



# ASPIRING LEADERS

IN THE SCOTTISH BORDERS 2022/23



## CONTENTS

### ASPIRING LEADERS 2022/23

1. INTRODUCTION
2. CONTEXT
3. PROFESSIONAL LEARNING
4. INTRODUCTION FOR LEADERS
5. LEADERSHIP AT ALL LEVELS
6. LEADERSHIP DEVELOPMENT PROGRAMME

## 1. INTRODUCTION

*“School leadership is a vital part of equity and excellence in education”*

*Improving Schools in Scotland: An OECD Perspective 2015*

The statement above demonstrates the importance of developing leadership at all levels within our schools and settings; indeed it is a key national focus in Scottish Education.

**The National Improvement Framework has school leadership as one of the key drivers for improving the quality of education and stresses that:**

‘Leadership is recognised as one of the most important aspects of the success of any school or ELC setting. Head Teachers, teachers and practitioners who are empowered, and who empower others to take ownership of their own learning, have a strong track record of ensuring the highest quality of learning and teaching. This in turn helps to ensure that all children achieve the best possible outcomes.’ ‘There is evidence of strong leadership of learning by staff at all levels and in a range of contexts...All staff undertake lead roles to motivate, support and inspire others.’ (How Good Is Our School 4).

The General Teaching Council Scotland Professional Standards for the teaching profession at all levels including Leadership and Management along with the Education Scotland Model of Professional Learning, provide the framework for developing highly effective leadership.

The Scottish Borders Aspiring Leaders document is to support all staff with their professional learning around their development of leadership. This forms part of a suite of documents supporting professional learning. There are also documents available for the Early Phase, Career Long Professional Learning and our new Coaching Framework. These documents should be referenced in the PRD process along with the SBC PRD and PL Policy. By maintaining a focus on leadership across all schools and settings, our service will continue to improve and we can realistically strive together to achieve the best possible outcomes for all our children and young people.

## 2. CONTEXT

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.

### THE PURPOSE OF THE ASPIRING LEADERS FRAMEWORK

This Aspiring Leaders Framework is designed to stimulate and support the professional development of leadership at all levels.

Within the wider context of Career Long Professional Learning, the Framework reflects:

- [Teaching Scotland's Future \(Donaldson Report 2010\)](#)
- [GTCS Professional Standards \(August 2021\)](#)
- [Putting Learners at the Centre: Towards a Future Vision for Scottish Education](#)
- [How Good is Our School \(HGIOS\) 4 \(Education Scotland, 2015\)](#)
- [How Good is Early Learning & Childcare \(Education Scotland, 2016\)](#)
- [The National Improvement Framework \(Scottish Government 2016\)](#)
- [Scottish Borders Council Strategic Plan 2018-2023](#)
- [Children and Young People Service Plan – 2021-23](#)
- [Education Improvement Plan 2021/22](#)
- [Scottish Borders Council Professional Review & Development and Professional Learning Policy 2020](#)
- [Standards - Scottish Social Services Council \(sssc.uk.com\)](#)

## LEADERSHIP RATIONALE

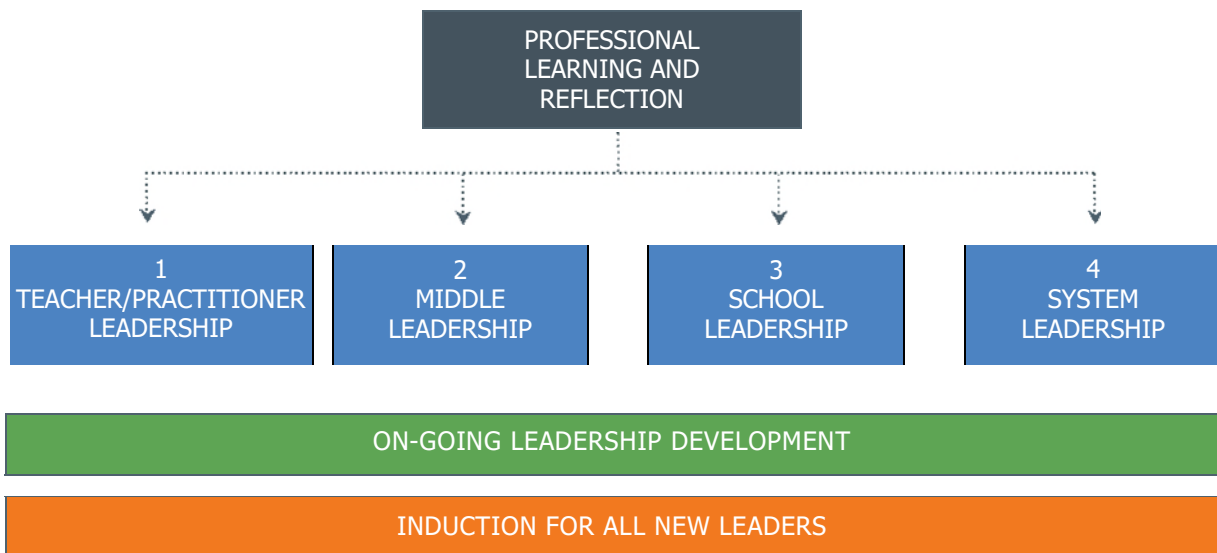
Leadership within a culture of:

