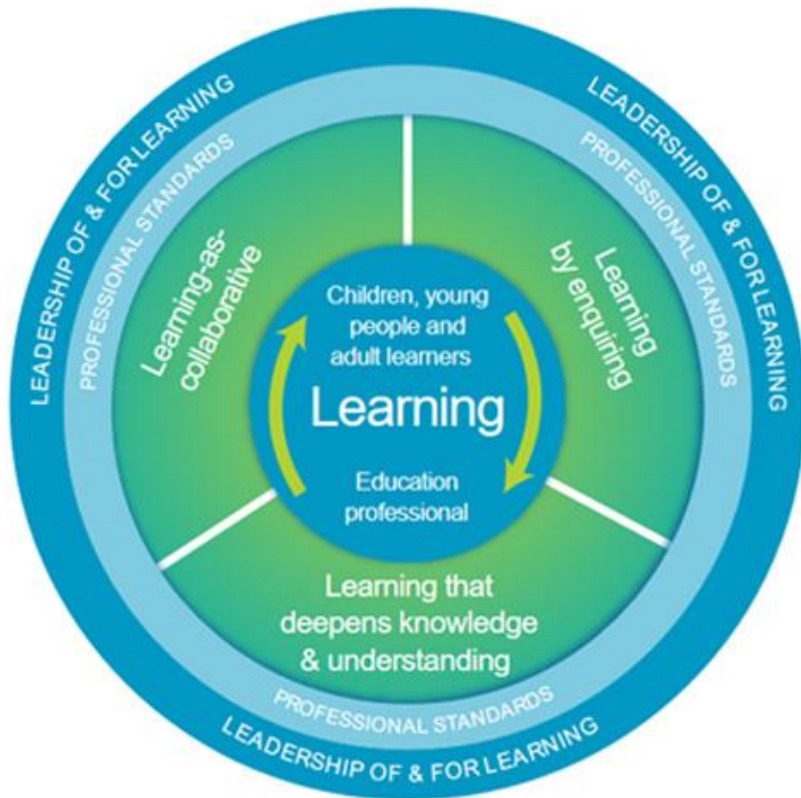


- The aim today is to be as relaxed and conversational as possible- As such, **this event will not be recorded**. We want you to be comfortable and to speak as freely as you want to.
- We all have something valuable to contribute but we are **not expected to be experts**. Quite often a conversation can raise more questions than answers, this session is a non-judgemental, collective thinking and sharing space. Be a great listener
- **Everyone is invited to share** their experiences, thoughts, ideas, resources, questions and worries. We all have a piece of the 'jigsaw'.

