

contents

what's in this issue

- 4** Presidential Year **5** General Secretary's Reflections **6** President Elect **7** Committee Reports & Strategic Plan
8 The Field Officer's Report **9** Higher Education **10** Education Scotland **11** SQA Qualifications to Support Curriculum for Excellence **12** General Teaching Council for Scotland **13** Alastair Delaney, Education Scotland's Director of Inspection **14** Scottish College for Educational Leadership & Pensions Update **15** Depute Head Teachers in SLS and Principal Teachers in SLS **16** School Business Managers in SLS **17** Scottish Credit and Qualifications Framework **18** Girlguiding Scotland **19** Duke of Edinburgh's Award Scheme **20** The Cadet Experience
21 Financial Planning Arrangements **22** SLS Council **23** Conference Programme **24** Advertisements



INTRODUCTION

Welcome to the 2014 edition of *Leaders: SLS Annual Review and Conference Guide*. With contributions from SLS and prominent figures in Scottish education it provides an invaluable insight into key issues and developments affecting Head Teachers, Depute Head Teachers, Principal Teachers and Business Managers. It also serves as the programme for the SLS Annual National Education Conference which will be held at Cameron House, Loch Lomond, from Thursday 13 to Saturday 15 November 2014 and as a vehicle to acknowledge the continued support of the association's business partners who make such an invaluable contribution to the annual conference.

Leaders is part of the association's communication strategy. Members will now be familiar with the regular e-Bulletins and our re-vamped website through which it is the aim to keep everyone informed of the association's activities and its influential role in the evolution of Scottish education.

I hope that you enjoy our 2014 edition and welcome your comments and observations.

Alan C Jones, Events Manager.

Photographs courtesy of John Wilson Photography

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The Presidential Year

Where has the year gone? Although I was told by past Presidents about how quickly the presidential term flies by, I cannot quite believe that mine is almost over and I am a year older and perhaps a little wiser, given the experiences I have encountered since last November. I have very much enjoyed representing the association and its members as President and have felt privileged to be party to discussions and meetings which have a direct influence on the jobs we all do and the lives of the young people with whom we work.

You have the opportunity to meet and get to know a wide variety of people, their values and their motivations and discover how their roles and responsibilities impact on the leadership and management of education in Scotland. You understand the influence some individuals and groups have and I continue to be reassured that SLS is a positive and contributing voice in this process. People consistently and very actively seek out the views and opinions of the representatives of our association and, more importantly, they listen.

At times this can be daunting for the individual representing you all. It is important to get it right and as a Presidential Team, we make it our duty to ensure that we are listening to the members and presenting a professional case. The work done by past Presidents and Presidential Teams has ensured that sound connections have been made with all who influence policy and decision making in education in Scotland and that by and large these are very productive relationships.

On some weeks my diary meant I was out of school more than in and I owe a huge debt of gratitude to particular members of my senior

management team without whose support I would not have been able to undertake this role.

In November 2013 when I took up office schools across Scotland were grappling with the new qualifications and almost all of the S4 pupils in Scotland were hurtling towards a destination we knew was there but we were not quite sure what it was going to look like. Before we got to results day in August 2014, there was much debate and deliberation and, at times, despair. Teachers were dealing with the implementation of new qualifications which, at times, they felt were not fixed but changing and then changing again. Writing this in the autumn of 2014, I am pleased that the hard work, creativity and resilience of the teaching profession ensured that young people were successful in the new courses and qualifications.

I know you will all have reflected on the first year of the new National Qualifications. The new data analysis tool INSIGHT will have presented us with information on which to judge our performance and support us to achieve a set of new targets for forthcoming sessions. However it will not answer all of our questions and it will be some time before we are able to determine the reach of this new curriculum. A review of the first year of implementation has already been undertaken and a report written recommending a number of actions for schools, local authorities, the Scottish Government, Education Scotland and SQA. Schools will need support to take these forward whilst at the same time forging ahead with the implementation of the new Highers, ever hopeful that the information we require from SQA will be provided and provided timeously.

All of these actions and improvements have to sit within the context of ever-decreasing staffing and resourcing. We have learned to be more efficient and more effective but teacher workload has undoubtedly increased and the pressures on head teachers to manage these ever diminishing budgets becomes harder and harder.

This session Professional Update has been launched. What will this update mean for the professional teacher? Will it enable us to coach our way to a more effective workforce?

I believe that my year as President has afforded me opportunities to further develop skills and encounter new experiences. I have found it interesting to discover how government policy is created and implemented and how some groups and individuals seek power and influence. I have learned a lot from listening to others and being given the opportunity to hear myself think out loud and be questioned and challenged on what I believe to be best. I have learned a lot from others and have used the opportunity to create opportunities for my school and the teachers within it.

In the course of this year the Wood Report has been published. The future of the young people in our schools depends on what we do today and how well we engage with the pupils, the parents, our partners and the employers out there. The Wood Report has fine aspirations and schools will need time, support and advice to take these forward. We need to ensure that every young person wants to and is supported to continue to engage with education. The curriculum we are offering in the senior phase does need to be flexible and appropriate but time, resources and partnership are required to ensure we have a sustainable curriculum.

By the time you read this we will know the decision of the Scottish people. Whatever the result, we will go forward into a different phase of our existence and there will be important implications for all of us in education. However a lot of what we do now we will continue to do, a lot of what we have started to implement will continue to be implemented and the people in our schools and communities will be the same people we worked with before September 18th. Our job will continue to be to ensure that the young people in our schools learn and develop and achieve.

I want to end on a hopeful note. I want positive people to be working in my school. Both negativity and positivity are infectious but positivity is a powerful and strengthening tool which can make us more resilient and more effective. For some pupils, teachers are the only positive people they meet in their day. I have no doubt that the years ahead will be difficult and will challenge our abilities and our strength but we must remember our responsibility to educate young people and to help them learn. What more positive thing could there possibly be?



CAROLINE AMOS,
HEAD TEACHER,
PAISLEY GRAMMAR
SCHOOL
(PRESIDENT: 2013-2014)

General Secretary's Reflections

Last year at this time I wrote, "By this time next year, the political landscape will have changed forever. Scotland will never be the same again whatever the outcome of the Referendum." As I write this, I still don't know that outcome but by the time you read this, we all will! I suppose I could indulge Alan's good nature and ask for a rewrite but I think I'll stick to this because I believe whatever the outcomes, there will be certain "givens". Better commentators than I will pour over the future on the basis of this momentous decision but I think there are a number of issues we will all have to deal with, come what may.

One of the challenges last year, for the first time in history, was the right to vote for some of the young people in our schools. They have come to that in the way we already knew they would, with dignity, intelligence, responsibility and challenge. In an article recently around this referendum, Kevin McKenna wrote: "For professional politicians this is the equivalent of Pandora's Box." Their new interest in politicians and their politics will not now be put back into the 'box'. Our government, of whatever hue, had better be prepared for a different kind of electorate. And so will schools. The expectation of a higher order of skill and knowledge around our country's governance will be the new order of the day. I have no doubt schools will rise to that challenge as they have done to every raised expectation of society over the years. I've always entitled this piece annually my 'Reflections' and a line from the song of that title from Mulan, I think, captures something of the above sentiment:
*There's a heart that must be
 Free to fly
 That burns with a need to
 know
 The reason why.*

Whatever the result, all the expectations around our Curriculum for Excellence will continue unabated. Despite all the frustrations and fears, Head Teachers and their staffs delivered the goods around the new Nationals. With the right support, I am sure our young people will not be disadvantaged as they embark, most of them, on the new Highers. We will need full government and agency support to make that happen. Plus ça change.

The renewed emphasis on GIRFEC via the Children and Young People's Bill will bring its own challenges. We will await the guidelines next year with interest and are pleased that we will be able to comment on them as they are drafted. But they cannot be delivered on the cheap and in a period of continued financial constraint they will undoubtedly be a challenge.

Nor will the outcome change the raised expectation around teacher professionalism in all its manifestations, including as you will read elsewhere in this magazine, the rapidly developing Scottish College for Leadership. We wish it well and we will continue to support all of that through our extensive and well received CPD programme, courtesy of Alan's continuing enthusiasm.

It is hard to see what might happen with our on-going pension's issue whatever the result. Not a lot of light on that horizon either way!

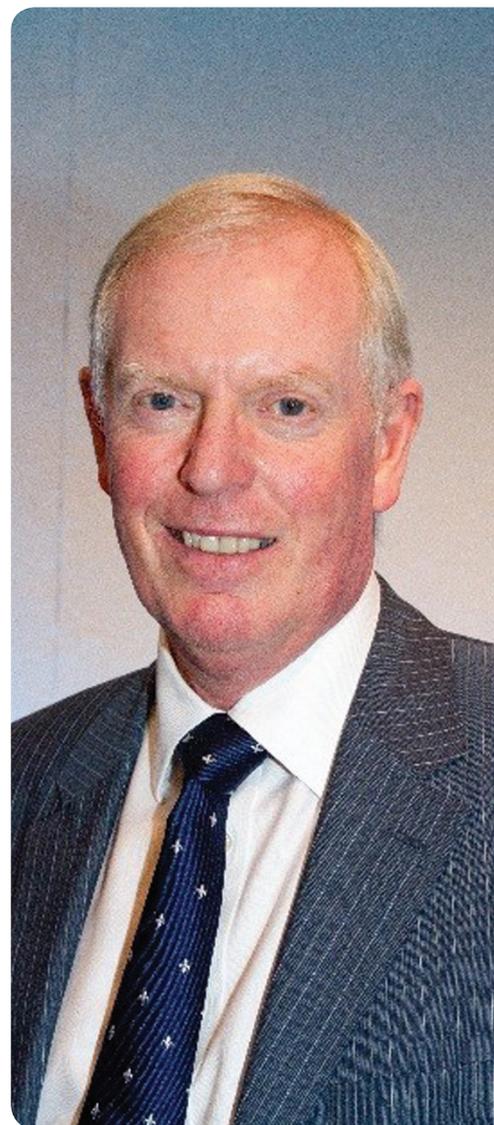
The local authority landscape will certainly be interesting. The financial cutbacks continue to hit hard with all the concomitant knock-on effects on staffing and resources. We have railed for years about the (increasing) inequalities across the country. Again whichever government finds itself in power it will have a serious issue to deal

with. As in the past, we will continue to lay down what we believe are good principles of governance and look for them whatever landscapes develop. We will certainly again offer our full support to any model that has the interests of Scotland's young people at heart and recognises the quality contribution that school leadership offers.