- Collaboration
- Professional Reflection and Enquiry
- Improving outcomes for learners
- Coaching/Mentoring approaches

Effective and inspirational leadership begins in the classroom and is linked to an understanding of the wider educational and social contexts. Such leadership must be relevant to the core purposes of education. The leader in education is an enquiring practitioner, who is committed to continuing professional reflection ensuring the best possible outcomes for children and young people.

### Aspiring Leader Aims

- Continue to develop existing leaders
- Grow our own leaders from within our staff
- Develop an understanding and ethos of leadership at all levels
- Help individuals to self-evaluate and plan their leadership development
- Create a coherent approach to leadership development in schools and settings which reflects national guidance and which is easy to navigate
- Provide sustained support for educational leadership and management development
- Help leaders to meet the challenges of continuous change and respond to priorities



### 3. Professional Learning

*“Teacher professionalism demonstrates the overall quality of the teaching workforce in Scotland and the impact of their professional learning on children’s progress and achievement. We want to continue to improve the professionalism of our teachers and the quality and impact of their professional learning.”*

Professional Learning is what teachers and practitioners engage in to stimulate their thinking and professional knowledge and to ensure that their practice is critically informed and up-to-date. We believe that by undertaking a wide range of high-quality, sustained professional learning experiences, we are more likely to inspire pupils and provide high quality teaching and learning experiences, enabling learners to achieve their best. It is important that professional learning provides rich opportunities for teachers and practitioners to develop and enhance their professional knowledge and practice, in order to progress the quality of learning and teaching and school improvement.

Critical self-evaluation is an important part of the professional learning and PRD process. Self-evaluation tools are available through on the GTCS website.

#### Professional Learning Process

- The initial planning of the professional learning
- How you plan to engage in your professional learning
- Considering the impact of your professional learning
- Understanding the evidence of impact of your learning
- Importance of engaging in professional dialogue about your learning

Professional Learning should be aligned to the GTCS Professional Standards and the Model for Professional Learning:

#### National model of professional learning



Professional learning must focus on the education professional as a learner and how this is related to and impacts upon the learning of children, young people and adults.

Professional learning should be:

- Challenging, and develop thinking, knowledge, skills and understanding
- Underpinned by developing skills of enquiry and criticality
- Interactive, reflective and involve learning with and from others.

Professional learning is informed and supported by professional standards and education policy.

Leadership of and for learning is essential to ensure it is well supported, promoted and sustained.

## PROFESSIONAL LEARNING PROGRAMMES

The following identifies some of the different stages of leadership professional development that are currently supported by SBC through our annual Professional Learning programme. However, it should be clear that these professional opportunities alone do not constitute the only route to leadership. Individuals will use different approaches to professional development throughout their careers. Professional learning opportunities should be closely matched to the GTCS/SSSC Standards.

### 4. Induction for New Leaders

All staff take part in an induction based on the Council's employee generic Induction Pack which will equip them for their new job /ELC National Induction Resource. Effective Induction is essential for ensuring that all staff appointed to leadership roles know the essential aspects of the job as quickly as possible.

Please note that Corporate Training & Development Courses are not education specific. See the SBC Intranet [training and development](#) section for more information.

Every new leader should be supported in their new role as a leader to ensure that they can effectively lead and manage in their new post. This support will recognise and build on previous experience and signpost individuals to relevant professional learning opportunities on an ongoing basis. We have a bespoke induction programme for new Head Teachers.

