



Scottish Professional Learning Network

**29th January 2020
Glasgow University**

Follow us @ScotPLNetwork

Welcome and Opening Remarks

10.00-10.20

Rosemary Grady, Rosa Murray, Lesley Henderson

Co-chairs of Scottish Professional Learning Network

The Empowered System

10.20 – 10.50

Gayle Gorman

**Chief Inspector of Education and Education Scotland
Chief Executive**



Pieces of the puzzle: putting it all together

Gayle Gorman

HM Chief Inspector of Education and Chief Executive of Education Scotland

For Scotland's learners, with Scotland's educators



Educational Landscape



An empowered system

For Scotland's learners, with Scotland's educators



Partnership Education Scotland New ways of working

For Scotland's learners, with Scotland's educators

- Consistent message
- Supporting teacher agency
- Modelling empowered system





collaboration
empowerment
improvement

Empowerment and Building Capacity for Professional Learning

10.50-11.30

Fearghal Kelly

Team Leader - Professional Learning & Leadership

Scottish Government

Towards An Empowered System



Purpose

- Focus on empowering schools
- Reflect on your role in an empowered system
- Provide feedback on the empowered system guidance

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.



Discuss

- What does '**empowerment**' mean to you?
- Individually write down your thoughts on what empowerment means to you (for 2 minutes).
- Share your ideas with a partner (6 minutes).

Jigsaw



The jigsaw reflects eight key partners who work together in an empowered system to improve outcomes for children and young people.

Discussion

- Choose which of the guidance documents is most relevant to you in your context.
- To what extent does the guidance reflect your ideas about empowerment in your context?
- As a group agree which areas you feel are the two most important positive aspects and two areas where you still have concerns or questions.
- Then offer suggestions for the now what?, what do the steering group need to take into account.

What?

So what?

Now what?

<https://education.gov.scot/improvement/learning-resources/an-empowered-system>

Engagement

- Guidance sections currently published as agreed drafts.
- Engagement phase throughout 2019/20 session
- Final publication of guidance June 2020
- Feedback on draft guidance can be submitted through Education Scotland's National Improvement Hub:
- <https://education.gov.scot/improvement/learning-resources/an-empowered-system>
-

Update from Scottish Government

11.30-11.45

Fearghal Kelly

Team Leader - Professional Learning & Leadership

Scottish Government

Spotlight on Empowerment in Fife

11.45-12.45

Lesley Henderson,

**Professional Learning & Leadership Development
Officer**

Fife Council



Education & Children's Services
Improving life chances for all



Towards an Empowered System in Fife

Scottish Professional Learning Network
Wednesday 29th January 2020





AGREED DRAFT

Towards an empowered system



Improving school empowerment
through self-evaluation:

a framework for local authorities

1

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 happens at all levels of the system.





Education & Children's Services
Improving life chances for all



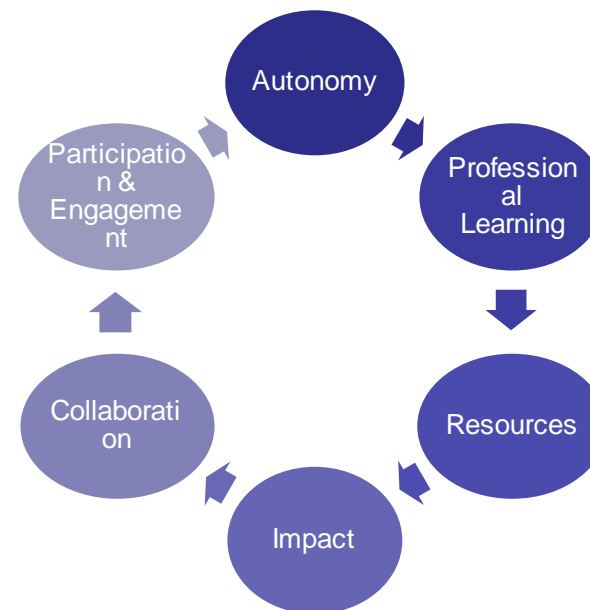
Education & Children's Services
Improving life chances for all



Improving School Empowerment through Self-Evaluation:

Towards an Empowered System in Fife

An evaluation of what is working well and what needs to improve for leaders across the school system.





Empowered Systems

SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes

An **empowered system** is one that 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 in an **empowered system**.