And whichever government is in place, it will have to handle any outcomes from OECD commentaries on our international position. That will continue to be best handled with our increasingly consensual approach to education. Critics have argued that it leads to complacency. Anyone having watched the last several years' strained developments will surely have ruled that out of our national psyche! But while I believe across the educational sector consensus by and large has worked, it would be good to see it played out more across the political spectrum. Could we just agree for once that we all have the best future of our young people at heart and that we'll deliver that most effectively when it involves cross party cooperation?

Let me leave the last thought to Kevin McKenna who added: "The rest of us ought to know, though, that the last thing released from the Box was Hope. Even before September 18th, and no matter whether it's to be Yes or No, Scotland has changed and changed utterly." Hope is a constant in Scotland whether it has to do with weather, football, sport in general or life itself! It is when I see year in, year out, our hugely enterprising young folk across all sectors, constantly surprising their dedicated teachers with their successes and resilience that I know we have 'hope' in abundance. We'll celebrate that for a brief moment in time at this our annual conference, and the

last one for which I will have had responsibility, again in the Homework Diary Award, in our newest award to be announced at Conference, in revisiting Children's University a year on and in our annual raising awareness of Children in Need. I hope you have a wonderful time in the company of like-minded professionals and return refreshed to the challenges of the year ahead – whatever our national lot may be!



KEN CUNNINGHAM
GENERAL SECRETARY

President Elect

As I sit here in mid-summer enjoying the golden rays of sunshine I'm considering what I should write now which will have relevance when you read this in November 2014. The Commonwealth Games has given us a welcome break from the daily diet of Referendum politicking. I recall David Grevenberg, the Chief Executive of the Organising Committee speaking at our Annual Conference in 2011 about the challenges of his role. Clearly his highly effective leadership contributed to the "best-ever Games".

Our role in SLS is also to develop and support leadership in our schools, in our authorities, and in all educational forums. The development of the organisation from the days of 1999 when I first joined HAS to the present highly significant and influential role has been spectacular. Many important and committed individuals have led our organisation from the quiet days on the periphery to the central role we now play in Scottish Education. I was first encouraged to join HAS by a former Head Teacher of mine, Alex Easton, who became President in 2003. Little did I expect how significant the Association would become in my professional development and that one day I would have the honour to continue the vital work of my predecessors as your President. In my early days the main impact of the Association was through the Annual Conference and my local network. Conference then as now provides the best networking opportunity for senior leaders and

is thought provoking, stimulating and challenging. High quality speakers, presentations and workshops make this a no 1 CPD event.

In my opening words I referred to the tranquillity of summer interrupted only by the daily round of claim and counterclaim by the opposing sides in the referendum campaign.

By November the result will be known and whatever the outcome it will have implications for all of us as senior leaders in schools. This organisation is skilled in navigating the changing landscape in education, politics, economics, and social policy. Working in SLS will develop your skills and knowledge to successfully lead your school communities through a world of change, challenge and few certainties. I believe that my career both in schools senior leadership teams and at various levels in this organisation has equipped me to represent you confidently in the coming year.

I was first promoted into senior management in Falkirk High School in 1993, then to Denny High in 1999, and now Head Teacher at Bo'ness Academy for the past 12 years. Both the range and experience gained over these past 21 years will I trust inform my role with SLS. Senior leaders in schools operate in a highly challenging and complex world, accountable to many – parents, staff, pupils, governors, local authority, HMIE, the media, and government. I have experienced the joy of all these but like you I'm sure I am also driven by my own

set of values and principles which underpin my actions. For me these are integrity, honesty, fairness and optimism.

As I continued with an interest in HAS/SLS, I found myself 'volunteered' to represent Falkirk on Council and not long after that began to work as a member of the Professional Support Committee, becoming Convenor some years later. Over these years my knowledge and understanding of how the organisation represented its members has grown. That process has continued at a furious pace during the past year as Vice President. The range of meetings has extended to include the Cabinet Secretary; senior staff in Education Scotland; SQA; government working groups, and visits to our ASCL colleagues at their Council meetings and their national conference. These meetings include colleagues from Wales, Northern Ireland and the Isle of Man. It has been very busy but thoroughly enjoyable. Our views are sought, our voice is heard and we are respected across the educational world. This places a huge onus on the President and members of Executive, but it is also a great honour.

We are fortunate also that others have gone before us and the accumulation of wisdom and experience filters through from past generations to the present. The organisation is in rude health with growing numbers, and growing influence. We are able to robustly represent the views of school leaders with all who determine policy and practice across

Scotland. We continue to provide excellent support to individual members, as well as high quality CPD and pensions and financial advice.

Returning to my opening comments about the summer, I reflect on the days, weeks, months, and particularly the year ahead. In days I, like you all, will download the SQA exam results. These first sittings at National 4 and National 5 – what will they bring, what will be the views of parents, the press, and the politicians? Whatever is said, we need to be clear what it means for us and our pupils and more positively to the next stage for new qualifications. In weeks it is back to school – new Highers, staffing issues especially supply staff, professional update, inspection ... I'm sure you can fill in a few more!

In the year ahead I expect to be stimulated, challenged, encouraged and professionally rewarded. I look forward to representing you as President.



DAVID MITCHELL
HEAD TEACHER,
BO'NESS ACADEMY
(VICE PRESIDENT:
2013-2014)

Committee Reports

Education Committee

The relentless pace of change in Scottish education has been maintained with the introduction of the new Higher in 2014/15. Having barely had time to draw breath following the introduction of National qualifications for our S4 pupils, we are preparing to deliver a new suite of qualifications for our S5 and S6 pupils. The opportunity to be involved in the creation of the "Reflections" report, which considered the issues encountered during the first year of new qualifications, provided me with an insight into the differing perspectives of the many stakeholders in this process. I may be biased, but I thought it contained some sound advice and some pragmatic suggestions for the way ahead.

Throughout the many changes in our education system, SLS continues to have strong voice on the national stage and beyond. The opportunity to influence policy at national level offers not only a significant responsibility, but also a tremendous challenge. Numerous consultation papers and documents arrive on our doorstep and require careful scrutiny and robust response. As I write, SCEL's paper on the National Headship Programme, including the proposal for a Specialist Masters Qualification for Headship, has been released for consultation.

The ever-increasing expectations on school leaders to lead curricular change, engage with our communities, raise attainment, develop our staff and create outstanding learning opportunities for our young people, all against a backdrop of significant efficiency savings, provide us with a tremendously challenging and worthwhile job. These expectations also limit the time available to us to read consultation papers and become involved in policy development. However, we must take advantage of the professional development opportunities available to us by creating time to read and comment on the big educational issues facing our nation.



ANDREW SMITH
ANDREW SMITH, HEAD TEACHER,
CARLUKE HIGH SCHOOL
(CONVENER, EDUCATION COMMITTEE)

Professional Support

The Professional Support Committee is undergoing a significant degree of change as we focus our attention on supporting our members with the increasingly broad range of issues affecting Scottish education at this time. We are currently engaged in a listening exercise which we hope will allow us to best determine which issues our members wish support with.

Ultimately one of the key aims for the Professional Support Committee this year is the creation of an on-line support package, hosted on the SLS website. It is our intention that this should form the first point of reference for members seeking initial guidance on as wide a range of issues as our members can suggest. The Committee has increased in size and we have drawn in more SLS Council members to add to the pool of talent and experience necessary to research the issues our members wish support in and to provide appropriate guidance and support thereafter.

We hope to complete an on-line support guide by August 2015. However, whilst the full suite of issues will not be packaged as a single entity until this date, we hope to provide single issue support guides live on the website as soon as they become available. Some examples of the support and guidance issues which will be available include: conditions of service; pensions; employment law; Inspections; GTCS Professional Update and Competence.

Following the completion of the on-line support package a smaller group focused on updating the information published will be formed. This group will ensure on-going accuracy and keep pace with members suggestions for support issue guidance. To ease the workload related to this, we also hope to establish a dialogue system similar to Wikipedia whereby all members can suggest amendments and additions. It is important that throughout this development period members continue to share with us not only their list of interests and concerns but also their own experiences. This support package is aimed at all our members and we are keen to continue our support for Business Managers, Principal Teachers, Deputes and Heads.

Throughout the past year we have been involved in discussions with Scottish Government, Education Scotland, SQA and Universities over a wealth of issues affecting our schools. We believe that our involvement in high level discussions on issues such as National Assessment, Insight, the curriculum, university transitions, pensions, and Tackling Bureaucracy have allowed the views of our members to be heard very clearly.

My personal thanks are due to the previous Convener, David Mitchell, the newly appointed Vice-Conveners, Pauline Walker and Lesley Edwards, and all the members of the Committee for their support and professional guidance.