It is a line manager's responsibility to ensure that appropriate induction is carried out for all of their staff within their school.

It is mandatory for all leaders within education to complete the following e-learning on [SBLearn](#) training:

- Managing Work Performance (e-learning)
- Managing Discipline & Grievance (e-learning & ½ day included in Leadership Matters 2)
- Managing Attendance (e-learning & ½ day included in Leadership Matters 2)
- Recruitment & Selection (e-learning)
- Health & Safety – LEXI (e-learning)
- Dignity and Respect in the Workplace
- Online Induction - for **all** New starts (SBC Induction)
- Protecting Children – Everybody is Responsible – (Courses for ALL staff)
- PREVENT – (Courses for ALL staff)
- Adult Support and Protection – (Courses for ALL staff)
- Equality & Diversity online - (Courses for ALL staff)
- Health & Safety Awareness - for **all** New starts (SBC Induction)
- Fire Safety Awareness – (Courses for ALL staff)
- Business Continuity Management - for **all** New starts (SBC Induction)
- Gifts, Hospitality and Interests - for **all** New starts (SBC Induction)
- Fraud Awareness - for **all** New starts (SBC Induction)
- Information Management Awareness - (Courses for ALL staff) – needs to be refreshed annually
- Cyber Security – (Courses for ALL staff)
- The General Data Protection Regulations – (Courses for ALL staff)

New HTs should ensure they book onto the following training ASAP:

- Premises Duty Holder Training [Health and Safety Training Guide](#)
- Managing Health & Safety [Health and Safety Training Guide](#)
- Business Continuity [businesscontinuity@scotborders.gov.uk](mailto:businesscontinuity@scotborders.gov.uk)

It is also mandatory that all line managers who are completing PRD / PU with their staff should have completed the Coaching for PRD or Coaching for Success programme.

## **PRACTITIONER LEADERSHIP**

Leading ELC practitioners are passionate about play and child-led learning. They are ambitious for each child's holistic development and progress in learning and driven in their pursuit and delivery of diverse and creative pedagogy. Through informed and innovative practice, close scrutiny of children's learning needs and high expectations, leading ELC practitioners play a fundamental role in improving outcomes for children.

Leading ELC practitioners are effective communicators who collaborate with their staff team and have a shared understanding of pedagogy. They actively develop leadership at all levels to improve the overall capacity of their setting. They demonstrate integrity and have a positive impact on their school community. They can develop and sustain high quality relationships with children, parents and carers, colleagues and external stakeholders. They self-evaluate regularly and instinctively and demonstrate accomplished and developing skills in critical reflection, enquiry, use of research, pedagogy and leadership.

### **Leadership of High-Quality Provision**

- Lead and supervise ELC team to ensure all elements of their roles are being implemented.
- Lead planning, delivering, observing and evaluating high quality care and learning for every child.
- Observe, record, track, monitor and report on children's progress.
- Meet the needs of young children in line with Inclusion and GIRFEC.
- Act as a model of good practice and pedagogy.
- Lead the team to build effective and sensitive transitions.

### **Leadership of Self-Evaluation and Continuous Improvement**

- Regularly meet with the Senior Leadership Team.
- Embed robust self-evaluation approaches, develop and lead agreed improvement actions with the team.
- Action any identified and agreed changes for improvement following internal and external evaluation.
- Work proactively with partners to identify opportunities to build local capacity.
- Take a lead role in the development of initiatives in line with local and national guidance.
- Engage in professional development and keep up to date with new and innovative practice.
- Engage with the Early Years Teacher and Central Team (including pre and post inspection).
- Distribute leadership roles across the ELC team.
- Embrace new innovative practice.