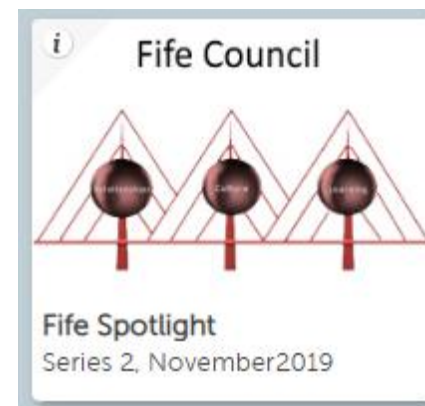
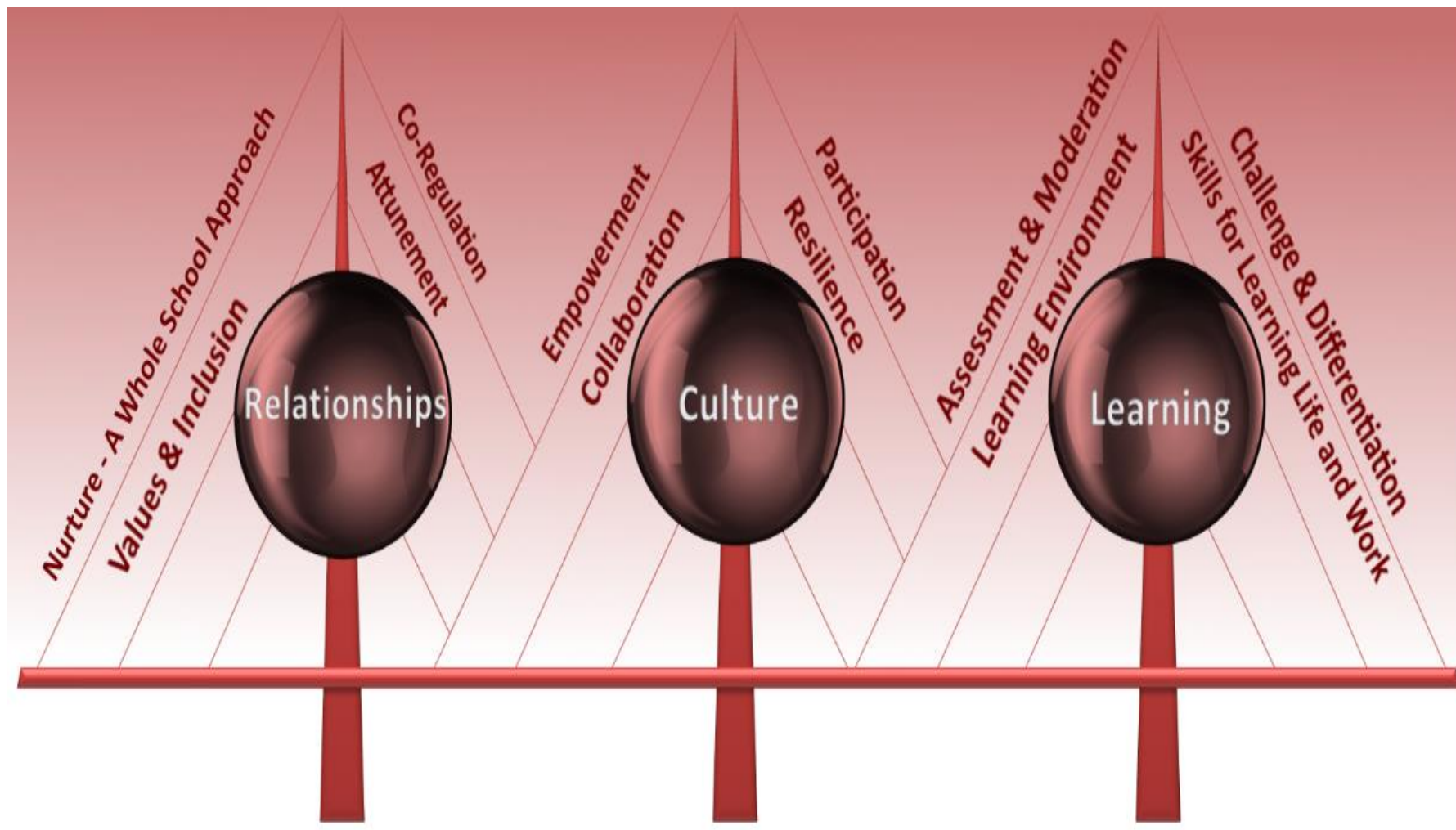


SEIC
Partnership
Network

SEIC
Partnership
Network



Education & Children's Services
Improving life chances for all





Education & Children's Services

Improving life chances for all



Achieving Excellence & Equity in Learning, Teaching & Assessment in Fife

Spotlight on: EMPOWERMENT

The 6 Dimensions of Empowerment

- Accessing
- Professional Learning
- Participation & Engagement
- Collaboration
- Resources
- Impact



Key Sources of Professional Readings

- Frimley, Bina & Robinson, 2014, Teacher Agency, Bloomsbury
- Blackwell et al, 1999, The Three Key to Effective School, Berrett-Koehler
- Hargreaves & Fullan, 2012, Professional Capital, Routledge
- Hargreaves & O'Connor, 2017, Collaborative Professionalism, Corwin

Current National & Local Policy

- [Education Reformers: A New Agenda for Scotland's Education, 2019](#)
- [Education Reformers: A New Agenda for Scotland's Education, 2019](#)
- [Education Reformers: A New Agenda for Scotland's Education, 2019](#)
- [Education Reformers: A New Agenda for Scotland's Education, 2019](#)
- [Education Reformers: A New Agenda for Scotland's Education, 2019](#)
- [Education Reformers: A New Agenda for Scotland's Education, 2019](#)
- [Education Reformers: A New Agenda for Scotland's Education, 2019](#)
- [Education Reformers: A New Agenda for Scotland's Education, 2019](#)
- [Education Reformers: A New Agenda for Scotland's Education, 2019](#)
- [Education Reformers: A New Agenda for Scotland's Education, 2019](#)

Introduction

In June 2018, the Education Reformers—Joint Agreement between National and Local Governments—set out its aspirations for establishing an empowered system where decisions which limit, affect, children and young people are made by those who are closest to them and have placed to make those decisions. (Gordon, 2019)

The following spotlight will support schools in taking forward the empowerment agenda within their own settings and provide opportunity to engage further professional dialogue and the key themes of the spotlight which are set within an empowered system.

In order to achieve our vision of an empowered system and ensure no child is left behind, we need to consider the following questions:

- Where is the vision for our journey of empowerment?
- Where do we see our school?
- What does teacher agency look like?
- What do we need to do to be ready for an empowered system?
- What needs to change?

National & Local Policy Context

In Fife Education and Children's Services we have a collective mission to improve education for all through promoting the core values of: compassion, inclusion, equity and justice. Our collective mission and values shape the relationships, partnerships and collaborations we have with all (colleagues, partners, children & families). In order to achieve this mission we believe that at the heart of an empowered system are effective school leaders who work across the system as well as within their own organisations and who support, inform, inspire, lead and promote teacher agency, professional learning and collaborative professionalism (Scottish Government, 2019).

It is important to consider what empowerment means for our education establishments and how this builds on the foundation of the previous work already in place across the system within Fife. It has long been recognised in Scottish Education that education professionals play a vital role in leading change. In 2011, A Teaching Profession for the 21st Century (TSCC) stated that 'teachers should build the curriculum'. This was followed and further reinforced by the publication of 'Teaching Scotland's Future' (Dunobrien, 2010) which stated: "The most successful education system needs to be able to attract, recruit, develop, support and reward professionals who are able, motivated to work successfully in a system that is not just a collection of individual schools, but one that is capable to engage fully with the complexity of education and to be key actors in shaping and leading educational change."