PETER BAIN,
HEAD TEACHER, OBAN HIGH SCHOOL
(CONVENER, PROFESSIONAL
SUPPORT COMMITTEE)

Strategic Plan

The Strategic Plan ensures that activities undertaken by the association and its officers:

- respond to the challenges and opportunities facing young people in Scotland's schools
- serve the legitimate and identified needs of its members
- prepare the association to respond to future change
- ensure that the association functions within defined financial parameters

The current Strategic Plan runs from 2013-2018 and addresses the following projects:

- to foster the influence and impact of the association on Scottish education
- to monitor pay and conditions of association Staff
- to prepare the association for potential future changes in local and national governance
- to ensure that the association's activities are supported by subscription income
- to develop a savings and investments portfolio
- to promote effective communications within the association and between its members
- to develop and expand a CLPL programme on behalf of the associations members
- to develop a sustainable policy on advertising
- to further expand and develop the association website
- to develop links with the higher education sector
- to develop strategies to support Business Managers
- to produce a comprehensive suite of support papers for the association membership

The Plan is monitored and updated by the Strategic Planning Group and features as a standing item of the agenda of both Executive and Council. Full details of the Plan along with progress checks will be available on the association website. Comments and enquiries can be directed to me on james.thewliss@dundecity.gov.uk



JAMES THEWLISS,
HEAD TEACHER, HARRIS ACADEMY
(PAST PRESIDENT: 2012-2013)

Field Officer's Report

“Always look on the bright side of life!”

Since taking over from Alastair Noble on 1 September last year I have found the post of your Field Officer to be challenging in a whole range of ways but also enormously rewarding. The range of issues with which school leaders have to deal is enormous, expanding and increasingly complex. The evidence I have seen of the commitment and professionalism of school leaders, often in very demanding circumstances, is hugely impressive.

It is sadly the case in what seems to be a society in which the first response to many of life's challenges is to find someone to blame and, for young people and their parents, an all too readily available target is the child's school. It is also the case that going to formal procedures is the first step for many complaints. The time and energy it takes to manage such situations can be damaging to morale, self-belief and personal health.

To mitigate against the stresses which arise with these challenges all SLS members must remember they do not work in a vacuum. For almost all problems which arise a local authority will have a set of procedures and our members should make themselves as familiar as possible with those – use them to buttress yourself against the over-zealous complainers, both external and internal. In addition I

would suggest you make good use of trusted colleagues – there are not that many “new” problems out there and discussing issues with colleagues can often provide a fresh and helpful perspective. In addition all SLS members have access to professional support from the association – do not hesitate to get in touch when problems arise – no matter how minor they seem to be.

Since last September I have had over 180 contacts from SLS members. In many cases their queries or concerns can be dealt with fairly quickly but, on occasion, cases can run on over several months. The most common contacts at the moment are linked to pension entitlements (there is a separate update in this publication); job-sizing continues to be a concern with ongoing evidence of misinterpretation of the toolkit by employers. Linked to this is the continuing reduction in the size of senior management teams in schools. Dealing with grievance and harassment is always difficult, even if a school leader is not the “target”. I have also seen a number of situations where taking out a grievance is being used as a delaying tactic when either competence or COPAC procedures are instigated by senior management.

It is important to remember that grievance and harassment procedures

are not “upward” travelling phenomena – they are there for the use and protection of any member of staff, including school leaders.

It is entirely possible that the incidences of grievance may escalate with the implementation of Professional Update. One would have to hope this will not be the case but the clock is ticking. There are of course some exceedingly challenging situations for all of us – indeed over the UK around 150 heads have lost their jobs over the past 12 months, often following poor inspections. I am happy to report the figures for Scotland are not pro-rata but we will be monitoring this closely.

I should note at this point the invaluable support offered to SLS by our ASCL partners. The sharing of experiences with colleagues from all parts of the UK and the advice, particularly from their legal team in Leicester, has helped resolve a number of difficult cases over recent times.

When Alastair handed the reins over to me last year he said the Field Officer post was the most satisfying job he had ever done – I now understand fully why and I look forward to the challenges of the upcoming year.



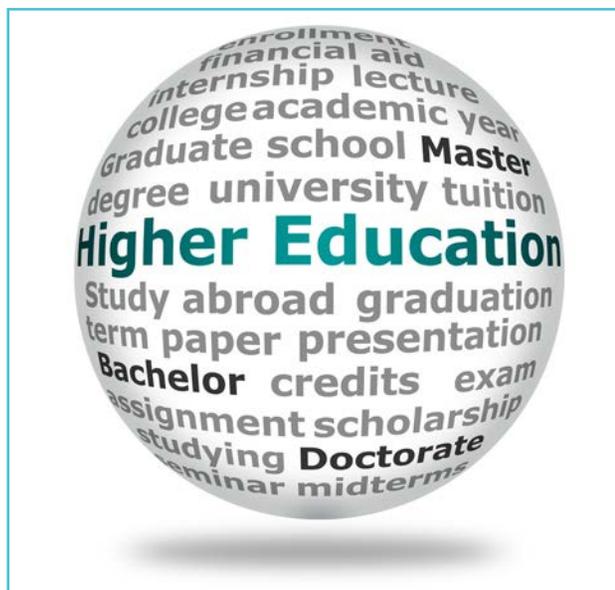
NEIL SHAW
FIELD OFFICER

Higher Education

School Leaders Scotland has continued to be heavily involved in widening participation activities leading to Further and Higher Education courses. It has continued to deliver seminars on classroom management to postgraduate students involved in the University of Glasgow's Top Up Programme as well as delivering workshops at the University of Strathclyde's Summer Academy. SLS was also given the opportunity this year to be involved with a new widening participation programme for S1-S3 pupils in Glasgow schools. This programme is devised and delivered by the University of Glasgow and the SLS welcomed being included in this new venture. Widening Participation Projects such as these ensure that pupils are given additional guidance, support and encouragement when considering their future.

SLS continues to offer advice on entry to Higher Education. This is becoming an increasingly complex subject and school leaders are urged to encourage their young people to research their options carefully. Students should be encouraged to refer to lists of preferred Highers or recognised Highers as published by the institutions. While most Highers are accepted by higher education institutions, several institutions stipulate the need for particular Highers. Greater emphasis is being placed upon S5 results: while this does not apply to all institutions, there is an increasing trend in certain institutions to make conditional offers only if a certain number of Highers have been gained from S5. The status of Advanced Highers continues to cause confusion: some colleges /faculties vary in the treatment of Advanced Highers. Students are therefore urged to research whether Highers and Advanced Highers are double counted. This varies not only from institution to institution but also within institutions. Students applying for deferred entry face similar variations.

Further Education Institutions have been asked to complete a questionnaire, the responses from which will be available early in 2015. SLS informs its members via the website and through CPD of changes to or points of note in Higher Education admissions. Details of bursaries and scholarships available to young people applying to higher education are on the SLS website.



At school level, SLS has continued to offer support to Senior Management Teams and Pastoral Care Staff who are responsible for guiding, and offering advice to young people applying for (or considering applying for) higher education courses. In addition to this, SLS has attended Parents' Evenings where there has been an opportunity to discuss entry qualifications, variations between institutions, applying to UCAS, UCAS Guides, funding, Clearing and Adjustment, and widening participation events.

SLS is represented on the UCAS Scottish Standing Committee as well as the UCAS Secondary Education Advisory Committee. Participation in such committees allows the association to be kept up to date with the many changes in admissions to higher education. SLS will continue to offer support to colleagues advising young people who are applying to further and higher education which will in turn ensure the young people are equipped to make realistic and informed choices about their future.

Mhairi Moore,
SLS Higher Education Adviser

Education Scotland



BILL MAXWELL
CHIEF EXECUTIVE, EDUCATION SCOTLAND

I'm sure there will be few readers of this article that would disagree that 2014 has been a hugely significant year in the transformation of Scottish education through the implementation of, Curriculum of Excellence (CfE). As school leaders, you should be proud of the success which has been achieved in delivering the new National Qualifications whilst simultaneously delivering the highest ever number of Higher passes awarded. This has certainly not been without its challenges, from which we can all learn, however the whole system can take heart that we are now seeing learners benefitting from a curriculum that will better equip them with the skills and knowledge needed in today's world.

Through all of this change, it is vital that we ensure that the 'big picture' of the overall aims of CfE are kept at the forefront of our planning. The most effective school leaders clearly keep that principle in focus. Indeed one of the key roles of leadership is providing that clarity and direction to make sense of complexity. In the most effective schools I encounter it is very clearly the case that leadership teams are proactive in creating a clear curriculum 'story' for their school. These stories reflect the unique characteristics of the school and explain the re-

design of their curriculum as a coherent approach to ensuring rich learning pathways for learners, in line with the aims and principles of CfE. They articulate how schools ensure learners receive their full entitlement to a broad general education, how the senior phase builds smoothly and progressively on the BGE, and how when choices are being made, parents and young people are involved in those decisions. Inspection evidence shows that those schools who can communicate clearly their story; not just the head teacher, but the teachers, the pupils and the parents, are the schools that are leading the way.

But CfE does not stand alone. Rather it sits within a suite of three inter-dependent strands of reform. The second of these strands, the range of reforms to teacher learning and professionalism flowing from Teaching Scotland's Future (TSF), is vital to the full realisation of the benefits of CfE. The demand for higher levels of professionalism means it is essential to promote professional update, encourage the spread of collaborative enquiry methods and professional learning communities and to implement effectively the new national guidance on professional review and development.

And the third strand in this inter-dependent package of reforms comprises the reforms we have been progressively introducing to how support and challenge is provided both locally and nationally, and the overall framework of accountability. That has involved a move away from the old 5-14 assessments to new systems based on moderated teacher judgement, complemented by the national sample-based Scottish Survey of Literacy and Numeracy. It includes the introduction of Insight, a tool to replace the STACs system. It also involves focussing on self-evaluation and self-improvement and the changes made to inspection moving from a 'generational cycle' to a more intelligence-led and proportionate approach to selecting a national sample of schools for inspection each year. Of course, it also included the bold step of creating Education Scotland which has created an integrated style of national improvement.