	<b>Leadership Opportunities For Practitioners</b>	<b>Description</b>	<b>Time Commitment</b>
Scottish Borders	Aspiring to Lead	Programme for EYPs. A series of online sessions supporting development towards the role of EYO. Successful participants will gain SBC Professional Recognition. Places should be booked through Business World.	6 sessions over 6 months
	EYO Community of Practice	This forum is intended for EYOs to reflect on their pedagogical leadership role, to develop their understanding of local and national guidance and to keep up to date with new and innovative practice. It provides an opportunity to work with others in a similar role as a means of advancing their professional learning. Any EYO can attend.	1 session per month over term time
	SEYO Community of Practice	This forum is intended for SEYOs to reflect on their pedagogical leadership role, to develop their understanding of local and national guidance and to keep up to date with new and innovative practice. It provides an opportunity to work with others in a similar role as a means of advancing their professional learning. Any SEYO can attend.	1 session per month over term time
	Inspire Cluster Leaders	Opportunities to develop leadership skills in leading a project across a cluster	
SSSC	<a href="http://23leadership.sssc.uk.com/">http://23leadership.sssc.uk.com/</a>	SSSC has developed '23 Things Leadership' to support your leadership development.	
University / College Led	SVQ Level 9	To be an EYO you need to hold or be working towards SCQF Level 8 minimum. To be a SEYO the minimum qualification required is SCQF Level 9.	Consult with your Senior Management Team
	BA Childhood Practice/BA Childhood studies		
	PDA Childhood Practice – (Level 8 or 9)		
	Post Graduate Diploma in Childhood Practice		
	HND Childhood Practice (8)		
Education Scotland	<a href="http://www.gov.scot">Early learning and childcare practitioners: training modules - gov.scot (www.gov.scot)</a>	These are Scottish Government funded online modules for Early Learning and Childcare practitioners to support professional development.	The modules can be accessed on the SSSC website and the National CPL Directory for ELC



## TEACHER LEADERSHIP

Teacher leaders are passionate about learning and teaching. They are ambitious for the success of children and young people and in their pursuit and delivery of diverse and creative pedagogy.

Through informed and innovative practice, close scrutiny of pupils' learning needs and high expectations teacher leaders play a fundamental role in improving outcomes for children and young people. Teacher leaders are effective communicators who collaborate with colleagues, demonstrate integrity and have a positive impact on their school community. They are able to develop and sustain high quality relationships with children and young people, parents and carers, colleagues and external partners. They self-evaluate regularly and instinctively, and they demonstrate accomplished and developing skills in critical reflection, inquiry, the use of research, pedagogy, and leadership.

Leadership Activities:

- Leading in a working or task group
- Leading an aspect of:
  - Planning learning which is inter-disciplinary or cross-sector
  - Assessment and moderation
- Cluster leadership opportunities
- Self-evaluation and critical reflection process
- Experiential, action or enquiry based learning
- Professional dialogue with colleagues, other professionals, parents and learners
- Learning about aspects of the curriculum or pedagogical practice
- Practitioner enquiry/action research
- Critical analysis of reading, learning and impact on professional practice
- Peer support – coaching and mentoring others (i.e. Probationers)
- Secondments, acting posts and placements

	Leadership Opportunities For Teachers	Description	Time Commitment
Scottish Borders	First Steps into Leadership (SBC & Positive People Development)	Programme for class teachers who are supported through a leadership development project in school. The programme concludes with a presentation and short written assignment. Successful participants will gain GTCS Professional Recognition. Places should be booked through Business World.	6 sessions over 6 months
	Next Steps	This programme is being run by East Lothian this academic year. Programme for both PTs and aspiring PTs. It is recommended that applicants have successfully completed the First Steps into Leadership programme before applying for this programme.	Delivered over an academic year (we have 6 spaces available this year and we would be looking for 2 people to lead on delivery next session)
	Probationer Supporter	Making a success of your role as Supporter, whether new to the role or more experienced. Targeted twilight sessions support : New to Role/ Refresher GTCS Profile - Interim Phase	Training sessions as appropriate and commitment to weekly meetings with probationer