Purpose

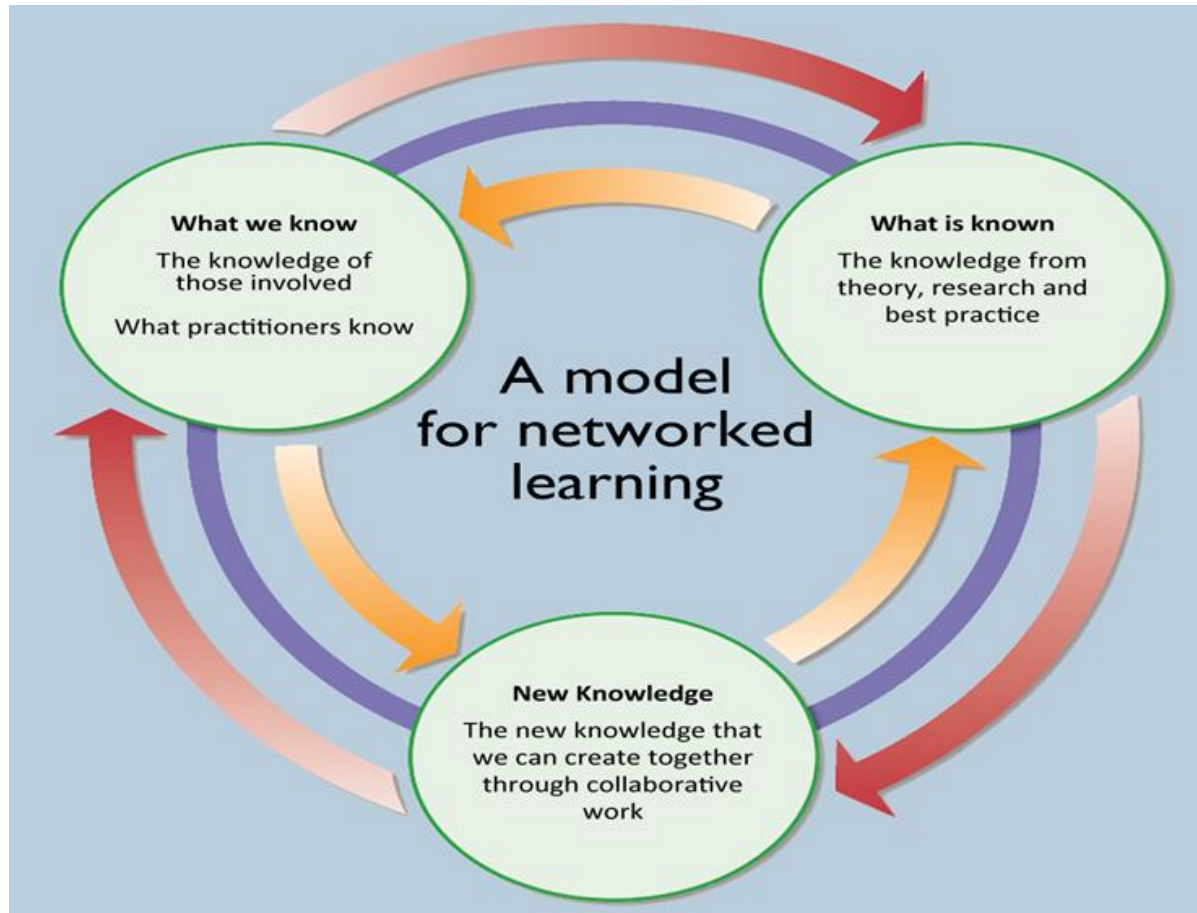
- In the context of school leadership explore agency and empowerment
- Look at the
 - Why
 - What
 - Howof agency and empowerment

National Model of Professional Learning



- Asking critical questions about self, and learners within your context
- Reflecting on professional practice, learning and the learning of learners within your context encourages metacognitive knowledge and skills
- Supporting dispositions around risk-taking, being open to change and ready to innovate
- Critically examining a wide range of sources of information to inform knowledge and understanding
- Asking questions about impact, about the progress of learners and their learning
- Enquiry based professional learning encourages informed decision making and clearer articulation of 'why' we are teaching and learning in the way we are, promoting voice around the 'so what?' and 'what now'?
- Develops professional agency and voice – educators as leaders of change

Three Fields of Knowledge



“The aim of knowledge animation is creation of new knowledge by learning communities that will help people enhance their practice and policy. This new knowledge takes centre stage and is the outcome of connecting what individuals know and what is known ‘out there’, external research. Knowledge animation provides the collaborative processes for new knowledge creation by ensuring that what is known is connected to what people know through collaborative dialogic processes”

Three Fields of Knowledge NCSL, 2006.

Discussion

- What does '**empowerment**' mean to you?
- Individually write down your thoughts on what empowerment means to you (for 2 minutes).
- Share your ideas in the breakout room

Why is there a need for collaboration and empowerment?

A national and international trend

- “Educational and wider public service reforms in Scotland are attempting to improve performance of public services and outcomes for the citizens by shifting from a dominant hierarchical culture with its associated bureaucratic, managed organisations to a much flatter non-hierarchical culture with high levels of social cohesion manifested through partnership, collaboration and co-production.”

[Chapman 2019](#)

Why is there a need for collaboration and empowerment?

- “The ICEA suggests that the narrative about Scottish education should be founded on professional agency, empowerment, improvement, and change, and not premised on the technical terminology of delivery, reform, and implementation.” [ICEA 2018](#) para 90
- “In a system seeking collaborative leadership and empowerment, decision making is not top-down but consists of inclusive and fruitful discussions between stakeholders who know and have the resources to assume their responsibilities, which results in effective and trustworthy decisions.” [OECD 2021](#) p74

Toward an empowered system

An empowered system grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners. Empowerment and collaboration for improvement happen at all levels of the system.