Within the framework set by these three key strands of reform, I think we are now well placed to adapt and drive improvement in any aspect of education.

For example, we can respond decisively to the Wood Commission's report on developing Scotland's young workforce. Its recommendations chime very well with the principles of CfE, with its focus on improving skills for work and pathways into employment and creating more coherent learning pathways and better employment prospects for young people. The most effective senior phase models are developing stronger employer engagement and a range of pathways for learners. We will be working with schools and local authorities to provide support to help them achieve this.

In Education Scotland, we are committed to enhancing our support for school leaders, in a number of practical ways. Development of curriculum models and leadership has been a major focus for us and we have worked with key partners including School Leaders Scotland to run a series of successful events for Secondary head teachers across the country. This will now become an annual event from next February. A similar series of leadership events for Primary head teachers and management has just recently taken place.

Further to this, we have introduced a BGE S1 – S3 toolkit, to help secondary schools evaluate their curriculum. A similar toolkit for Primary Schools has also launched recently.

We are also seeing schools build on their experience and confidence to rethink their approach to the senior phase and BGE. Our new resource 'Extreme Timetabling', demonstrates some of the exciting and flexible pathways to curriculum planning that are taking place within innovative schools.

We all need to continue the momentum and build on what we have learned. We are already addressing the findings of the Reflections Group report and will firmly embed these within the CfE Implementation plan. An addendum to the plan has just been published which outlines these actions.

I will leave you with just one question to consider, "Just how well can you, your teachers, your pupils and parents tell the story of your curriculum and explain the curriculum design decisions that you have made to meet the needs of young people in your care?"

Dr Bill Maxwell
Chief Executive, Education Scotland



SQA Qualifications to support Curriculum for Excellence

When people talk to me about SQA and what we do, they know about Nationals, Highers and Advanced Highers, and about what we do in schools and the summer certification process which culminates in those envelopes hitting the front doormat in August. Many do not know that SQA qualifications and awards span an extremely broad range of topics, sectors and vocational areas and levels that are delivered in schools, colleges and training providers across the country. These are specifically designed to meet a wide range of the needs of learners whether they plan on moving into the workplace or to a training scheme, or college or university.

Curriculum for Excellence is about putting the learner at the centre, about ensuring that each individual maximises their potential and pursues the path best suited to their needs. It is about broadening the experience of learners to ensure they are able to apply their knowledge and develop as individuals. The recent Commission on Developing Scotland's Young Workforce recognises the importance of enabling young people to experience different learning and highlights the need to ensure that this learning is meaningful and valuable to both the learner and to employers.

As the national awarding body, we have a remit to ensure progression between our qualifications so that learners can build on their prior learning. Many SQA awards and qualifications are already

being achieved successfully by young people, whether they are the new awards in areas such as leadership, employability and personal finance or the existing Skills for Work Courses. Last year, in addition to National Courses, over 37,000 awards and certificates were gained by young people.

The Skills for Work Courses focus on the world of work and offer practical opportunities for learners to acquire generic employability skills required for success in vocational areas such as food and drink, energy, construction, and engineering skills.

National Progression Awards assess a defined set of skills and knowledge in specialist vocational areas, from construction to childcare and science to sport. National Certificates are designed to prepare people for employment, career development or progression to more advanced study in areas such as sound production and fabrication and welding engineering.

SQA qualifications are already enabling vocational pathways in schools. We already have working models of Higher National qualification delivery in schools enabled through school-college partnerships. HNCs and HNDs are well regarded as preparation for work and enabling articulation to degree programme. In addition to offering the widest range of SVQs to support the Modern Apprenticeships programme in Scotland, we work with

other national organisations, such as Skills Development Scotland, in the delivery of the Certificate of Work Readiness. We can help to make the connections between schools, colleges, training providers, employers and other stakeholders as we already work with them all.

The 2014–15 academic session is well underway and will see the first certification of the new Highers and the last certification of Intermediate 1 and 2 and current Higher. I know teachers have been working incredibly hard to implement the new qualifications and ensure their learners are fully prepared for their assessments. Earlier this year, we listened to the comments of teachers and were able to modify our approach to quality assuring the new Nationals while still ensuring standards are maintained. In advance of the verification rounds this year, we will be running Understanding Standards events on Unit assessment for teachers or lecturers who have been nominated by their local authority, college or SCIS. For N3 to N5 these will take place on 23 September and 3 October. Higher events will take place in November. This will help nominees to share their knowledge with their colleagues. We will also publish materials to exemplify unit standards on SQA secure site. Further information on Understanding Standards support in the coming session can be found at www.sqa.org.uk/understandingstandards2014. We in SQA recognise the key role we have to play

to support schools and teachers in understanding and implementing the new qualifications. This academic year, we will continue to provide subject-specific materials as well as guidance from our CfE Support team to help teachers develop their understanding of the new national standards. Furthermore, we will host Advanced Higher Subject Implementation events from January 2015.

SQA is proud to play its part in the education and skills system in Scotland. We look forward to continuing to work with schools, colleges, local authorities, training providers, employers and the other national bodies to continue to deliver the breadth of Curriculum for Excellence.

I believe this collaborative effort exemplifies a key strength of the Scottish education system in that all of us work together to deliver a success story for Scotland's young people. With such a strong partnership, it can be done.



JANET BROWN
CHIEF EXECUTIVE,
SCOTTISH
QUALIFICATIONS
AUTHORITY

General Teaching Council for Scotland

There are many forms of leadership and many different situations where leadership is required, but being in the seat where the buck stops is a particularly challenging leadership position.

I have been Chief Executive of GTCS for almost nine months and it has been an invigorating and eye opening journey. Most of you reading this article, particularly as Head Teachers, will well understand where I am coming from; leading any organisation requires a juggling act worthy of the Edinburgh Fringe.

What has invigorated me is the number of highly talented and committed staff at GTCS and the range and complexity of the projects they are delivering:

- the revised Professional Standards
- Professional Update
- the Student Placement System
- our Fitness to Teach processes
- a broad range of communications activities.

This work has opened my eyes to GTCS being much more than a teaching regulator. Firm and fair regulation provides reassurance to the public, parents, teachers and learners that people teaching in our classrooms are properly qualified and fit to do so.

There are 75,000 people on the teaching register in Scotland with around 55,000 of those actively working in schools. The rest are a mixture of people who, like me, are working in education just not in a school, and those teachers who are retired or perhaps working abroad. This has also opened my eyes to how teachers value being registered, even those who are no longer working day to day in a classroom. These individuals see registration as an expression of their professionalism.

Professional Update is a new initiative, launching in August 2014, which I believe will reinforce the professionalism already exhibited by the vast majority of teachers. Its overriding principle is to support teachers' professional learning and development by offering a structured process to log and reflect upon that learning. This ties into the aims and values of the revised Professional Standards which urge teachers to reflect upon their learning and challenge their practice to ensure it remains up-to-date and relevant.

Another element of work with GTCS that has invigorated me is the amount of work we carry out in partnership with other organisations. Professional Update is a good example of this with all of the teacher trade unions, Scottish Government, Education Scotland, independent sector and Universities represented on the working group that has developed and produced this important initiative.

We could not operate as effectively as we do without support from our stakeholders and SLS is an example of an organisation with which we work closely. One responsibility we deliver directly for aspiring leaders is the Standard for Headship. We recently hosted a conference to recognise those who had achieved the standard and I was impressed and reassured by the talent and commitment of the next generation of school leaders.

Another partnership project is the Student Placement System which has replaced Practicum and offers a more technologically savvy and efficient tool. It took a lot of meetings, a lot of technological expertise and some going back to the drawing board and starting again, before we got a system everyone can be proud of that will improve an important area of education service delivery. Our Fitness

to Teach processes are clear and fair although sometimes we have to be prepared to be tough with teachers. These are realities school leaders will be all too familiar with. It is our principal remit as the teaching regulator to ensure misconduct and incompetence are addressed and we make no apologies for doing so.

All of our Fitness to Teach hearings are held in public and, unfortunately, this means that some cases receive an unnecessarily strong degree of media coverage. There is nothing GTCS, as an open and accountable organisation, can do to remedy this; imagine the uproar if we held all of our hearings in private, and that would be wrong in terms of public accountability. What we can do is continue to work hard to accentuate that positive in the teaching profession within which the vast majority of teachers do a very good job. To put this in context: of the 75,000 teachers on the register we held 38 Fitness to Teach hearings in 2013.

GTCS balances its regulatory functions with working hard to support teachers and offer value for their £50 per year. This is evidenced in the projects we are working on that I have outlined already; it is also clear from publications like Teaching Scotland magazine which we produce five times a year to keep teachers informed about developments in education, and our three websites which offer a wealth of resources to education professionals.

MyGTCS is a developing tool for teachers which will have an even bigger role to play than it currently does with the launch of Professional Update. It is a requirement of registration that teachers keep their contact details up to date on MyGTCS – please check that yours are still current when you get time!

Our future plans include working with partners to

develop MyGTCS into a National E-Portfolio for teachers that will offer access to professional learning opportunities and allow teachers to record their learning and its outcomes. We are also looking at the possibility of extending our register beyond teachers to include groups such as instrumental music instructors and to encourage more registrants from Further Education.

Yes, leadership is invigorating and eye opening and also time consuming; with the summer months upon us I must try and make time for a rest! But that is something all of you will be familiar with and it is that understanding of what makes strong leaders, and a desire to put it into practice, that we need if together we are continue to develop and improve Scottish education to benefit our children and young people now and in the future.

To find out more about GTCS visit:

www.gtcs.org.uk

www.gtcs.org.uk/professional-update

www.in2teaching.org.uk

www.teachingscotland.org.uk



**KENNETH MUIR,
CHIEF EXECUTIVE,
GTC SCOTLAND**

The only constant is change!

