



The University of Edinburgh



Welcome to Moray House School of Education University of Edinburgh



Agenda

1.30-1.35	Welcome Rosemary Grady
1.35-2.20	CEC Education Service
2.20-2.30	Head of Institute & Scottish Council of Deans of Education Zoe Robertson (recording)
2.30-3.10	Scottish Policy Kevin Brack
3.10-3.30	Break
3.30-4.10	Initial Teacher Education ML White (recording)
4.10-4.50	Leadership Development R Grady
4.50-5.30	Supporting Teacher and Teacher Educator Well- Being Kathleen Forbes



Leadership Development in Scottish Education

October 2024

R Grady

**Depute Head of Institute;
Education, Teaching and Leadership**

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Importance of Leadership Development

“School leadership is second only to classroom teaching as an influence on pupil learning.”

Leithwood, K., Harris, A. and Hopkins, D., 2008.

Seven strong claims about successful school leadership.

School leadership and management, 28(1), pp.27-42.



GTCS Standards Leadership of and for Learning

[General Teaching Council Scotland](#)

[Suite of Professional Standards \(2021\)](#)

- Standard for Provisional/Full Registration
- Career Long Professional Learning
- Standard for Middle Leadership
- Standard for Headship





GTCS Standards

Leadership of and for Learning

*“Leadership is one of the **central underpinning and interconnecting themes** within the suite of Professional Standards and is a key aspect of teacher professionalism.*

*The Professional Standards place all teachers as **leaders of and for learning**. They lead learning for, and with, all learners and they work with and support the development of colleagues and other partners.”*

GTCS, 2021



Centrality of Leadership in Scottish Government policy

The *Teaching Scotland's Future* report (2010) by Professor Graham Donaldson emphasizes the critical role of effective school leadership in creating successful learning environments and fostering professional growth.

"The quality of leadership at all levels, and particularly the headteacher, is a central factor in creating and sustaining successful schools."

(Scottish Government, 2010, p. 54)



Centrality of Leadership in Scottish Government policy

"How Good Is Our School? (4th edition)" (2015) highlights school leadership as a crucial element for achieving excellence in education.

"Effective leadership at all levels is key to driving improvement and raising attainment in our schools."

(Scottish Government, 2015, p.4)



Centrality of Leadership in Scottish Government policy

The *National Improvement Framework* (NIF) in Scotland highlights school leadership as central to improving educational outcomes. It describes leadership as critical for setting direction, developing people, and fostering a collaborative culture.

"Leadership is recognised as one of the most important aspects of the success of any school."

(Scottish Government, 2016, p. 10)





Centrality of Leadership in Scottish Government policy

The *Empowered System (2019)* and the *Headteachers' Charter* emphasize that school leadership is crucial in creating effective, collaborative, and empowered educational environments.

The *Headteachers' Charter* highlights “**the role of headteachers in fostering a school culture that promotes staff empowerment, professional dialogue, and continuous improvement.**”

(Scottish Government, 2019, p.2)



School Leadership Roles

“Flattened” leadership structures in schools from 2001

- Class teacher
- Principal Teacher (Primary)
- Principal Teacher (Curriculum)
- Principal Teacher (Pupil Support)
- Faculty Leader
- Lead Teacher
- Development Officer (in school)
- Depute Headteacher
- Headteacher
- Joint/Shared/Executive Headteacher





System Leadership Roles

- Development/Support Officer
- Quality Improvement Officer
- Education Officer or Manager
- Head/Director of Education
- Executive Head of Directorate

Roles in National Bodies such as Scottish Qualifications Agency, Education Scotland and General Teaching Council Scotland

A few move to Higher Education...





Informal Leadership Development Opportunities

Leadership of and for learning in classroom

Teacher leadership

Distributed leadership opportunities

- Collaborative activity within and outwith own context
- Supporting students or probationers
- School improvement activities

Professional learning opportunities



Formal Leadership Development Opportunities

School, LA or National experiences

- Acting roles
- Sabbaticals

Professional learning opportunities

Masters learning & qualifications





Professional Learning Opportunities for Leadership Development

32 Local Authorities

Teacher Leadership (Enquiry)

Middle (Change leadership /Pedagogical leadership)

Senior Leadership

Education Scotland (Scottish Government)

Teacher Leadership

Middle Leadership

Coaching for Leadership

Into Headship/In Headship/Excellence in Headship

System Leadership





Professional Learning Opportunities for Leadership Development

External Providers (May have GTCS or
Education Scotland accreditation)

Pedagogies

Coaching

Well-being

Behaviour

Values e.g. Columba 1400

Higher Education Institutes (Universities)