[An Empowered System | Learning resources | National Improvement Hub \(education.gov.scot\)](#)



Discussion 2- PMI

Plus – something in these statements that resonates with you

Minus – something that you disagree with or that jars

Interesting – aspect that you want to hear more about

- Individually write down your thoughts on PMI (for 2 minutes).
- Share this in the breakout room

An empowered system is built on mutual trust, cooperation and highly effective communication. In an empowered system headteachers and Local Authorities are partners, each contributing and supporting each other and respecting the different role each plays.

The role of headteacher is recognised as a distinct leadership position in the General Teaching Council for Scotland's Professional Standards and in national conditions of service. As senior officers of the Local Authority, responsible for the leadership and management of the service provided to children, young people and their families, headteachers are accountable to both their employer and to their learning community for the leadership and management of education within their setting.

The Local Authority has statutory responsibility for the provision and improvement of education in the area. This includes contractual and financial obligations that interact with, and can be dependent upon, decisions made at school level. The Local Authority can intervene in a school-level decision if a statutory, contractual or financial obligation would be breached. Clear processes and mutually respectful and supportive relationships should be in place to minimise the need for such intervention.

In an empowered system Local Authorities add value by enabling key decisions to be made by those who are closest to the educational experience of children and young people, and who best understand the particular context of the learning community. The headteacher is responsible for making such decisions in partnership with their learning community – staff, learners, parents and other partners.

In all localities headteachers and Local Authorities should work in partnership with children, young people and their families to take decisions which reflect the local context. Mutually supportive and respectful relationships should be in place and maintained in order to maximise effective collaboration. Headteachers should lead collaborative, evidence-based decision-making while recognising that they are an integral part of a wider education and children's services system and open to constructive support and challenge by the Local Authority and their colleagues.

[A Headteachers' Charter for School Empowerment \(education.gov.scot\)](http://education.gov.scot)

Coffee break

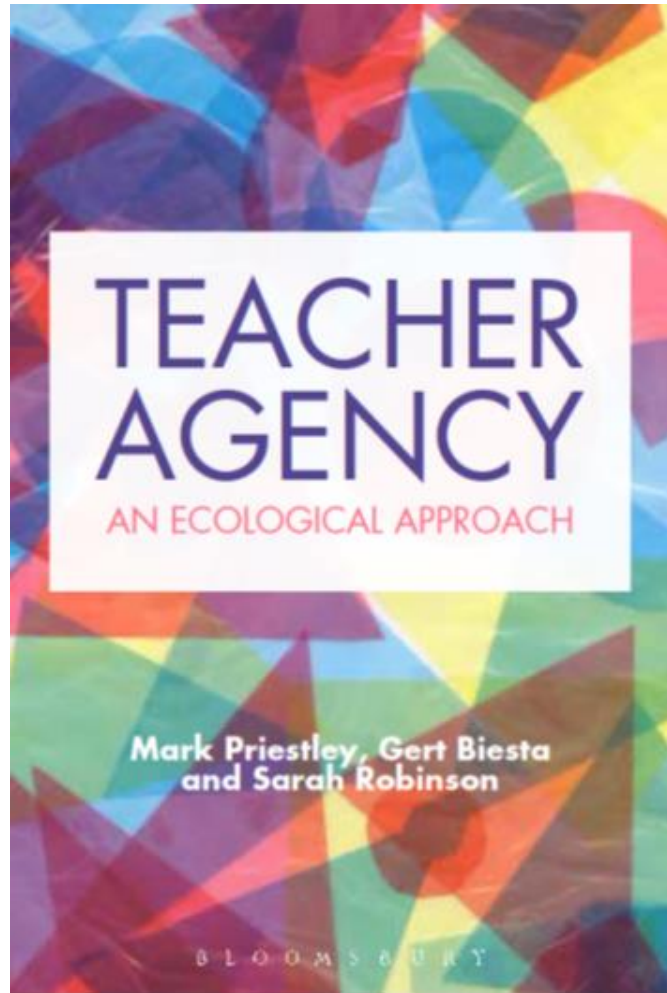


For Scotland's learners, with Scotland's educators

Collaborative change process and agency

- If we see change that works as a social process then it needs collaborative ways of working -collaboration, empowerment, co-production, co-creation and co-design.
- We need a frame to look at the role of leaders (at all levels) in this collaborative change process - agency

Agency



The capacity of teachers to critically shape their responses to problematic and complex situations, mobilising prior experience to manoeuvre between repertoires for action in the light of reflection on alternative futures.