Alastair Delaney, Education Scotland's Director of Inspection, calls on SLS members to get involved in shaping future approaches to inspection!

Maybe that's a cliché, but we are certainly seeing huge changes across all sectors of education in Scotland at the moment. And as Education Scotland's Director of Inspection, it is my job to ensure that inspection takes account of all these changes, and remains fit for purpose over the next three to five years, and beyond.

So that begs the question – what is the purpose of inspection? Education Scotland is clear that the purpose is three-fold:

- to give assurance to stakeholders (notably parents when we are talking about school inspection) that learners are getting the high-quality education they deserve – and if that is not the case, to ensure improvements are made as soon as possible;
- to build capacity for improvement through professional dialogue with practitioners and sharing good practice; and
- to provide advice to education policy-makers, based on first-hand observation of learning and teaching, and of what is working well in practice.

Education Scotland evaluates education in a wide range of sectors and settings across Scotland. Our inspection and review programmes include: early learning and childcare settings; primary, secondary, all-through, special and independent schools; educational psychology services; strategic scrutiny at local authority and community planning partnership level; public and private colleges; community learning and development; voluntary services; teacher education; careers information, advice and guidance; and prison education.

The review we are currently undertaking includes all of these sectors and settings – but clearly it is important for SLS members to get involved first and foremost in considering how we might inspect secondary schools in future.

My colleagues and I are looking forward to joining you at your annual conference and hearing your views on future approaches to inspection at the workshop which we are running as part of the programme. I hope that my thoughts below will help stimulate your thinking!

The highly successful Scottish approach to quality improvement in school education attracts much attention internationally. It is based on our national consensus that: schools evaluate the quality of their own work and plan for improvement where necessary; local authorities support and challenge their schools to improve; and that these school and local authority processes are backed up by rigorous, external inspection carried out by Education Scotland's inspectors. These approaches are perhaps something that we take for granted – but they are recognised as world-class.

So why do we need to review what we do?

If we want to remain world-class, on-going review of our approaches is essential. Since I was first appointed as HMI in 2000, there have been massive changes in how schools are inspected. And this process of change needs to continue.

A new approach to secondary school inspection introduced in 2008 recognised the growing strengths in school self-evaluation. Since then, we have started inspections by asking schools to tell us about their strengths and how they are working to bring about improvement, then planning our inspection activities accordingly.

These approaches were further refined in 2011. Our current model continues to use a school's own self-evaluation at its starting point – and gives high priority to the user-focus agenda by involving school staff, parents, young people and community partners in the inspection process. It emphasises the need for inspection teams to establish and maintain positive relationships with the staff in schools being inspected, and to work in partnership with the Head Teacher to ensure the process is a positive one and leads to improvement – the “with not to” agenda.

As you are all more than aware, there have been significant changes to the delivery of education through such developments as Curriculum for Excellence, and GIRFEC, not to mention societal changes in the use of technology and demographics, for example. So what might change in the future? We have already had informal meetings with some key stakeholders, including SLS, to get their views. In this autumn term, we are carrying out a range of consultation activities, including participation in your conference. Here are some of the questions which are arising:

- should we continue to inspect individual secondary schools, or move to a model which focuses on a neighbourhood, including a secondary school, its associated primary schools and other learning provision?
- should we continue to make evaluations of the school's work on the six-point scale, or should we move to “confidence statements” or summaries of strengths and aspects for improvement?
- should inspections focus on key themes such as, for example, the Senior Phase, transitions, impact of partnerships, numeracy?
- should inspections focus more on how schools are addressing the equity agenda? Do they know what groups are at risk of under-achieving? What is being done to meet their needs?
- should we have unannounced or shorter-notice inspections?
- should we start inspecting subjects again?
- what will be the impact of Insight on our evaluation of young people's achievements, including performance in national examinations?
- how should school inspections develop, given reduced capacity at local authority level?

At the same time as this review of inspection, we have started work to produce the next edition of *How good is our school?* and we want to get your views on this important development too. I look forward to working with you!

Alastair Delaney, Chief Operating Officer, Education Scotland



Scottish College for Educational Leadership

I am writing this article right at the beginning of my tenure as the first Chief Executive of the newly established Scottish College for Educational Leadership (SCEL). The College is an exciting and innovative development for education in Scotland, and I feel privileged to have the opportunity to lead the organisation as it goes forward.

Teaching Scotland's Future recommended that a virtual college of school leadership should be developed, recognising that there was a need to improve leadership capacity at all levels in Scottish education. Following an extensive scoping exercise, this 'virtual' organisation is now a reality, with its own office space in Glasgow, and a plan to take forward leadership development in new and innovative ways.

SCEL will support and drive forward leadership development for teachers at all stages of their careers – focusing on high-quality, sustained professional learning, recognising teachers and school leaders as increasingly expert practitioners, with their professional practice rooted in strong values, taking responsibility for their own professional learning and development.

We will be taking forward a series of important, national initiatives, including: Teacher Leadership, Middle Leadership, revised routes to Headship qualifications, a HeadStart programme for new Head Teachers, a Fellowship programme for serving Head Teachers and a range of national leadership conferences and events. We will also establish a register of experts / specialists – who provide high-quality, sustained professional learning in the area of leadership.

A pilot Fellowship Programme is already underway, led by Isabelle Boyd CBE, Head of Education, Standards and Inclusion at North Lanarkshire Council, and John Daffurn, SCEL Development Officer. Eleven high-performing Head Teachers, with a proven record of strategic leadership are participating, and their feedback will help us shape future development of this national programme. The Fellowship programme provides advanced leadership development opportunities for the participants, including access to coaching support, academic support and contributions from national policy makers. Successful participants will be awarded the Fellowship of SCEL and with their considerable experience, they will continue to contribute to SCEL and to national leadership development.

In Scotland there is already a national focus on high-quality professional learning. The College will make explicit connections across national policy: The Framework for Educational Leadership, the Scottish Masters Framework and GTC Scotland's Professional Standards, where leadership is a permeating theme, and will work closely with other national organisations: Education Scotland, Universities and Professional Associations such as School Leaders Scotland to maintain and enhance teacher professional learning in leadership as an integrated part of educational change.

It's clear that there's a lot of work to be done, and I started by describing the establishment of SCEL as exciting and innovative. To succeed, it's really important that, as an organisation, SCEL works for and with teachers and school leaders. Look out for our planned regional and national events – we'll publish details of these on our website, at <http://www.scelscotland.org.uk/> You can also tweet us at @teamSCEL. We'll look forward to hearing from you!



GILLIAN HAMILTON,
CHIEF EXECUTIVE, SCOTTISH COLLEGE
FOR EDUCATIONAL LEADERSHIP

Pensions Update



The negotiations surrounding the introduction of the new pension scheme, to be introduced on 1 April 2015, roll on into their third year. I'm not going to pretend that this has been a joyous experience but it has never been less than interesting!

SLS members should be familiar with the key elements of the new scheme but a brief recap may be, I hope, helpful.

From 1 April 2015 there will exist only one pension scheme – however there are different categories of scheme membership.

Protected Members

Those aged 50 or over on 1 April 2012 (55 or over for post 2007 members) will continue under their current conditions in a "final salary" scheme. Those on the pre-2007 scheme will be able to retire at 60 (or beyond) with pension's payable at 1/80th of final salary per year of service plus a tax-free lump sum of 3 times that figure. The only significant change for this group has been the increase in contribution rates. I should remind members that for this group the maximum pension is 45/80.

Tapered Members

Those aged between forty six and a half and fifty years on 1 April 2012 will transfer onto the new scheme on a sliding scale and their retirement age is determined on a similar scale. Details of these sliding scales can be found on the STSS website (Google it).

Transitional Members

Those younger than forty six and a half on 1 April 2012 transferred completely onto the new scheme on that date. The new scheme is a career average one. Each year 1/57th of salary is accrued. In each following year this "pot" is increased by CPI + 1.6%. Therefore if a member retires with 35 years' service the first year's pot will be revalued 35 times, the second year's pot 34 times, and so on. The final salary, for pension purposes, will be the average of each annual salary revalued for each year's service. A key element of the new scheme is that there is no automatic lump sum – members may however commute up to 25% of their pension into a tax free lump sum at the current rate of commutation (£12 for £1).

It is most important to note that all rights accrued under the "old" scheme are totally protected. This means some people will retire with two pension pots – one based on their accrued rights up to April 2015 and the other based on the new scheme.

Actuarial reductions, for early retirement, remain in place under both schemes. In the pre-2012 scheme they remain at about 5% per annum; in the new scheme the reductions are 3% per annum from 68 to 65 and about 5% per annum thereafter. In the new scheme, for someone with a retirement age of 68, choosing to go at 62 would mean an actuarial reduction of around 24%.

There are currently 6 bands for contribution rates. There have been talks south of the border about reviewing these bands in 2019-2020 with the possibility of reducing their number.

Confused? Don't be! I would recommend investigating the STSS website – the pension's agency is producing regular updates and FAQs. I am also available to discuss any issues surrounding pension entitlements and, as ever, am indebted to David Binnie, the ASCL Pension's Specialist, for his willing and knowledgeable support.

NEIL SHAW,
FIELD OFFICER

Depute Head Teachers in SLS

There has been endless debate, commentary and opinion at every level of Scottish education over the past several years on the changes we have been immersed in, with great pains having gone into examining the educational shift from the viewpoint of all concerned. Quite rightly, much of this has gone into ensuring faculty and subject Principal Teachers are kept informed of curriculum changes, in particular with the new qualifications, with colleagues from across schools being encouraged to work together in interpreting guidelines, producing resources and generally supporting one another. Likewise, I have seen Head Teachers holding cluster meetings and attending local conferences, all essential in their role in leading the school community through this challenging period. But what about Deputes?

