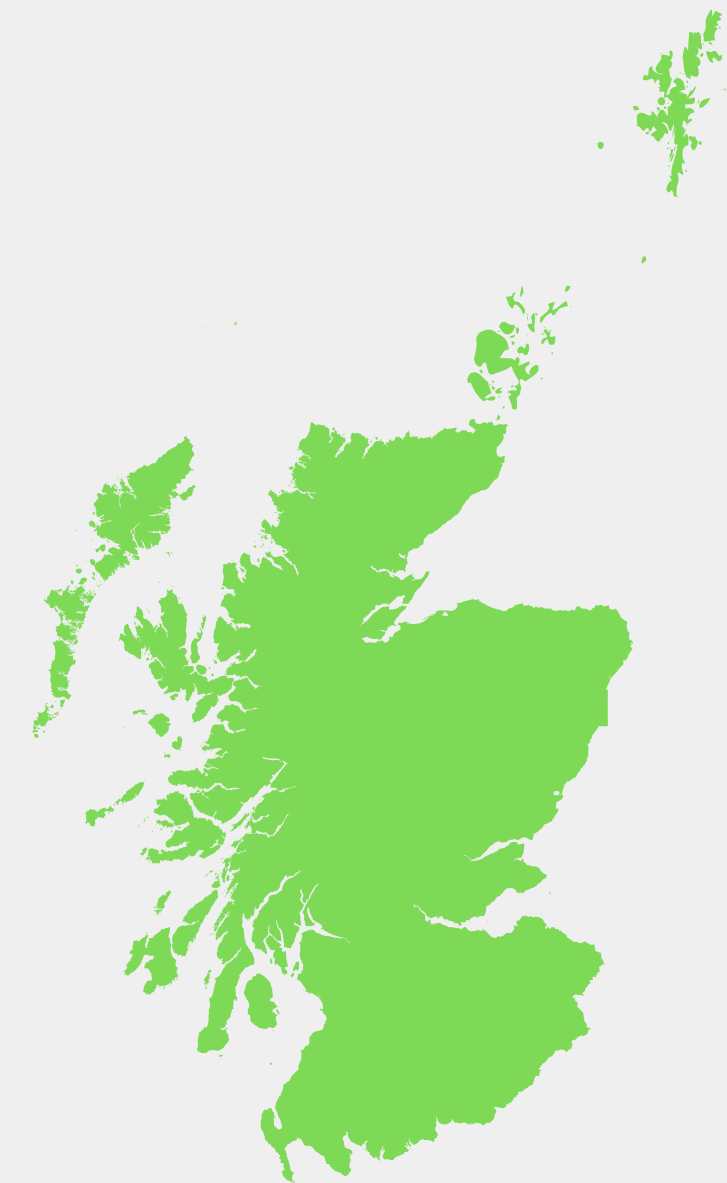




**Education  
Scotland**  
Foghlam Alba



**CONNECTED AND COLLABORATIVE  
SYSTEMS LEADERSHIP  
23-24 Welcome Pack**



# MEET THE CCSL TEAM



Gordon Bone

Gordon has worked in education for 35 years in a range of schools in addition to undertaking national and local authority secondments. Having been a secondary Headteacher for 17 years, he brought his school career to an end in June 2021 before joining the Professional Learning and Leadership team. Gordon has a keen interest in music and sport.



Chris French

Currently leading the Excellence in Headship programme and have a keen interest in system leadership and managing complex change. My background is in Primary leadership but have also worked in the Secondary sector. I joined the PLL team in 2021 from a previous role as Professional Learning and Leadership Officer with a Local Authority.



Iain McDermott

I joined the PLL Team at Education Scotland in 2022 as lead specialist for system leadership. My background is primary education. I was a headteacher for 10 years across a number of schools.

I also undertook the role of professional learning officer at local authority level and worked at regional level supporting CLPL.

# A WARM WELCOME

Thank you for choosing our programme as part of your professional learning journey. In applying for this programme you've shown a commitment to your own development, which is not only an investment in yourself but also an investment in those you work with, whether children, young people or adult learners.

As Lead Specialists with Education Scotland, we're passionate about professional learning and we're looking forward to working with you. We hope you find this Welcome Pack helpful, but we are always here to answer any queries you may have.