Masters in Education

Into Headship and In Headship



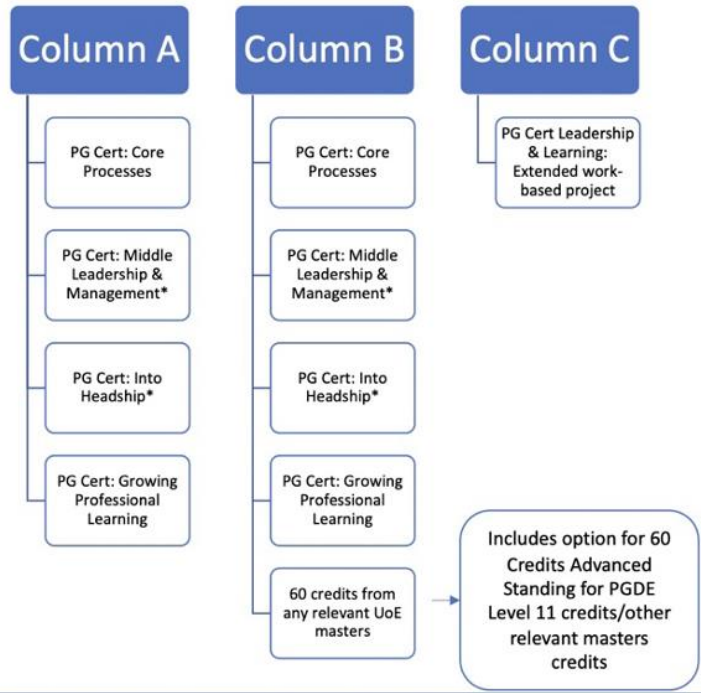


MEd Leadership and Learning

MEd Leadership & Learning
Routes through the MEd Leadership & Learning

Entry onto programme will be through Column A

After completing Column A choice participants may choose from either column B or C in order most relevant to their career pathway.