When you take on a PT post, you can begin with the knowledge that, even though you have a lot to learn about leading a team and taking on that greater degree of accountability, you at least have a wealth of knowledge about your subject. That one block of confidence can be sufficient to form your cornerstone, allowing you to steadily build the rest of your skills and knowledge over the years. No matter what challenges you are faced with, you know that the gist of your remit will remain the same – to enhance the teaching and learning of your subject. Making the move to Depute however, can be far less comfortable.

Firstly, there is the remit. It will be wider and most certainly contain aspects that you have not experienced before. Child protection, timetabling, whole-school finance, transition and leading curriculum change are simply a few of the joys that will potentially come your way. Even if you apply for a post with the knowledge that the remit advertised is right up your street, there exists the likelihood that this will change, quite possibly with no warning and to one which does not match your knowledge or skill set. And whilst you may get some training while in post, there will be an expectation from many parents and colleagues that you will hit the ground running and be an instant expert in your new field. This is when the need for strong support and relevant CPD become blatantly clear.

When I was appointed to my Depute post, I was fortunate to be joining a very experienced SMT who were more than happy to mentor me and were always available to offer advice. There was no aspect of my remit that my Head Teacher could not help me with should I require it, but still he was acutely aware of the need to provide me with formal CPD, if only to enhance my personal development. In fact, on my first day in post he handed me an application form to join SLS and highlighted two CPD events for me to sign up to, both of which I promptly did and have not looked back since.

The networking opportunities afforded to Deputes are also more limited than those for Principal Teachers. I certainly felt the loss of my PT Business Meetings when I made the move to DHT. No longer having the same opportunities to share ideas with your colleagues from other schools can feel quite isolating and there exists a danger of becoming too insular. In recognition of this, Head Teachers within my own local authority recently set up area network meetings for DHTs; these have been gratefully received and a huge success. There is minimal cost involved as they are held outwith the school day and hosted by one of the schools, but even so, if DHTs are to rise to the challenge of leadership and take on the mantle of being the next generation of Head Teachers, we need those who go before us to have the vision to accept the need to invest some time and money into helping prepare us to move forward.

I consider myself exceptionally fortunate to have worked with many visionaries within education and being part of SLS has greatly widened that group. Whilst there are financial constraints on school budgets, limiting the CPD available to me, I can still access the advice and experience of colleagues through my membership and there is a great deal of comfort to be found in knowing that advice is only a phone call away. This allows me to take advantage of the vast network of SLS members and their collective knowledge and experience, which, in today's climate of change, I undoubtedly need and fervently intend to make the most of. Who knows, maybe one day I can return the favour?

**PAULINE ALLISON,
DEPUTE HEAD TEACHER,
DALZIEL HIGH SCHOOL**

Principal Teachers in SLS

The past year has been a year of opportunities and challenges in the secondary sector. As a profession we are deeply committed to ensuring that all young people are supported fully and given appropriate opportunities to maximise their potential. The new qualifications were eagerly anticipated and the delivery of learning and teaching enabled self evaluation and progress to be monitored more effectively. As a school leader, maintaining a positive and supportive role to colleagues was critical. More importantly, that colleagues were involved consistent and meaningful professional development to further their understanding of the assessment standards.

At last year's Conference representatives from SQA held a session on the new qualifications; it was clear that the SQA were taking on board comments made at the Conference. As a member of SLS and the Executive this has afforded me the opportunity to develop my understanding of the curricular changes. I am reassured to know that SLS plays a key role in a national capacity in influencing improvements in Scottish education. This is clearly a significant benefit to all school leaders that we cannot underestimate.

As we move forward with the new Higher and continue to develop Nationals the opportunities outweigh the challenges. Where there were positive National 5 results the challenge is to maintain and extend both teacher capacity and ultimately pupil performance to ensure that the transition into Higher does not unnecessarily increase the assessment burden on our young people. In a positive development, there has been greater collegiality in the last year with far more sharing of standards and practice across schools locally and nationally. SQA worked hard in both a challenging and at times difficult context to deliver New Qualifications.

As a school leader, I am keen to highlight to colleagues that we are all part of the SQA process and we have significantly more influence in young people's outcomes. With that in mind we must focus our attentions on narrowing the gap and ensure that all young people exit school with meaningful qualifications and that we maximise learners' full potential. We need to promote the value of all National Qualifications and develop greater aspirations in all our young people.

I am looking forward to the opportunities to be more creative in the delivery of the Nationals and new Higher. I firmly believe that as school leaders we will provide suitable pathways and challenges for all young people to achieve their full potential as learners and members of society.

**PETER MULVEY,
PRINCIPAL TEACHER,
STONELAW HIGH SCHOOL**

School Business Managers in SLS

When I took up post as Business Support Manager in Paisley Grammar School I had been working as a Business Support Officer in a large primary school in Renfrewshire and I can honestly say that whilst I knew the role of Business Support Manager would be very different, more demanding and challenging nothing could have prepared me for just how different the whole experience was going to be.

The roles of Business Support Officers and Managers in Renfrewshire were created as a result of A Teaching Profession for the 21st Century which identified the need for Depute Head Teachers in schools to be given more 'time for teaching'. Within Renfrewshire High Schools the management structures were amended to include the Business Support Manager as an integral part of the Senior Management Team. Each manager in Renfrewshire plays a key role within the Senior Management Team and is fully involved in strategic planning, discussion and policy decisions. Recently the Business Support network structure in Renfrewshire was reviewed and as part of this process the Business Support Managers were given a new remit and renamed Education Support Managers.

My role has developed since 2006 and my involvement and responsibility for SQA in my role as SQA Co-ordinator has increased considerably particularly since the introduction of CfE and the new national qualifications. Literally no two days are the same and I thrive on the challenge of the job and the variety of tasks that come my way. My working day begins early (and finishes late) as I am responsible for allocating the dreaded 'please takes' for absent teaching staff. This is one of the most challenging areas of my remit because no matter how organised you are in allocating the cover you cannot possibly know if and when and also who will be absent on any one day. Staff can take unwell during the day and can require class cover at a moment's notice. It is not just a case of 'popping' a teacher into a class as some may think. In order to support effective learning and teaching I ensure where possible subject specific staff are used and this

can sometimes result in the whole days cover having to be redone from scratch. For anyone out there who is responsible for the cover you will know exactly what I mean. For those not involved I'm sure you don't care one bit!

The main school building was built over 100 years ago and has been extended on a number of occasions. Part of my remit includes building maintenance and facilities management, which in a building of this age brings its own challenges. Over the past few years we have undergone a variety of refurbishment programmes which required a great deal of organisation and patience. During this time I was the proud owner of my very own 'hard hat' for obvious health and safety reasons. It certainly wasn't a fashion item and sometimes didn't even match my shoes!!!

As a member of the Senior Management Team it is important that the pupils and parents are aware of my role and responsibilities and in order to achieve this I attend all parents' evenings and take part in as many school events as I am able. I have attended quiz nights, school concerts and have been known to dress up for various charity events as Tigger, Zorro and a Teenage Mutant Turtle to name but a few. During the school day I can also be seen out and about at interval and lunchtimes on SMT patrol. As most of my duties are desk bound this is an opportunity for me to get away from my desk and gives me the chance to interact with the pupils. This can be very interesting to say the least. Another part of my remit is that of finance, staffing and resources and in a climate of tight budgets and reduced staffing this can prove to be extremely challenging. Every penny is a prisoner and creative budgeting has become a must for us. I only wish I was as an effective manager of my own personal budget as I love to shop, particularly online.

I am a total spreadsheet 'geek' and am asked regularly to design spreadsheets for SMT and other staff across the school to assist them in a variety of areas. Statistics, tracking, monitoring, reporting, you name it I'll design it. My first experience of spreadsheets was many years ago when I attended Lotus 123

training (yes it was that long ago). I thought I had died and gone to heaven which is kind of sad but true.

Since joining SLS over a year ago I have been fortunate to attend a few CPD events. This included Making Difficult Decisions which was very informative but at the same time very scary. It amazed me to listen to the various scenarios that senior management teams across schools in Scotland had faced and how they coped with these.

I have been invited to deliver presentations at several SLS CPD events. The first one I undertook was Managing Assessment across the Centre which I was to deliver to a group of more than fifty Heads and Deputies. I was asked to present this along with our Depute Head who has the responsibility for S5/6 in the school. We described how, as a school, we were managing assessment for the new national qualifications. Presenting is most certainly not one of my strengths and I was apprehensive to say the least. However the session appeared to be well received and the feedback we received from all delegates was extremely positive. This event was held in September 2013 and I am still receiving e-mails from schools across Scotland looking for advice and for examples of our documentation. Within a few weeks of this event we were approached by the Events Team, told that the whole event had been so well received that they wanted us to deliver another similar event. We, of course, accepted and agreed that some changes to our presentation would be needed as we had learned along the way that some of our practice could be improved. We altered our information to include these changes. Once again, the feedback was positive and we were able to assist many others in the management of their own unit assessment and verification in their schools by sharing our good practice. It was very satisfying for us to feel we were ahead of the game in a number of areas and our strategic planning and quality assurance for managing assessment is and continues to be successful.

Another CPD event I attended was in June 2013. This was the Business Support Managers' conference where Business

Support Managers from across Scotland came together to listen to speakers who have similar roles to mine. I was very impressed with the quality and content of the presentations and being able to meet with and have time to chat to other managers from other authorities was extremely helpful. Good advice was given on a variety of subjects. The role of the Business Support Manager varies not only from local authority to local authority but from school to school within each authority. Can you imagine my surprise when I was then invited by the Events Manager to be one of the main speakers at the 2014 Business Support Managers' conference? I was to present to a large group of Business Support Managers alongside a Head Teacher from Renfrewshire and another Business Support Manager on the subject of the Role of the Business Support Manager in Schools. I chose to present on my role as SQA coordinator as this was an evolving area in my remit and had not been covered in any previous conferences.