The publication of the National Improvement Framework (2016) established teacher professionalism as a key driver for improving Scotland's schools. Central to this should now focus on high quality professional learning which puts the practitioner at the heart of engaging critically with theory, and while encouraging practitioners to take on leading roles in establishing what limits the conditions of learning. The improving professional is again highlighted within the GTCS Standards, HG054/HG055 (Q1.1.1.1.3.1.2) and is reflected in the National Model for Professional Learning.

Series 1: November 2019

Towards an Empowered System in Fife—What is our vision for Fife's Education & Children's Services?

What roles do they play in supporting our Local Partnership and Local Improvement Forums?

How will these roles be supported? Guidance from the National Improvement Framework. How to support us in shaping the future of an empowered system?

How will these roles be supported? Guidance from the National Improvement Framework. How to support us in shaping the future of an empowered system?

How will these roles be supported? Guidance from the National Improvement Framework. How to support us in shaping the future of an empowered system?

How will these roles be supported? Guidance from the National Improvement Framework. How to support us in shaping the future of an empowered system?

How will these roles be supported? Guidance from the National Improvement Framework. How to support us in shaping the future of an empowered system?

Interesting & Emerging Practice

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Local: Study Approaches, Aberdeen P.S.

Self-Evaluation Tools (Fife Goals: Our Early Learning and Childcare? Fife Goals: Our Schools? Fife Goals: Our Learning?)

1.1 Self-evaluation for Self-Improvement

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?

How will the staff work to ensure that their responsibility to improve is supported by the school?



GTCS Professional Learning Model Cycle

Contributors

- Louise Yule, DHT Torbair PS
- Leslie Henderson, Professional Learning & Leadership Development Officer
- Diane Ballard, HT Beantol RNC
- Elaine Belford, DHT Levenmouth Academy
- Alan Chalmers, HT Saxonville Learning Service





Successful Learners

Responsible Citizens

Confident Individuals

Effective Contributors

The 6 Dimensions of Empowerment

In the winter 2018, Education Scotland published its findings from the [Analysis for Improvement – National Theme and Overview](#). The national effort on the thematic inspection is focused on improvement education that local authorities, whilst at the front stage, develop existing a range of strategies and approaches to develop an improved education system.

They identified 6 dimensions for improvement, which emerged from the findings of the report. These dimensions are important levers for further decoupling and developing further improvement of teachers and schools. They must ensure that decisions about children's learning are taken within schools, supported by parents and the local community.

Autonomy

Schools have permission and freedom to take the initiative and be creative and innovative in meeting the needs of learners and individual schools' context within a flexible framework of delegated leadership responsibilities.

"If we create the culture where every teacher believes they need to improve, not because they don't good enough, but because we can do better, there is no end to what we can achieve!"

- Collective Autonomy
- Addressing Teacher Agency
- Leadership at all levels
- Systems of Success

Professional Learning

Practitioners are enabled through engaging in career-long professional learning which challenges thinking, develops skills of enquiry and criticality, promotes collaborative practice and impacts on learning of children, young people and adults.

"Probably nothing in a school has more impact on students in terms of their development, self-confidence or consciousness than the personal and professional growth of their teachers." (Lord of the Rings, 2001)

- [Review of Leadership and Governance](#)
- [Leading Learning – Professional Learning](#)
- [Collaborative Learning](#)
- [Adult Learning](#)
- [Adult Learning](#)
- [Adult Learning](#)
- [Adult Learning](#)

Impact

Schools and practitioners are responsible, trusted and accountable for actions leading to improved outcomes for learners.

- Trust and Trustworthy – leads to trust in schools
- [Self-Reflection for Self-Improvement](#)



How schools 'lead' – leads to other spotlight pages

Teacher Agency: What is that value does it represent for schools and teachers?

Recent research has explored the idea of 'teacher agency' as a key factor in an improved system. However, it is essential that we have an understanding of what 'teacher agency' is and what it is not, as well as what the research on this topic tells us.

Teacher Agency is not something that our education professionals can be given, but it is that something that can be achieved through taking an improving approach to classroom and school practice and through the analysis and robust evidence-based evidence that support that we can develop and adapt teaching practice. It is important to be clear that teacher agency is not the same as teacher autonomy or teacher leadership, which both are of equal importance in an improved system, but it is separate from teacher agency.

By setting, developing and maintaining the conditions for teacher agency to be achieved and that teaching is a complex, interactive process of communication, negotiation and problem-solving, making where teacher judgement and discretion making a school.

Teacher agency can be achieved when:

- Teachers have an understanding of the purpose of education and a knowledge of the language of education.
- Teacher values and beliefs are protected and encouraged within the system.
- Relationships and collaborative professional development are protected and developed.
- Teachers have a clear understanding of pedagogical approaches and curriculum development.

In order for teachers to achieve agency then the conditions for supporting this are crucial, as without a culture where teachers are required to exercise their professional judgement and discretion then agency cannot be fully achieved.

Participation and Engagement

Schools are involved in, and ownership of, evidence-based decision making about the life and work of the school built through consensus.

"Participation and engagement... the challenge is to improve education in the only way it can be – through the day-to-day actions of empowered individuals... that's what it's worth fighting for." (Hudson)

- Leadership at all levels
- [Participation and Engagement](#)
- [Participation and Engagement](#)
- A Voice for All Education Professionals

Collaboration

Schools and practitioners engage in co-production, solution-orientated activities to deliver and improve education and achieve collective goals and aspirations for learners and schools.

- Creating a co-aching culture – "Coaching is the art of facilitating others' development, working and enhanced performance. It is an effective way for managers to 'unlock the best of their best work' – their people." [Participation and Engagement](#)
- [Collaborative Learning](#)
- Action Improvement Planning

Resources

Schools and practitioners have access to skills, information, guidance, tools and resources to bring about improvement to school practice and performance.