		GTCS Profile - Final Phase Managing Cause for Concern	
	Literacy Champion	Attending Champion Meetings, sharing and disseminating information, signposting professional reading and networking with other Literacy Champions. Potentially also delivering in-house PL opportunities. Supporting the implementation of the SBC Literacy Strategy at a local level.	5 hours of own CPD allocation over course of year
	Numeracy Champion	Attending Champion Meetings, sharing and disseminating information, signposting professional reading and networking with other Numeracy Champions. Potentially also delivering in-house PL opportunities. Supporting the implementation of the SBC Numeracy Strategy at a local level.	5 hours of own CPD allocation over course of year
	Leadership Matters 1 – (Corporate Training & Development)	A short introductory programme aimed at colleagues with supervisory responsibilities and first line managers. Places should be booked through Business World.	This programme takes place over five, two hour workshops.
	Leadership Matters 2 – (Corporate Training & Development)	A programme for first line managers and colleagues aspiring to move into their first management role. The programme includes the mandatory training modules Managing Attendance and Managing Discipline and Grievance. Places should be booked through Business World.	This programme takes place over 6 sessions (half or full days)
	Coaching	See <a href="#">SBC Coaching Framework</a> for suite of coaching opportunities.	
	Inspire Cluster Leaders	Opportunities to develop leadership skills in leading a project across a cluster	
University Led	<a href="#">Masters Level Learning – with focus on Teaching &amp; Learning</a>	Undertake Masters level learning which will enable practitioners to embed high quality learning and teaching across the school.	Application process opens in January.
	<a href="#">Supporting Teacher Learning in and Through Practice (STLitP)</a> University of Edinburgh	Programme to support other teachers – i.e. mentoring a student or probationer.	Contact Professional Learning Team for more details.
<a href="#">Education Scotland</a>	<a href="#">Teacher Leadership</a>	The Education Scotland Teacher Leadership Programme is designed to support classroom teachers to develop their leadership of learning and teaching. The programme is planned to support and challenge teachers to become confident in leading classroom practice in their contexts and develop against the GTCS Standard for Career-Long Professional Learning.	The programme runs over one academic year with key dates as follows: Application process opens in May / June.

	<a href="#">Aspiring to Middle Leadership</a>	The Education Scotland one day programme is designed to support aspiring middle leaders in developing their understanding of the roles of middle leadership and the skills required to carry out the key aspects of these roles.	1 day
	<a href="#">Supporting Teacher Leadership</a>	The Education Scotland programme is aimed at teachers and others in the system who have significant experience of leading learning and teaching through practitioner enquiry in their contexts and would like to develop their confidence to support others to take an enquiring approach to practice.	The programme engagement takes place over a 6-month period, usually November to April, and is delivered through a two-day residential, and one follow-up engagement day. There is intersessional work based around leading colleagues through their enquiry and reflecting on this process.
<a href="#">SEIC</a>	<a href="#">Pedagogy Pioneers</a>	Pioneers are identified for using and developing emerging practice informed by professional reading, research and enquiry. They have a deep professional understanding of pedagogy which can be shared beyond their school and local authority to support system wide improvement. The work of the Pedagogy Pioneers supports the improvement of teacher and Early years' practitioner efficacy, where practitioners can link through collaborative practice. This allows the improvement of reflective practice, linked to professional learning, relevant reading, enquiry and research. Pedagogy Pioneers have a clear understanding of the need for data informed practice. The use of such data will identify the appropriate outcomes for children and young people.	Opportunities will be advertised when they become available.
Other Options	<a href="#">The 1+2 Languages Leadership Programme</a>	SCILT and Education Scotland offer this Masters level programme which supports schools, clusters and local authorities to build leadership capacity. The programme is open to Recently Qualified Teachers or teachers who have, or aspire to have a role in leading languages education for young people, families and colleagues in and beyond their own workplace.	4 day summer school

## MIDDLE LEADERSHIP

Middle leaders are key drivers in ensuring positive outcomes for all learners. Through working collaboratively with school leaders, members of their teams and partners, they devise and contribute to the school's vision and values, ensuring that the strategic direction of the school is communicated effectively with all stakeholders.

Leading from the middle and middle leadership can be understood in several different ways which apply to all practitioners at all stages of their career. However, middle leaders can be described as those who have a specified leadership remit beyond the classroom and are provided with resources to carry this out. Such roles might include – but are not limited to – class teacher, depute head teacher, principal teacher or head of faculty.

Leadership Activities:

- Leading in a working or task group
- Leading an aspect of:
- Planning learning which is inter-disciplinary or cross-sector
- Assessment and moderation
- Cluster leadership opportunities
- Self-evaluation and critical reflection process
- Experiential, action or enquiry based learning
- Professional dialogue with colleagues, other professionals, parents and learners
- Learning about aspects of the curriculum or pedagogical practice
- Practitioner enquiry/action research
- Critical analysis of reading, learning and impact on professional practice
- Peer support – coaching and mentoring others (i.e. Probationers)
- Secondments, acting posts and placements