Priestley, Biesta, Robinson 2015

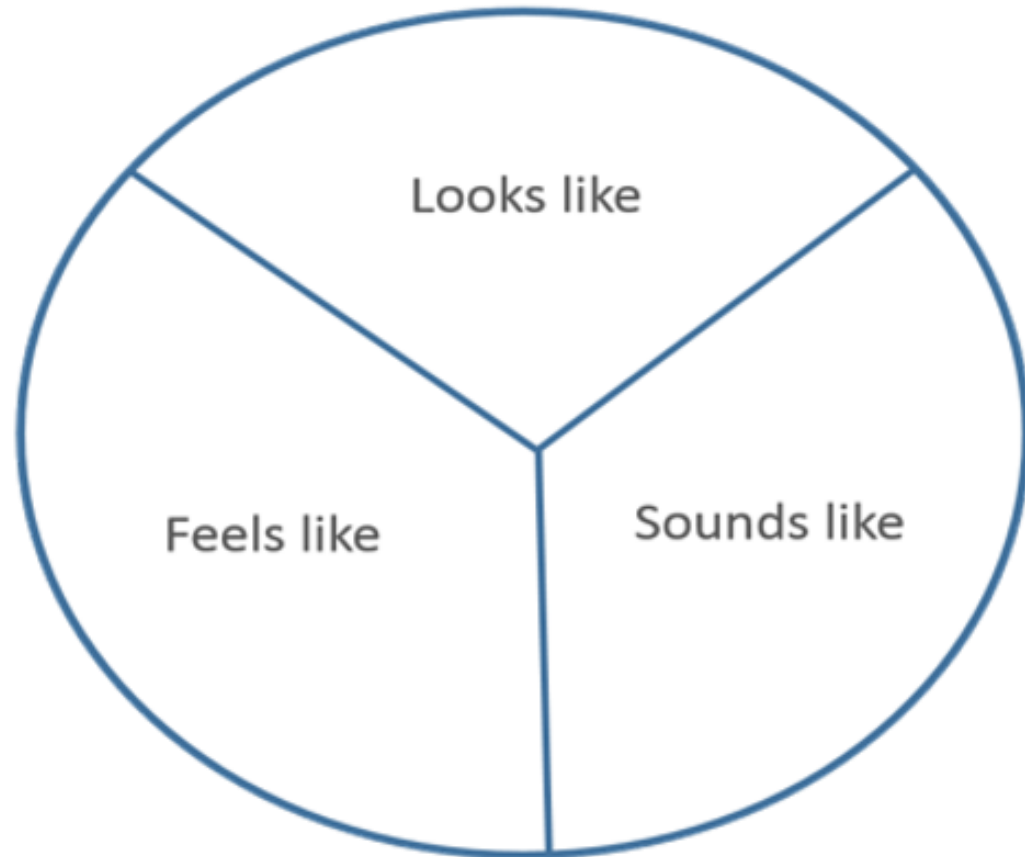
Teacher Agency

- Agency is dependent on the interplay of the individual (capacity-skills, knowledge, beliefs) and conditions (culture, structures and material resources and constraints)
- Agency is **not something that people possess; it is something that people do** or, something they achieve.
- “This concept of agency highlights that actors always act by means of their environment rather than simply in their environment [so that] the achievement of agency will always result from **the interplay of individual efforts, available resources and contextual and structural factors as they come together in particular and, in a sense, always unique situations.**” (Biesta & Tedder, 2007: 137).



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Head Teacher Agency



- Think of a time that you 'had agency' in your professional life.
- What happened
- What was the time, place and context?
- Who were you working with
- What would an observer have seen (looks like), heard (sounds like) and felt.
- Jot your thoughts on a Y chart and discuss in the breakout room

Feedback

Building Head Teacher Agency

- Agency is dependent on the interplay of the individual (capacity skills, knowledge, beliefs) and conditions (culture, structures and material resources and constraints)

What approaches can we foster and support Head Teacher Agency?

- 1) Within ourselves
- 2) Within our schools
- 3) Across our schools
- 4) At local authority, RIC and agency (ES) levels

Discuss in breakout rooms and come back with one top pick from each area.

Feed it forward

For Scotland's learners, with Scotland's
educators

THANKS

Please complete the evaluation