- [Self-Reflection for Self-Improvement](#)
- [Self-Reflection for Self-Improvement](#)
- [Self-Reflection for Self-Improvement](#)
- [Self-Reflection for Self-Improvement](#)



Education & Children's Services
Improving life chances for all



Empowerment – The Six Dimensions



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

Lunch

12.45 - 13.30

Professional Review and Development (PRD) Guidelines

13:30-14.45

Sharon Smith

Senior Education Officer

General Teaching Council Scotland



Revised PRD Guidelines and how they support the Empowerment Agenda

PL Network
29 January 20
Glasgow

Sharon Smith
Senior Education Officer





Poor



Average



Good

Frustrations of some of our registrants

I was not invited by my line manager.

My PRD meeting was based on what my current PT at the time considered important and my opinions and preparation for this process were largely ignored.

I consider that my reviewer requires further support in carrying out the role.

I was never given a time for a PRD

Prezis and other innovative ways of presenting CPD are wonderful but please be careful that it does not de-skill and put hard working practitioners off updating their professional update.

I am an academic. My job is to further knowledge. I spend much of my working life furthering my own and other people's professional knowledge. I find the whole GTCS PRD process cumbersome and unnecessary.

Completing council paperwork & entering into GTCS website is time consuming.

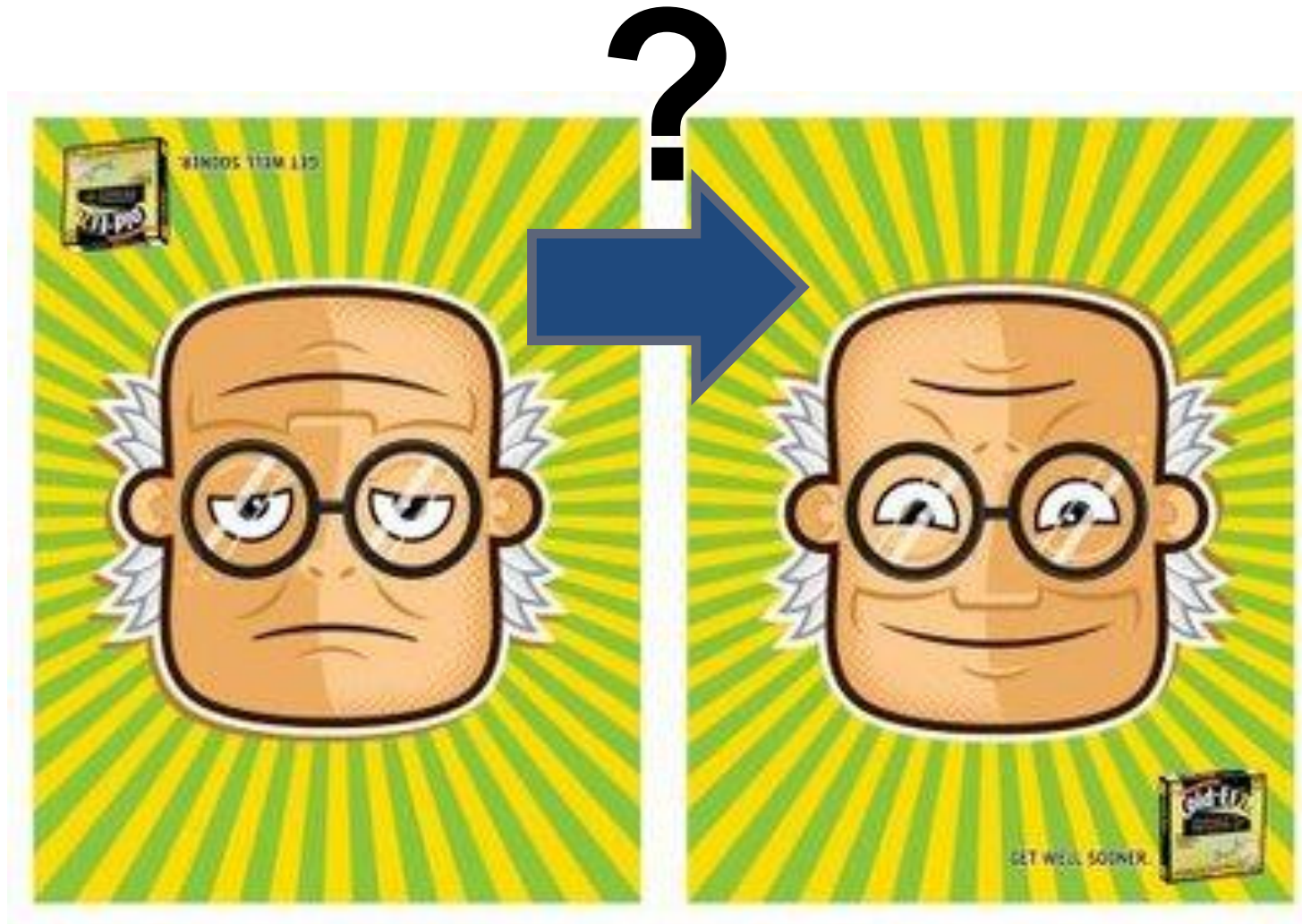
The PRD system would benefit from an overhaul to ensure that it is more meaningful than just a paper exercise.

- GTCS very time consuming-more time given would be helpful
- GTCS-can be quite hard to keep up to date in a busy school week