PG Certificate

- successful completion of any 60 credit option from Column A



PG Diploma: Leadership & Learning*

- successful completion of any 60 credit option from Column A and Column B or C



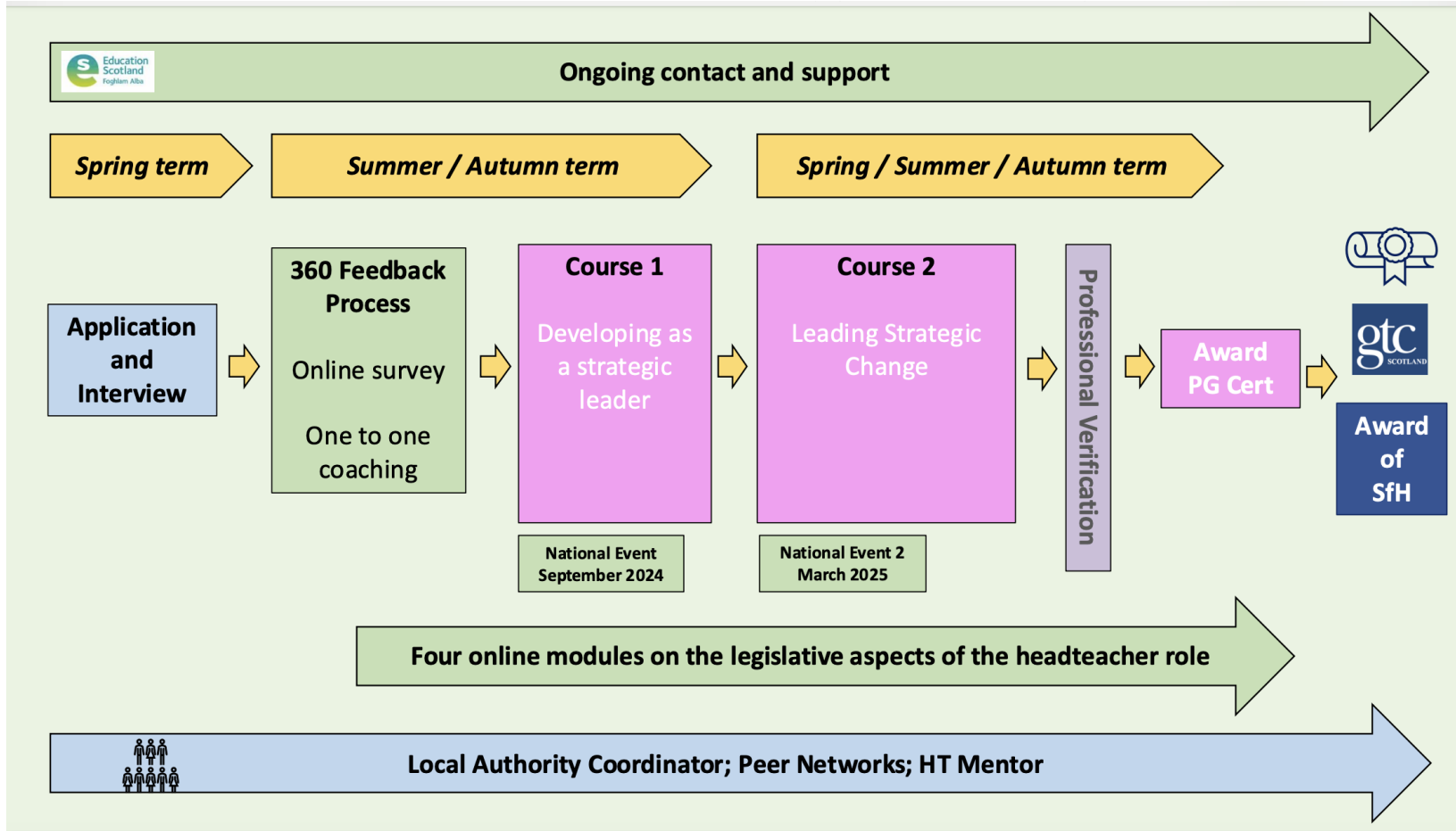
MEd Leadership & Learning*

- successful completion of one 60 credit option from each Column A, B and C

* Completion of PG Cert: Into Headship will include award of Standard for Headship
* PG Cert: Middle Leadership & Management is aligned to the GTCS Standard for Middle Leadership and Management



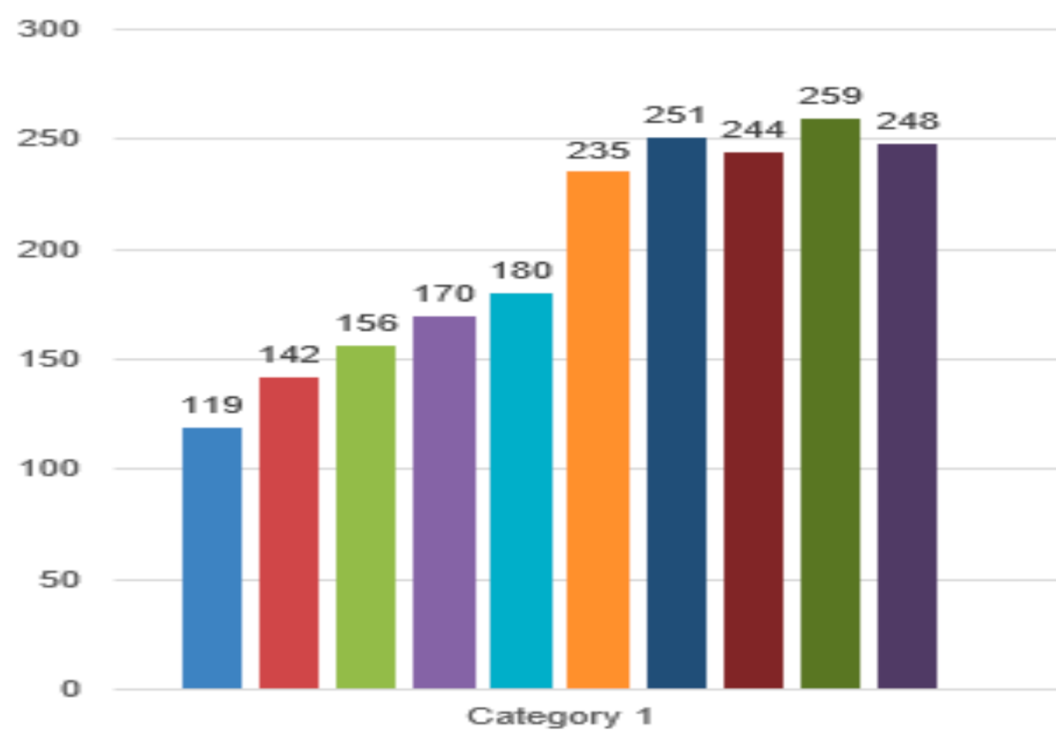
Into Headship programme





Into Headship programme

Into Headship participant numbers 2015 - 2024



■ C1 2015-17 ■ C2 2016-18 ■ C3 2017-19 ■ C4 2018-20 ■ C5 2019-21 ■ C6 2020-22 ■ C7 2021-23 ■ C8 2022-24 ■ C9 2023-25 ■ C10 2024-26



Into Headship programme

Participant evaluative feedback

In Education Scotland's post-participation survey, 100% of Cohort 8 respondents agreed or strongly agreed that they had a clear understanding of the GTCS Standard for Headship and how to use it to self-evaluate.

100% of Cohort 8 respondents agreed or strongly agreed that they feel more confident and knowledgeable to lead the school and its community in developing a values-based strategic vision

95% of Cohort 8 respondents agreed or strongly agree that the programme will help in improving their leadership practice.

95% of Cohort 8 respondents agreed or strongly agreed that there had been an increase in their skills to lead strategic change



Into Headship programme

Into Headship, is a real strength of the Scottish education system and a programme worthy of national and international recognition.



The evidence from this evaluation underlines that the professionalism, commitment and dedication of all those involved in the Into Headship programme is outstanding.

Into Headship Evaluation Report September (2022)

Professor Alma Harris



...the professional learning experienced by the participants through this masters level programme played a major role in enhancing their agency and helping to shape their professional identities.

J. Harvie, Z. Robertson & K.Brack (2024)