Last November I was also fortunate enough to attend the SLS Annual Conference in Cameron House. I was able to sit back and enjoy the event listening to all of the interesting presentations over the two days. I particularly enjoyed Ger Graus's presentation on The Children's University and of course my very own Head Teacher's speech – she also happens to be SLS President this year. This event once again was a perfect forum for being able to talk to and network with colleagues from across Scotland and I made many contacts that I have since been in touch with, giving and receiving advice on many areas of my remit. The food was not too bad either!!!

I am sure that this Session will continue to be demanding as I strive to make improvements to support the work of the school and its improvement agenda but once again, at the start of a new term, I am looking forward to the challenges ahead.

**ANNE RICHARDSON,
EDUCATION SUPPORT
MANAGER, PAISLEY
GRAMMAR SCHOOL**

Scottish Credit & Qualifications Framework

When I was asked to make a contribution to this publication it seemed a very good way to allow me to reflect on what has changed in the surrounding educational landscape recently and how the SCQF Partnership and the Framework itself has responded to that. School Leaders Scotland is a member of our SCQF Forum and as such we hope that they act as a real ambassador for us in reaching out to the school sector.

As you will be aware, the Scottish Credit and Qualifications Framework supports individual learners and exists to sustain a vibrant lifelong learning culture in Scotland. It is our aim to map, where appropriate, qualifications and assessed learning in Scotland on to the SCQF so that learners can identify their current position in relation to the Framework and plan their future learning pathways.

This year we have seen the very first new National Qualifications offered by schools and one very important aspect of that for us was the decision to name these qualifications with levels which identified their place on the Framework. This was important for two reasons: firstly, the SCQF is intended to support better communication of learning achieved and we have been working to promote it as the national language; secondly, we know from recent research that teachers are not as familiar with the Framework as perhaps other sectors in education and we want to ensure that they have all of the information they need to help deliver guidance to our young people within the school setting and beyond.

We also worked with Scottish Government to support the development of Insight for implementation from 2014. This included providing information on the range of programmes that have been credit-rated which are aimed at young people in schools and youth settings. You can find all this information in our database on our website at <http://scqf.org.uk/the-framework/search-database/>.

Why is this particular sector so important to us? We believe that embedding the SCQF fully with teachers, parents and pupils is really important in helping them to decide how to plan for their next step on the learner journey. The Wood Commission report also published this year stressed how important it was to build choices into the curriculum, to capitalise on Curriculum for Excellence and to promote the inclusion of more vocational and industry-related provision in schools. The SCQF provides a very useful tool as a backdrop to all of that,

particularly as it provides parity of esteem between vocational and academic qualifications, and we have given a lot of thought to the types of information and products which would best support pupils, parents and teachers.

We have a leaflet called *Achievement Counts* which goes out every year via SQA to all young people in S3 to S6. You can also download this from our website and schools can request additional copies from us if these are needed. However in addition to that we have a leaflet designed specifically for parents and carers called *Credit Where Credit's Due* which you might like to use at parents' evenings.

We have worked with Skills Development Scotland to produce a profiling toolkit for young people (*My Skills, My Future*) which has now been produced as a hard copy resource. It is intended to support the conversation between

an adviser and a young person by using interactive tools and resources which link to the level descriptors to allow young people to consider their full range of skills and not simply those gained within formal qualifications. The adviser then supports the young person in informally benchmarking these skills against the SCQF so they have a clearer idea of the level at which they sit. They are then able to develop an action plan with their adviser in terms of their career and/or future learning. A free workshop has been developed for advisers and further information is available on the SCQF website at <http://scqf.org.uk/events/>. Many schools and youth groups have already signed up for this workshop during the last year, so much so that we have now developed a Train the Trainers course which will let you cascade this in your organisation.

With regard to the further embedding of SCQF within CfE, and in partnership with SDS, we

AILEEN PONTON

also developed *SCQFfold for Learning*. This is a toolkit for schools and learning communities which helps teachers and others involved in learning to understand how the Framework can be used to support young people, particularly in understanding their learning pathways and how it can be used as a tool to support the recognition of wider achievement. *SCQFfold for Learning* is now on our website and includes a lesson plan for use in S4 and new PowerPoint presentations to complement the information in the resource. We have updated our diagram as agreed with SQA to include the new Nationals and to remove Standard Grade. We will continue to update this to mirror the run out period for Intermediate Qualifications. Again we would be more than happy to provide you with copies of the ever popular *SCQF postcard*.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit-rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12	Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner		Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8		Higher National Diploma	Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher			Modern Apprenticeship SVQ 3
5	National 5 Intermediate 2			Modern Apprenticeship SVQ 2
4	National 4 Intermediate 1	National Certificate	National Progression Award	SVQ 1
3	National 3 Access 3			
2	National 2 Access 2			
1	National 1 Access 1			

In order to respond to demand from some schools we have also developed a short video aimed at school pupils receiving the results of their SQA qualifications in August. This video explains what the SCQF levels and credit points listed on their certificates mean for candidates. You might find this useful as a resource to use next year pre-examination and you can find it on the videos section of our website at <http://scqf.org.uk/videos/scqf-in-your-sqa-exam-results/>.

I hope that you agree that we have moved quite a long way to better support schools in awareness, understanding and use of the SCQF by delivering a wide range of products and I encourage you to engage fully with them. We are always keen to hear about innovative use of the SCQF or good case studies of schools engaging young people with wider achievements which are recognised on the SCQF, so please do get in touch to share these with us.

All of our publications are available to download from our website under Resources. In addition most of them are available as hard copy and can be sourced free of charge from the SCQF Partnership on 0845 270 7371 or at info@scqf.org.uk.

Aileen Ponton, Chief Executive, Scottish Credit & Qualifications Framework

Girlguiding Scotland and Curriculum for Excellence



Girlguiding Scotland is Scotland's largest voluntary organisation for girls and young women; in 2013 the organisation had 59,234 members and supporters. Through the time given by nearly 10,000 volunteers, we run Rainbows (5–7 years), Brownies (7–10 years), Guides (10–14 years) and the Senior Section (14–25 years), which equates to nearly 3,500 active units all over Scotland.

Through Girlguiding we aim to give girls and young women a space where they can be themselves, have fun, build brilliant friendships, gain valuable life skills and make a positive difference to their lives and their communities. We build girls' confidence and raise their aspirations. We give them the chance to discover their full potential and encourage them to be a powerful force for good. Girlguiding has provided a wide-ranging non-formal education for over 100 years. From learning first aid to finding your way, and world issues to white water rafting, what we offer effectively encompasses the remit of 'wider achievement' in Curriculum for Excellence.

Outside of Guiding, much of this learning and development of young people can go unrecognised in the formal education environment, and we firmly believe that there are many ways of acknowledging their achievement. Education Scotland's website confirms this belief:

"Everyone knows the importance of getting formal qualifications at school but young people are involved in a wide range of activities [...] As a result, young people are developing important skills for learning, skills for life and skills for work."

Along with the four capacities of CfE, enabling children or young people to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens, these can also be seen in simple terms as the core values of Girlguiding, so clearly illustrating our goals. We believe that Girlguiding is able to contribute fully to the development and delivery of Curriculum for Excellence.

As young people move through the organisation one of the key transferable skills they develop is that of leadership. This can be as a Sixer in Brownies, a Patrol Leader or helping out at another unit as a Pack Leader whilst in Guides, being a Young Leader whilst in Senior Section, or even moving on to adult leadership.

Although they can achieve qualifications internally in Guiding, as a Young Leader or as an Adult Leader, we wanted to find a way for young people to get recognition for their developing leadership skills in schools. To this end our initial project is to run a pilot scheme working with groups of female Senior Phase pupils who currently participate in, or would be interested in joining, the Senior Section of Girlguiding. By working toward an internal leadership qualification they could then also use their

work in Guiding as evidence towards the completion of the SQA Leadership Award. The SQA Leadership Award, available at SCQF levels 5 and 6, develops knowledge of leadership skills, styles and qualities. It is designed for learners who take, or plan to take, a leading role in an activity and allows them to reflect on their own qualities as a leader.

With the recognition from Education Scotland and the Wood Commission report acknowledging the significance of partnership working, we felt it was also important for us to take this approach. We have established partnerships with five schools around Scotland, across a broad demographic, and are running pilot schemes of the SQA Leadership Award. For each school we are developing a different delivery model to best meet the school's and the pupils' needs.

We have carried out a mapping exercise, comparing the qualifications against each other, and highlighting where the work undertaken to finish one can contribute to the completion of the other. A wide variety of research has been undertaken, including sharing best practice with other voluntary and uniformed youth organisations. Full teaching and learning resources have been developed, supported by a qualification handbook, which have been externally verified by SQA.

Once these schemes have reached a successful conclusion and a full evaluation has been

undertaken, we hope this approach to completing the award will be rolled out nationally through schools and Girlguiding Scotland. To increase our target audience and the pathways to completion of the award, we may look at becoming an awarding centre and developing our links with other uniformed organisations.

However, we do not want to stop there as there is lots more work to be done. We have been planning events called 'Exploring Education' to allow those people who are involved in education and Guiding at any level to have a forum to discuss Curriculum for Excellence and its scope. We are also developing projects to work with primary schools and school leavers over the coming months. Moving forward, we hope this work will lead to links with many more schools around Scotland, to further projects for Girlguiding based around Curriculum for Excellence and, ultimately, to a heightened awareness of the invaluable non-formal education Girlguiding delivers and the learning undertaken by all members.