	Leadership Opportunities for Middle Leaders	Description	Time Commitment
	Next Steps	This programme is being run by East Lothian this academic year. Programme for both PTs and aspiring PTs. It is recommended that applicants have successfully completed the First Steps into Leadership programme before applying for this programme.	Delivered over an academic year (we have 6 spaces available this year and we would be looking for 2 people to lead on delivery next session)
	<a href="#">Coaching</a>	See Coaching Framework for all opportunities	
	Leadership Matters 3 (Corporate Training & Development)	A programme designed for established for middle managers. It seeks to further explore and embed key line management skills and introduces a more strategic outlook to line management within SBC.	5 day programme  Places should be booked through Business World.
	Inspire Cluster Leaders	Opportunities to develop leadership skills in leading a project across a cluster	

University Led	<a href="#">Postgraduate Certificate Middle Leadership &amp; Management</a>	This can be a standalone programme or a preparatory and progressive step towards the Into Headship element of the Specialist Qualification for Headship Masters pathway. 60 credits at SCQF level 11 with the University of Edinburgh.	This is a 2 year course and applications open in January. Please contact the PL team if you require further information.
	<a href="#">Masters Level Learning – with focus on Teaching &amp; Learning</a>	Undertake Masters level learning which will enable practitioners to embed high quality learning and teaching across the school.	Work is on-going to develop this opportunity.
<a href="#">Education Scotland</a>	<a href="#">Aspiring Middle Leaders</a>	Education Scotland are delivering engagement days for aspiring middle leaders. The aim of the days is to explore some of the current research and literature around middle leadership and to facilitate the participants in identifying the skills that they need to take the next step in their leadership journeys.	The programme is a one-day facilitated learning session held in various locations throughout Scotland.
	<a href="#">Middle Leaders Leading Change</a>	This programme is designed to develop confidence in the use of coaching within middle leadership, encourage reflection upon the key aspects of the role and further develop the use of an enquiring stance when planning and leading change.	Places will be promoted in May / June.
<a href="#">SEIC</a>	<a href="#">DHT CONNECT</a>	This is a leadership programme for Depute Headteachers which has been developed in partnership with the Professional Learning and Leadership Directorate at Education Scotland. This programme is available to Depute Headteachers who have five or more years' experience in post and are not undertaking the Into Headship qualification or any other post graduate study.	The 9 month programme will span 2 academic sessions with a residential at the start of the programme.
Other opportunities	<a href="#">Scottish Coaching &amp; Leading for Improvement Programme (SCLIP)</a>	Course is organised by Children & Young People Improvement Collaborative and aims to develop individuals who will coach and facilitate improvement teams to support achievement of improvement strategies within their organisation.	Opportunities will be advertised as they become available.

Early Years	Pedagogical Leadership	To explore: leadership skills; leadership tools; and the role of Early Years Officer.	Twilight sessions and network meetings available across authority throughout the year. Contact Early Years Team.
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## SCHOOL LEADERSHIP

As lead learners, school leaders ensure that a strong and consistent focus is placed on learning and teaching in their schools. They have, and outline, clear and high expectations regarding the standard of learning and teaching which they expect to see throughout their school and drive improvements in attainment and achievement. They are adept in motivating teachers to meet these standards and work closely with middle leaders to provide effective on-going support and challenge for teachers to ensure excellence in learning and teaching.

School leaders drive and promote a culture of self-evaluation, using evidence-based practice to bring about improvement. It's important that, working with senior colleagues, school leaders have effective systems in place to evaluate the impact of learning and teaching on learner progress and engage in constructive dialogue with teachers to inform on-going school improvement. School leaders ensure that curricula best meet the needs of all children and young people, offering opportunities for the development of skills for learning, work and life and using a range of inspiring pedagogy and well-judged innovation.

Leadership Activities:

- Keeping abreast of National Policy and Research
- Contributing to SBC policy developments
- Visiting and learning from other schools in the Local Authority and Nationally
- Engage with the National Framework for Educational Leadership (SCEL)
- Engaging in Professional Networks
- Participating in National Conferences – i.e. AHDS, SCEL, SELMAS, GTCS, Education Scotland
- Networking nationally and locally
- Coaching and mentoring other leaders

LEADERSHIP OPPORTUNITIES INCLUDE:

	Leadership Opportunities for School Leaders	Description	Time Commitment
Scottish Borders	Induction Programme for New Leaders	See appendix 1 for more details	1 day monthly
	Head Teachers in second year of Headship	Tailored Programme developed by this cohort.	4 meetings across the year
	HT Engagement Days		
	Inspire Cluster Leaders	Opportunities to develop leadership skills in leading a project across a cluster	
	<a href="#">Coaching</a>	See Coaching Framework for all opportunities	
University Led	<a href="#">Professional Learning as Critical Enquiry (PLaCE) for Whole School Improvement</a>	PLaCE is designed to recognise the expertise, knowledge and professional judgement that exists within school. This model foregrounds the importance of the school as a learning organisation and staff learning together and developing collective expertise to ensure they are best able to meet the needs of all children and young people, ensuring excellence and equity for all. Rather than the emphasis being on individuals investigating their own practice (as is usually the focus when teachers undertake practitioner enquiry), this	Opportunities will be advertised as they become available

		approach is about developing a critical mass and collaborative approach to support and enable all and build capacity that can lead to sustained change.	
<a href="#">Education Scotland</a>	<a href="#">LEL programme (Leadership of Early Learning)</a>	This is an Education Scotland Leadership Programme which supports headteachers in developing their ability and confidence to lead learning from the early years setting into the school setting. It will be most beneficial for those headteachers who have identified this as an area for professional development.	Participants engage in learning at three development days, in February, March and May.
	<a href="#">Evolving Digital Thinking – Leading Digital Culture and Curriculum</a>	<p>The aim of this session is to support head teachers to reflect on current and emerging digital practice and to drive forward digital excellence across the culture and curriculum of the education setting. Participants will be encouraged to analyse and critically review the themes of the Digital Schools Award for Scotland and/or Features of Highly Effective Digital Learning, Teaching and Assessment in Schools, focussing on the:</p> <ul style="list-style-type: none"> <li>• use of digital technologies to deliver the curriculum</li> <li>• digital culture of the school</li> </ul> <p>This interactive session will provide head teachers with the space to develop their knowledge and vision of a whole school approach to the use of digital technologies ensuring it's embedded throughout the system.</p>	2 individual sessions will be arranged this session for members of SLT to attend
<a href="#">Education Scotland / University of Edinburgh</a>	<a href="#">Into Headship</a>	Aims to ensure aspirant headteachers are supported to develop and continue to build the necessary knowledge, skills and understanding required of senior leaders. The Into Headship qualification is aimed at those teachers whose next post will be that of a headteacher, likely to be within 2/3 years. 60 credit postgraduate Certificate at SCQF level 11 (part of Masters leadership pathway). Successful participants are also awarded the Standard for Headship,	



		which will become a pre-requisite for all new headteachers in Scotland from 2020.	
	<a href="#">In Headship</a>	The third and final component of the Specialist Qualification for Headship and participants will normally enter the programme within two years of taking up post as a headteacher, with at least 60 SCQF credits at level 11 achieved through other elements of the Specialist Qualification Masters pathway. Aims to support, develop and continue to build the necessary knowledge, skills and understanding required of head teachers.	
	<a href="#">Excellence in Headship</a>	Supports head teachers who have been in post for two years or more, to strengthen and expand their school leadership skills, with a strong focus on school improvement and the delivery of excellence and equity for all children and young people.	
	<a href="#">Towards Headship</a>	Aims to support the continuous professional learning of those already awarded the Standard for Headship by successfully completing SQH / FRH and who are not considering headship as their next career step and wish to engage in further learning towards headship.	
<a href="#">SEIC</a>	<a href="#">SEIC Associate</a>	SEIC Associates will be senior education leaders from across the five SEIC local authorities who will, on a planned and agreed basis, be deployed via SEIC on both 'school reviews' (or similar) and capacity-building work. This might be in their own Authority or in another SEIC area – again, by agreement. There will be clear and significant benefits not only for SEIC schools more broadly, but for the professional development and learning of those who become Associates.	2 days residential training and will be dependent on LA needs and own capacity

		SEIC Associates will receive high quality professional learning. This will be designed to develop their knowledge and understanding of important aspects of leadership and quality improvement. It will also serve to enhance their ability to support improvement.	
	<a href="#">Columba 1400</a>	Headteachers and Aspiring Headteachers have the opportunity to participate in Columba 1400's Headteachers' Leadership Academies, funded by The Scottish Government and The Hunter Foundation. The programme is designed to support Headteachers and the school leadership team as they focus on the cultures they create through an understanding of core values.	Opportunities will be advertised as they become available.
	<a href="#">Research Schools</a>	SEIC Research Schools are an innovative and evolving concept designed around a whole school approach to enable and empower practitioners to undertake research or enquiry which leads to improved outcomes for all.	
Early Years	HGIOELC 1.1 Self Evaluation for self-improvement	Session1 – Self- evaluation for self-improvement Session 2 – Involving stakeholders Session 3 – Quality Evidence Series of 3 x 2 hour sessions looking in depth at HGIOELC	Contact Early Years Team
	Improvement Planning –	Guidance to the process.	Contact Early Years Team
	Team Charters	Exploring tools for managing and leading teams.	Contact Early Years Team