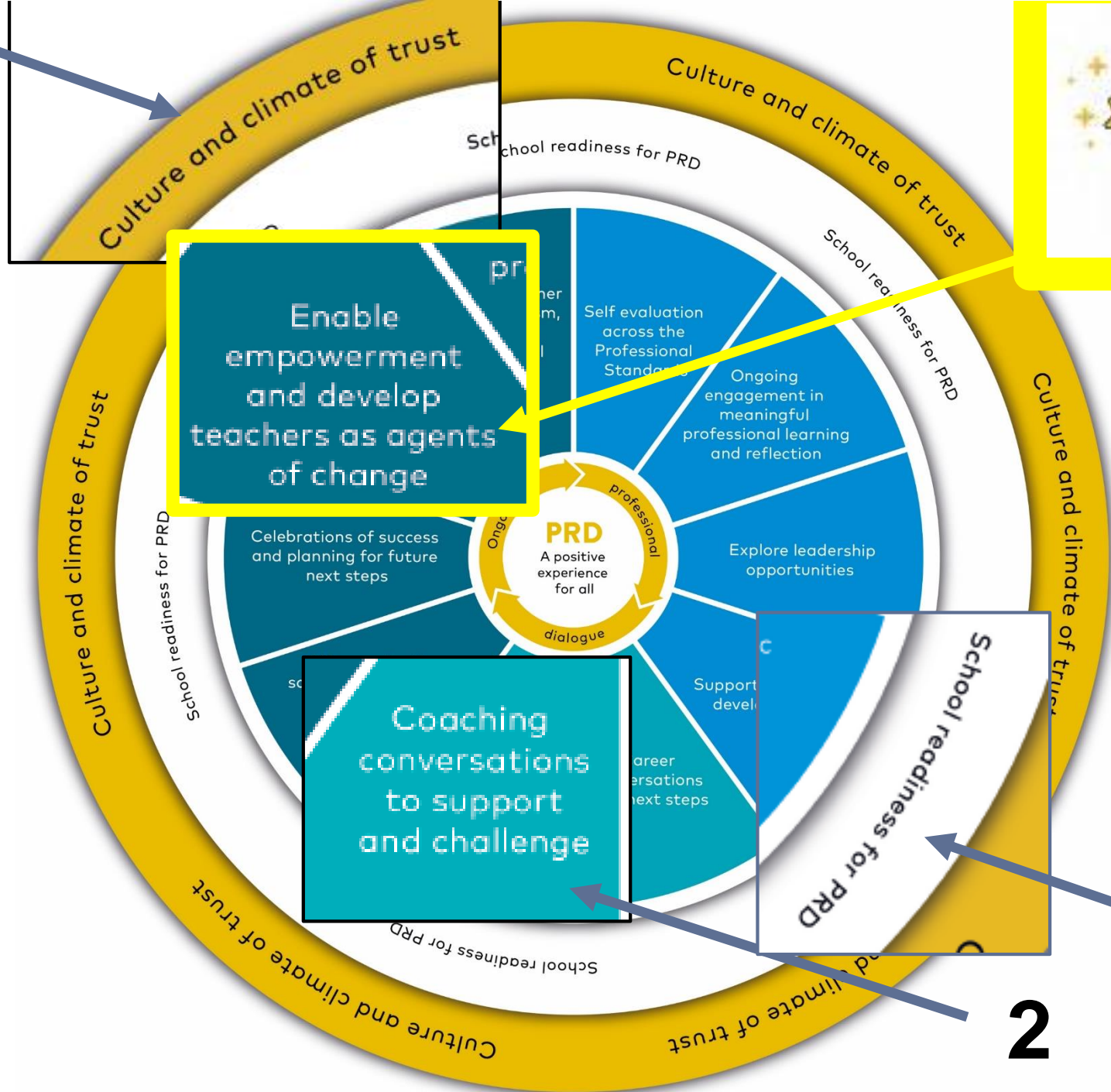


I have had several PRDs over the years and as such knew the sort of thing I wanted to talk about and how the meeting would go. Also having been a Probationer Supporter, I knew how discussions and meeting go. Relationship with PTC meant that there was not a pressure or stress about the meeting.

The PRD meeting with my manager was well run and focussed



1



2

3



1 Culture and Climate

Culture is the.....

.... actions

.... routines and learned patterns of behaviours

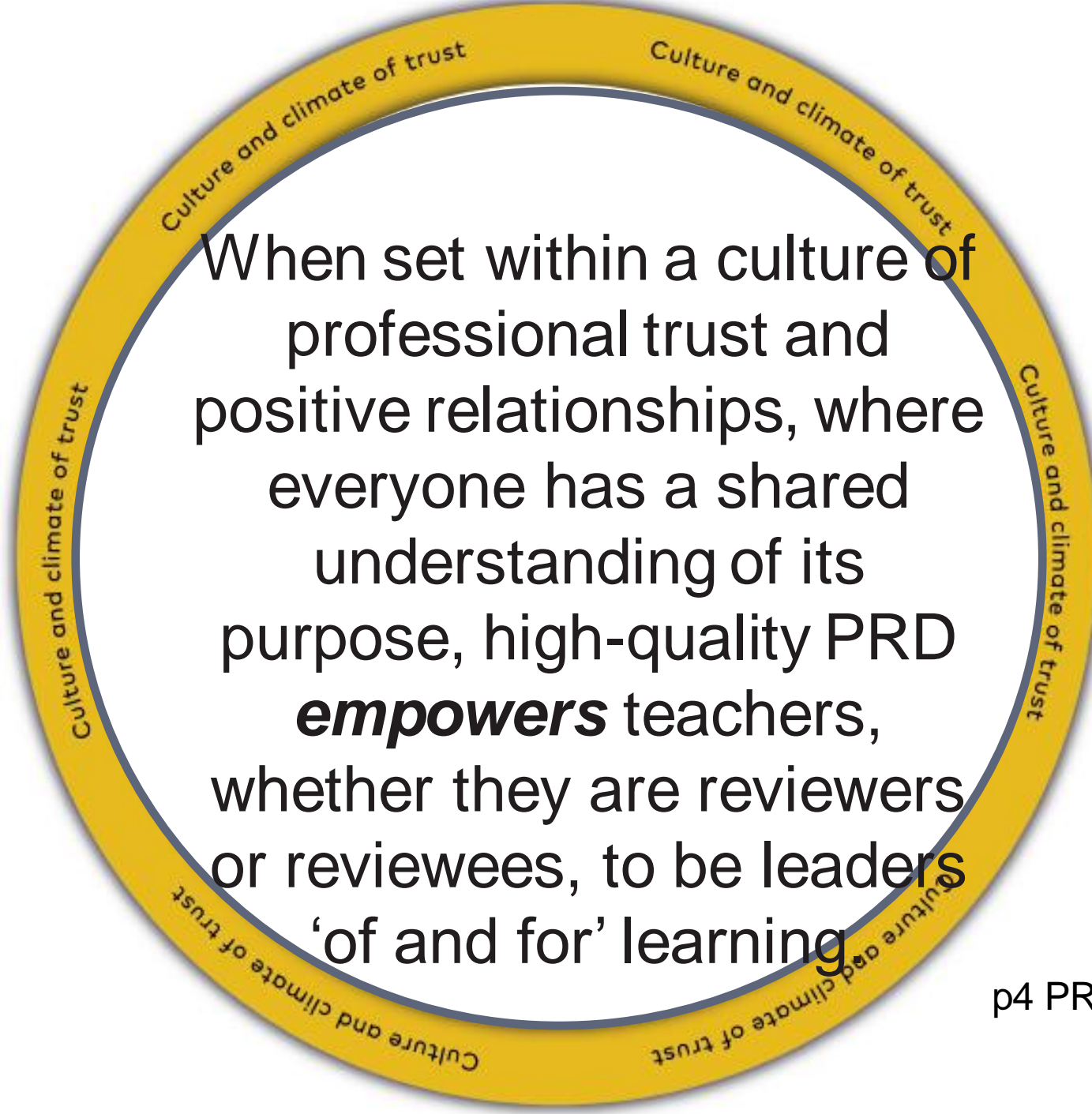
.... normative pressures and assimilations