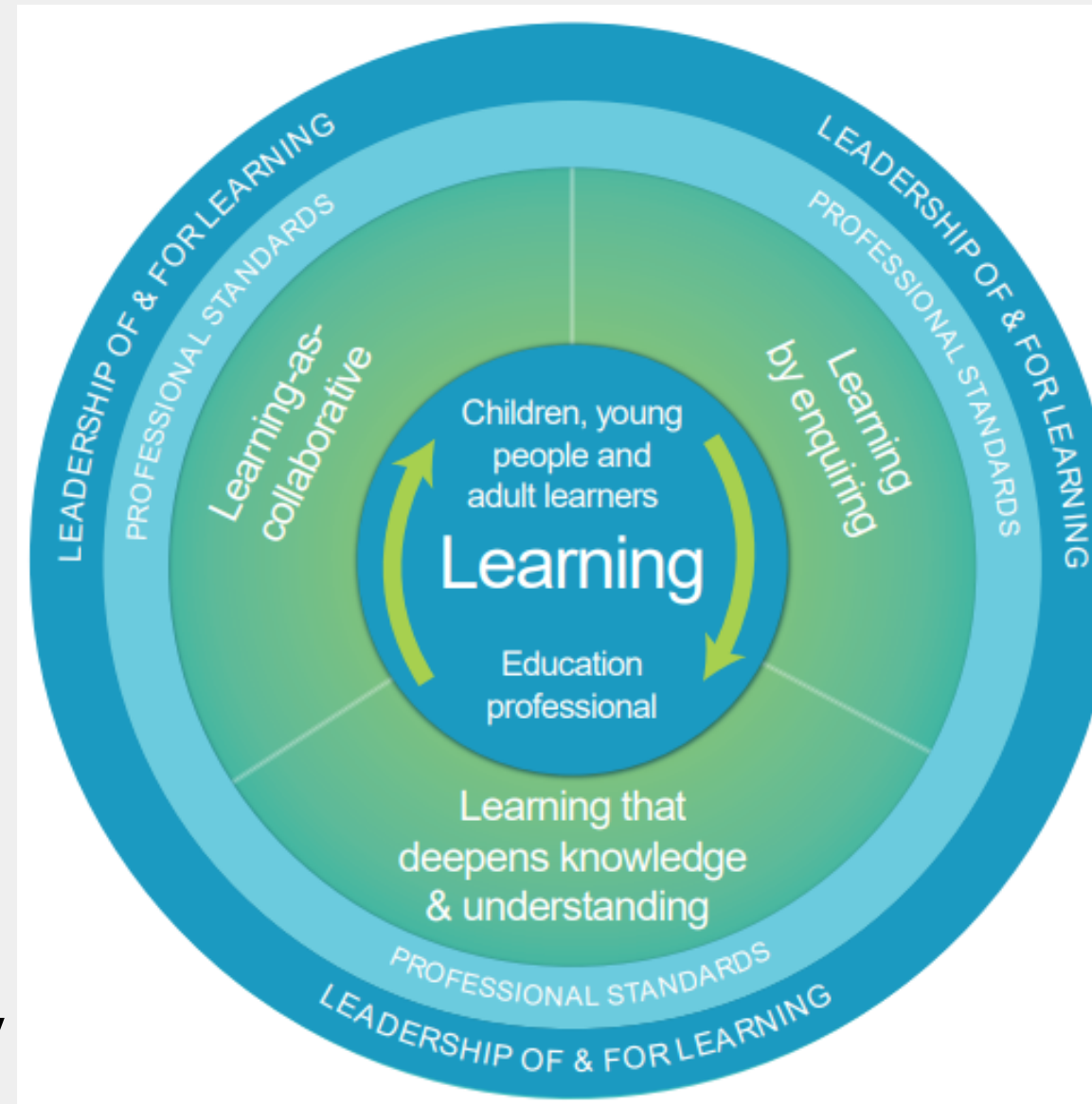
If you do need to contact us, emails should be directed to the Professional Learning and Leadership mailbox at [EDSPLL@educationscotland.gov.scot](mailto:EDSPLL@educationscotland.gov.scot).

Please add your programme name (CCSL) to the subject box. On Twitter we're @EdScotPLL and you'll find our Education Scotland page on Facebook too.

# OUR APPROACH

We design our programmes to reflect the national model of professional learning, which identifies the key principles and features of effective learning. You will be in the role of learner yourself and experience:

- Learning by enquiry
- Learning-as-collaborative
- Learning that deepens knowledge and understanding



Your learning will be linked to your Professional Standards too and you will be encouraged and supported to have a role as a leader of learning in your setting, whatever your job title.