## SYSTEMS LEADERSHIP

System leaders lead in their own organisations and are able to share their expertise and work jointly with leaders from other areas of the system in order to drive improvement and successful outcomes.

System leaders care about and work for the success of other schools as well as their own. They have a key role in working with senior colleagues; empowering them in their leadership through dialogue, coaching and mentoring and planning, as part of their organisation's performance review processes. System leaders are reflective and reflexive practitioners who engage regularly in critical self-reflection. They work closely with colleagues and other system leaders to examine the impact of their practice, and their collective practice, on the outcomes for stakeholders.

Most leaders of the world's school systems recognise and are motivated by the important link between the quality of education which our children receive and the future well-being of our world. Effective system leaders are able to draw on a range of national and international research and advice to inform and enhance their practice, and they make excellent use of performance data. Leaders at this level demonstrate leadership by building their cognitive skills and can make sense of and work with complexity.

In order to improve education systems, leaders must be able to identify the degree to which systems are successful in terms of supporting and ensuring high quality learner outcomes. System leaders are aware of and able to analyse key interventions which might bring about desired improvements in learner outcomes; contextual factors which might influence improvement strategies; and processes for ensuring sustained improvement. System leaders set the conditions to enable reform.

### Leadership Activities

- Lead on SBC policy development and initiatives
- Contribute to national policy development
- Lead collaborative working with other Headteachers
- Lead School Networks
- Network nationally and locally – i.e. use of Social Media, Twitter etc.
- Learning from schools and systems internationally
- Coaching and mentoring other leaders

### LEADERSHIP OPPORUNITIES INCLUDE:

	Leadership Opportunities for System Leaders	Description	Time Commitment
<a href="#">Education Scotland</a>	<a href="#">Evolve Systems Thinking</a>	The Evolving Systems Thinking programme supports system level educators to enhance their leadership skills and experience through national collaborative working, with a strong focus on delivering excellence and equity for all children and young people in Scotland.	The programme is delivered regionally through three learning events over a period of around nine months to suit the needs of each regional grouping.
<a href="#">SEIC Opportunities</a>	<a href="#">Columba 1400</a>	Headteachers and Aspiring Headteachers have the opportunity to participate in Columba 1400's Headteachers' Leadership Academies, funded by The Scottish Government and The Hunter Foundation. The programme is designed to support Headteachers and the	Opportunities will be advertised as they become available.


		school leadership team as they focus on the cultures they create through an understanding of core values.	
ADES	The Sixteenth Annual ADES Summer School Learning without boundaries: towards new solutions for Scottish schooling	Aims to provide the opportunity for those in senior leadership positions in education and children's services to take some time out to take stock and reflect on how they and their organisations have responded to the needs of children, young people and families in circumstances that only six months ago would have been simply unimaginable.	

## Reading List

All courses will have recommended reading lists available when you register.

Initial recommended reading:

Professional School Leadership – Dealing with Dilemmas	Murphy, Daniel	2013, Dunedin	
Leadership, Capacity Building and School Improvement	Dimmock, Clive	2011, Routledge	
The Principles of Educational Leadership & Management 2 <sup>nd</sup> Edition	Bell, L, Bush, T & Middlewood D	2010, Sage	
The Strategic Mind	Gorzynski, B	2013	
Strengths Based Leadership	Conchie, B & Rath, T	2008, Gallup Press	
The Six Attributes of a Leadership Mindset	Britto, J	2019, Crownhouse Publishing	

High Challenge, Low Threat -How the Best Leaders Find the Balance	Myatt, M	2016, John Catt Educational Ltd	
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The GTCS provides free access to a range of online education and leadership journals via EBSCO for all registered teachers in Scotland.

The [EBSCO Education Source package](#) and the Leadership & Management Learning Centre provides access to a collection of over 1,800 education journals, a selection of eBooks, and additional resources, all of which can be accessed using your GTCS account.