Climate is the....

... school atmosphere

... mood

... ethos



When set within a culture of professional trust and positive relationships, where everyone has a shared understanding of its purpose, high-quality PRD **empowers** teachers, whether they are reviewers or reviewees, to be leaders 'of and for' learning

p4 PRD 2019

How do you know you have a Culture and Climate of Trust in your workplace?

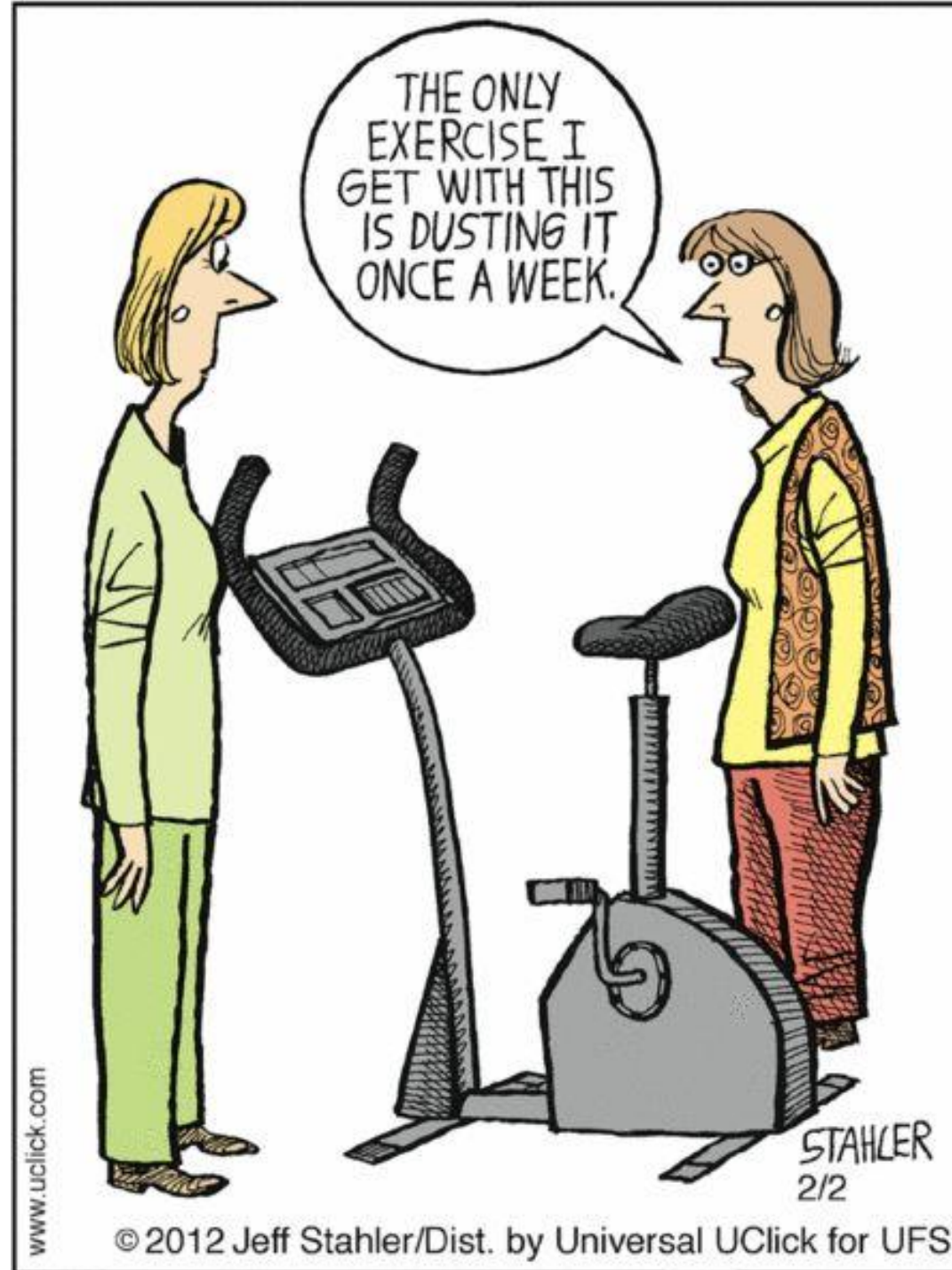


Look like?

Sound like?

Feel like?