# OUR COMMITMENT TO YOU

- PLL team will act as facilitators and connectors; signposting you to relevant contacts, resources and networks, related to your area of collaborative enquiry
- We will source and provide high quality professional learning and introduce perspectives that interrupt, challenge and enrich your experience, both from a national and international context
- Throughout the exploration of your collaborative enquiry we will support you in developing a shared understanding of collaborative professionalism and system leadership as process that aims to support agency for system change
- Provide a platform and audience of system actors to interact with your professional learning journey, enquiry observations and Think Piece Recommendation. In addition to supporting the legacy of your work by connecting you with organisations or individuals that can advance your learning and help you to 'nudge the system'
- Ensure clear communication, provide structured session dates and times with advanced notice, set clear expectations of programme milestones and evaluation



# YOUR COMMITMENT TO THE LEARNING



- As professionals you will engage in the process which will ensure a culture of professional trust, respect, courtesy and collaboration
  - Sessions and connections will be safe spaces for discussion, discourse and the exploration of ideas
  - Engagement and participation in the process to the best of your ability
  - Complete evaluations when requested via the method of your choosing
  - Challenge yourself
  - Enjoy the learning!
- 

# ENQUIRY APPROACH

A major feature of the CCSL programme is a collaborative professional enquiry around key areas of educational policy and theory identified by enquiry groups.

The purpose of the enquiry is not simply to research and deepen shared knowledge but also to inform future action and improvement.

The collaborative enquiry groups will seek to 'nudge' the system' at the most appropriate level(s). Groups are then tasked with developing a 'Think Piece' that highlights their collaborative enquiry findings in the form of observations and recommendations. These are then shared with colleagues across the system, including Scottish Government, Local Authorities, Regional Improvement Collaboratives and national agencies to support headteacher influence and participation in the policy making process.

At the initial residential, collaborative enquiry groups will be established through a filtering process based upon initial indications of interest (from application form).

In-person follow-up sessions are proposed to take place in February and May 2024 for enquiry groups to meet in person and further refine their enquiries.

# CONNECTED AND COLLABORATIVE SYSTEMS LEADERSHIP PATHWAY 23/24

6/7 Sept '23

Sept '23 - Jun '24

Nov '23 & Mar '24

Sept '24

EiH Stretch Pathway

Edu System Pathway

Residential  
Cohort  
network building  
Enquiry  
sense making

Core  
Learning  
System  
Learns

Check-in  
meets

Think  
Piece

Collaborative Enquiry



# CCSL RESOURCES

Our PLL website is migrating to be part of the main Education Scotland site this autumn. Apologies in advance for any issues which may arise during this work.

In the meantime, please access the resources for **CCSL** [here](#):



## CONTACT DETAILS

We are not automatically notified of any changes to your contact details or establishment if you move to another role / setting / LA whilst you are on one of our programmes. If you need to update your contact details, we kindly ask that you contact us at [\*\*edspll@educationscotland.gov.scot\*\*](mailto:edspll@educationscotland.gov.scot) with your full name, the name of the programme you are participating in, and the details you wish to change. This will ensure you don't miss out on any programme updates.



# ACCESSIBILITY

Our aim is to make appropriate adjustments to our programme delivery to ensure the best possible experience for you.

If you have specific requirements that you did not indicate on your application, for example; if you need slides or information to be sent to you in advance, need breaks at specific intervals during sessions or captions to accompany online delivery, please let us know at your earliest convenience and we will make every effort to ensure your needs are met.

# CONTINUOUS IMPROVEMENT

We see you as partners in this professional learning endeavour and welcome your feedback. As partners we will always want to hear from you, and from time to time, will invite you to take part in more in-depth evaluation or programme design activity.

Our programmes are funded by The Scottish Government which means we always aspire to an excellent learning experience for you. *We ask therefore that you support us in this task by completing programme evaluations, and in this way help the cohort that follows to benefit from your reflections.*

# EQUALITIES AND DIVERSITY

Education Scotland aims to have an inclusive environment for all participants, by identifying and removing barriers in our practices. Completing this **monitoring form** will help us achieve this, and also help Education Scotland meet its obligations under the Equality Act 2010. The form contains questions which aim to gather sensitive personal data such as ethnic origin, religious belief, health and sexual orientation. While it is voluntary to disclose this information, doing so will enable us to better understand the composition of applicants to our Programmes and fully examine our practices.

Completing this form is entirely voluntary and all responses are anonymous.