‘Where there is a culture and climate of trust and respect, there is a greater opportunity to offer not only support, but also challenge, as an integral part of teacher development. Space to take risks is built in as part of this culture, where problems and setbacks are regarded as learning opportunities. In an empowered system there should be trust at all levels: individual, school and local authority/employer.’ P4 PRD 2019

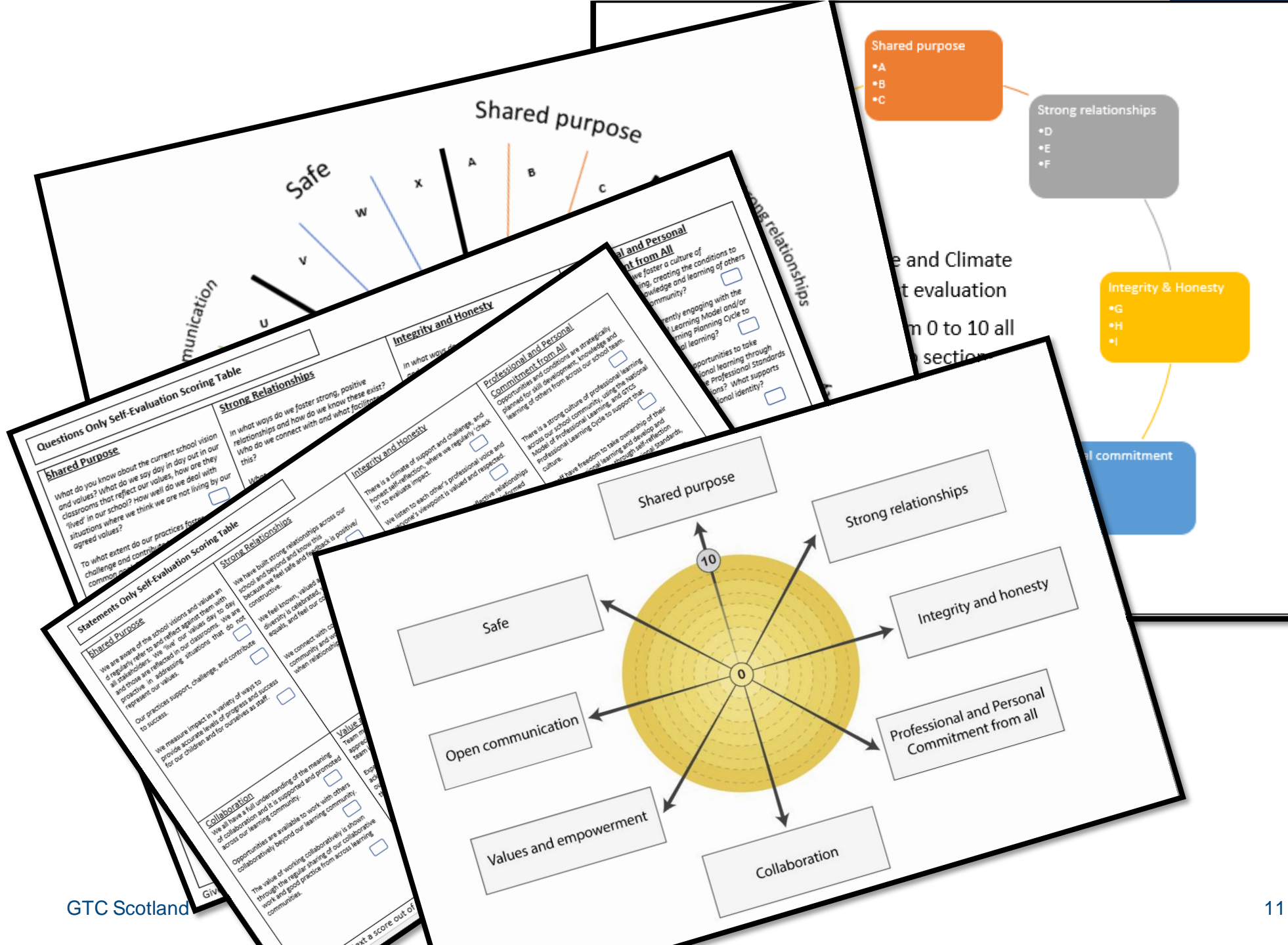




Culture and Climate of Trust School Evaluation

<http://www.gtcs.org.uk/professional-update/prd-guidance-resources.aspx>





**How might I use these
resources to support the
culture and climate of
trust in my context?**

**What will be the first thing
I do when I go back? What
tiny first step might you
make?**

**Move yourself to be with colleagues
who don't know your context and
discuss the questions above.**

2

Coaching for PRD



‘PRD can be quite an emotional thing. I’ve cried before – not in a bad way... I just had the safe space to really reflect and think about me as a learner without the expectations of anyone else. My line manager (reviewer) was great at asking me the right questions to challenge my thinking further.’

***“While no single conversation
is guaranteed to change the
trajectory of a business, a
career, a marriage, or a
life, any single
conversation can.”***

Susan Scott - Fierce Conversations

How?



GTCS recommends that ReviewERs are trained, at the very least, in coaching for PRD

Reviewers and reviewees should have a full understanding of a non-directive coaching conversation.

“A good reviewer will push you to ask the difficult questions of yourself and then support you to find the answers. When reviewees and reviewers make the time to engage with the process it is fortifying for them both.”

Susan Ward, Kingsland Primary (p12 PRD 2019)

<http://www.gtcs.org.uk/professional-update/prd-local-authorities-employers.aspx>

3

School Readiness



Readiness for PRD



<http://gtcs.org.uk/web/files/professional-development/are-we-ready-for-prd-schools.pdf>

DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS



Professional Update:

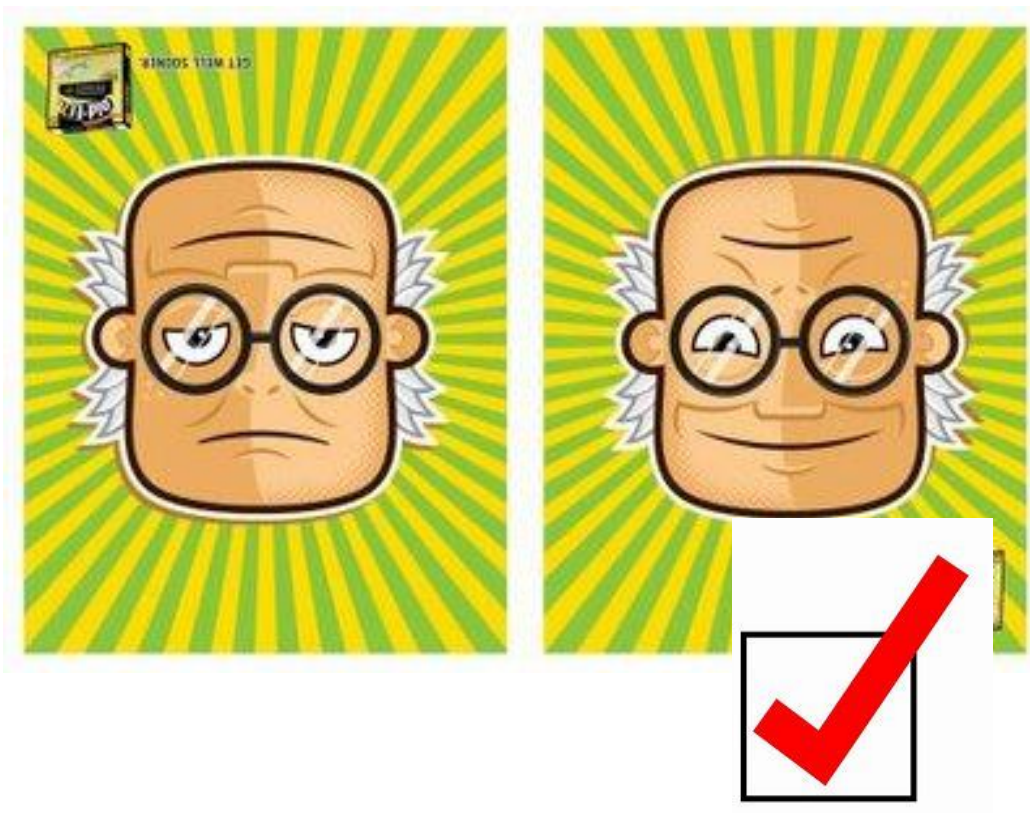
**Revalidation Guidelines and Criteria for Local
Authorities, Universities and National Education
Organisations**

Revised November 2019

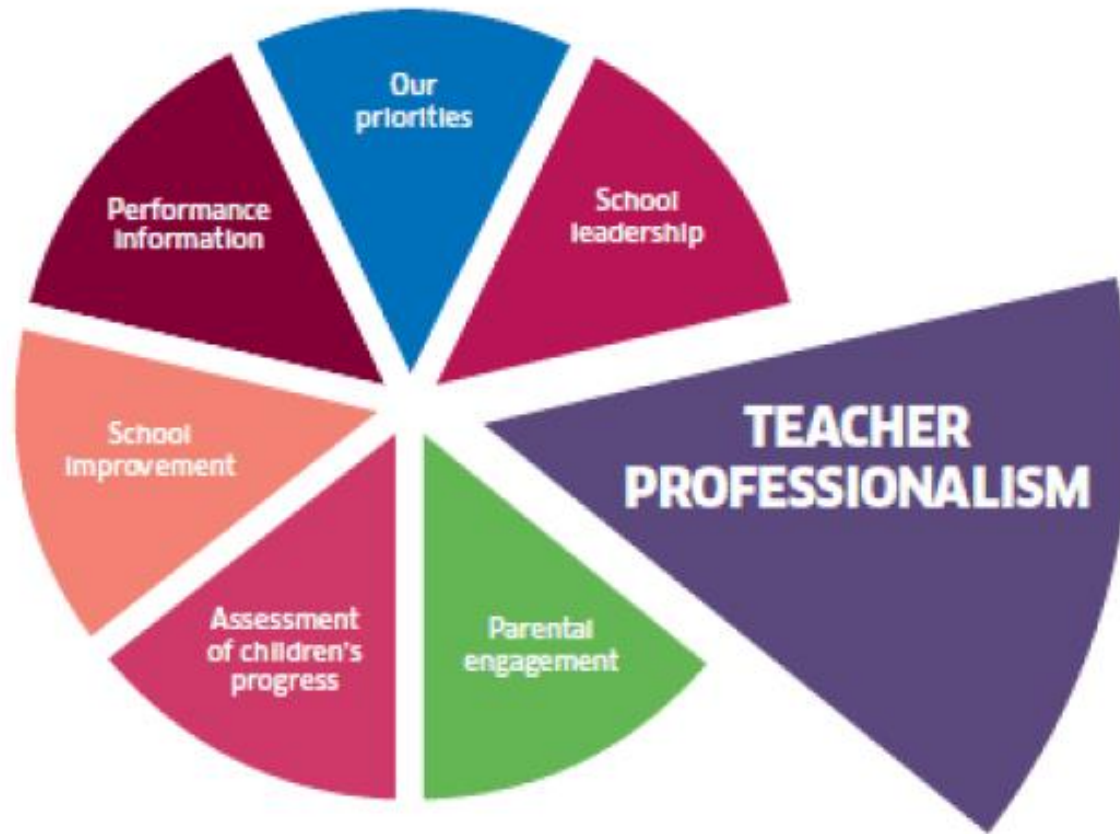
3.9 Clear expectations are shared regarding the content of professional learning records with a view to reducing unnecessary bureaucracy, recording only significant activities. The main purpose of the record is an aide memoire to stimulate conversations in PRD.

“We are fully committed to tackling bureaucracy and believe that the quality of the PRD conversation is the key to ensuring that our education professionals are confident and committed to their ongoing professional learning. PRD is not solely about the paperwork being completed in advance of the meeting.”

Lesley Henderson, Fife Council p13 PRD 2019



Enable
empowerment
and develop
teachers as agents
of change



Next Steps and Closing Remarks

14.45 -15.00

Rosemary Grady, Rosa Murray, Lesley Henderson

Co-chairs of Scottish Professional Learning Network

Upcoming Network Dates for your Diary:

27th May 2020 (Stirling)

7th October 2020 (Edinburgh)

27th January 2021 (Glasgow)

Follow us @ScotPLNetwork