KATY ROBINSON,
EDUCATION LINKS OFFICER,
GIRLGUIDING SCOTLAND

Duke of Edinburgh's Award Scheme

"As award holders, potential employers know exactly what they're made of." That's the view of business entrepreneur Debra Meadan and why The Duke of Edinburgh's (DofE) Award has been working passionately to increase the opportunities for young people across Scotland. This internationally recognised award is frequently seen as the determining factor by colleges, universities and employers alike. Currently, the DofE in Scotland, with our partners, actively engages over 42,000 young people in a personal development programme that develops a range of skill sets. There has always been a strong DofE presence in schools but over the last four years the number of secondary schools delivering the programme has increased to 89% across all 32 Local Authorities. Completing a DofE Award provides an excellent opportunity for a young person to demonstrate achievement.

The DofE framework complements Curriculum for Excellence and delivers a programme that is personalised, progressive, challenging and enjoyable. The ability of the DofE to structure CfE related learning outside the classroom has forced us to take a careful look at the goals of the programme. Traditionally, the DofE was something to be done outwith school hours, but the design of CfE has brought it within the scope of the curriculum and has changed the way the programme is viewed. In response to the curriculum changes, the DofE has provided guidance on what can be delivered within school time. At Firrhill High School in Edinburgh pupils have the ability to choose

a Bronze level DofE Award within the curriculum. They attend two teaching periods during the week to cover activities such as First Aid training and expedition planning. It is also a time for the teachers, whom we see as critical, to oversee sections completed outwith school, assist with inputting evidence into the online record-keeping system eDofE and to develop DofE capacity.

Running the DofE in the school has been a way for Firrhill to build positive relationships with parents and the wider community. Sarah Brown, Head Teacher at Firrhill, explains that "parents support the DofE and recognise the great things that it develops in their child." Additionally, through their volunteering in the community Sarah believes that pupils become more independent and start to recognise their responsibility to the community and are "better prepared for life beyond school". There are numerous examples of how DofE adds value to a school, improves teacher/student relationships and broadens the activity offer with greater community links. In addition to providing meaningful interdisciplinary learning that achieves CfE targets, the DofE also provides an internationally recognised award that helps pupils stand out in a competitive labour market. It's therefore frustrating that the new Insight tool does not take recognition of this and other non-credit rated programmes.

The DofE maintains positive relationships with employers across the UK and many of them, like ScotRail, deliver the DofE to their modern apprentices. Achieving a DofE

Award "gives the apprentices the skills and confidence they need to be a part of a highly skilled and loyal workforce" according to ScotRail Managing Director Steve Montgomery. It broadens the employability skills of young people to extend beyond their academic qualifications. It also provides a direct impact on the senior phase recommendation made in the Wood Commission report. The benefits of achieving a DofE Award extend to both inside and outside the classroom, making it an excellent framework for demonstrating achievement in pupils. It is clear that both educators and employers value the skills that DofE instils in young people.

It is the flexibility and personalisation of the programme that has helped the DofE become recognised as a mark of outstanding achievement. That a young person can work to meet his or her own goals allows the DofE to be relevant to all young people regardless

of their destination after secondary school. Currently 1 in 6 young people in Scotland aged 15 and 16 are undertaking a DofE programme. If the measure of achievement is focussed merely on what level of credit young people are achieving there is a danger that personal development can get left behind. Also with the emphasis that employers are putting on the skills DofE develops there is a potential disconnect between what education offers and employers need. Moving forward, the DofE in Scotland will be building on its positive relationship within the education community to ensure that programme continues to be a strong complement to the education curriculum in Scotland. The benefits young people receive from achieving their DofE Award extend into many aspects of their classroom learning and their future lives. We will continue to work with school leaders to ensure that the achievements of Scotland's young people are recognised.



**BARRY FISHER,
DIRECTOR,
DUKE OF EDINBURGH'S AWARD SCOTLAND**

The Cadet Experience – Fun With Learning Attached

One of Scotland's best kept secrets is the cadet movement that thrives in many villages, towns and cities throughout the country. The young people who join the cadets benefit from obtaining real and validated learning outcomes whilst at the same time having fun and adventure. The community based cadet organisations consist of the Sea Cadet Corps, the Army Cadet Force and the Air Training Corps and within Scotland number some 10,000 cadets led by over 1000 adult volunteers. Their origins date back to the early Victorian period when philanthropists set up boys' clubs in areas of high social deprivation and modelled the clubs on the structure, values and standards of the Armed Forces.

The Service cadets are a voluntary youth organisation and are sponsored by the Ministry of Defence through their respective Service branches. The Navy, the Army and the Air Force look upon their cadets with affection and take pride in what they achieve in terms of developing young people for the world of work in whatever life path they may choose to take. The age of cadets in the main range from 12 to 18 years and thus encompasses young people going through secondary education. The Service branches also undertake a training assurance and governance role consistent with their *in loco parentis* responsibilities whilst the cadets are doing cadet activities. To this end the adult volunteers – the bedrock of the organisation – undertake a raft of courses in first aid, training safety, child protection et al.

The heart of the cadet organisation is however the young people who join to have fun, make friends and take part in an enormous range of activities. The cadet experience is delivered through a largely activity based syllabus. The cadets benefit from a well-structured programme that goes through four stages of development

and that can also lead to BTEC and SQA awards. Cadets also have the opportunity to gain first aid awards and participate in the Duke of Edinburgh's Award scheme.

The four capacities of Curriculum for Excellence can be directly linked to positive learning outcomes delivered by the cadet experience. Cadets undertake validated training in excess of 100 hours per development stage with much of it being engaged in outdoor activities. These measured learning outcomes progressively lead the young person to achieve valuable life skills. Older cadets attend leadership and team-working courses in order to develop self-confidence and respect for others. They gain practical experience in leadership and team-working through the delivery of training, under supervision, of younger cadets. Citizenship skills and community awareness are key elements to the cadet syllabus at all levels. Cadets learn or develop skills in motivation, use of initiative, a determination to succeed and team working. These are skills that allow cadets to make a positive and lasting contribution to their local communities and society. By way of example one Army Cadet Force Battalion consisting of 24 community based detachments helped collect in excess of £75,000 for Poppy Scotland in 2013.

In 2012 the Army Cadet Force was invited to establish a number of linked detachments in schools in Scotland. The aim was a pilot to determine the viability of using the cadet experience as an elective subject for students who would benefit from the vocational nature of the structured learning, gain in confidence and develop their personal qualities. The pilot has proved to be remarkably successful with more than 30 students gaining a level 4 SQA award in Uniformed and Emergency Services, a Heart Start first aid award and a Duke of Edinburgh's Bronze Award; and other benefits

have accrued. Further funding has been secured to expand the pilot and it is hoped more schools will be able to take advantage of this scheme in Session 2015-2016.

It is probably true to say that many Head Teachers are unaware of who in their school is a member of any uniformed organisation, be it the cadets, the Boys' Brigade, Scouts or Guides. What is clear however is that some of what Curriculum for Excellence is trying to achieve is already being delivered by the uniformed organisations and none moreso than the

cadets. What is also evident is that many of the skills that cadets develop are also those identified by the CBI as being core employability skills; reliability, self-discipline, team-working, planning and organisational skills and communication, to name but a few. These are all skills that cadets will acquire and develop as they go through their training, and they will gain these skills whilst having fun.

For further details on the Cadets in Schools project contact Tom Mathew on 0141 9456743 or email lo-cedep@rfca.mod.uk



Army cadets use their map reading skills to navigate a complex cross-country course



Sea cadets develop self-confidence and self-reliance when learning sailing skills.



Air cadets develop team-working skills and gain self-confidence whilst enjoying the fun of gliding

Is Now A Good Time To Review Your Financial Planning Arrangements?

BOB COBURN DIPFA MIFS, FINANCIAL PLANNING CONSULTANT, LIGHTHOUSE FINANCIAL ADVICE

By the time you read this the result of the 2014 Referendum will be known and whichever route the country follows some of you may have concerns in respect of how your financial position could be affected.

So when should you be thinking about your own financial planning? Financial Planning is an integral part of life with focus on particular areas as your working and personal lives move on from your first mortgage to estate planning in later life. In many instances however financial planning consideration may well be given a nudge by an invitation from SLS to attend a pre-retirement course organised in conjunction with Lighthouse Financial Advice.

Over the last few years I have noticed the average age of attendees has reduced as many members are no longer waiting until 6-12 months from retirement before addressing financial planning. Instead they are now reviewing their financial objectives at an earlier age to allow more time for any revised planning measures to be implemented within a realistic timescale.

In this article let's consider some Investment Planning questions:

- Have your existing investments been reviewed within the last 12 months?
- Have your existing investments ever been reviewed since they were first made?
- Have your investment objectives changed since your last review or perhaps likely to do so in the near future?
- How was your investment risk determined?
- Is it appropriate now as you move closer to retirement?

Investing in shares should be regarded as a long-term investment and should take due notice of your financial circumstances, objectives and overall attitude to risk. On the other hand, putting cash in a bank or building society provides security of the capital and some interest. But even the 'safety' of deposits can be compromised by a bank failure.

What about inflation, a major risk for deposits? Over the years this has often negated most or all of the interest earned once tax is taken into account.

What about the historically low level of deposit rates? Base rate has been 0.5% since March 2009; recent commentary suggests that this is unlikely to change until the first half of 2015, although the Governor of the Bank of England has hinted change could happen before the end of 2014.

In theory, the higher the investment risk you are prepared to accept, the greater your potential returns. However, a higher return from higher risk is not a certainty; if it were, there would be no risk. While the process of investment portfolio construction now includes sophisticated strategies to reduce risk, it cannot be eliminated. When determining risk at a personal level many financial advisers will use a risk profiling questionnaire. The results of the questionnaire do not just show the level of risk you are prepared to accept but also the level of capital loss that your finances could cope with – the more the risk, the greater the possibility of a substantial loss. Unless you have sufficient resources to deal with the potential loss, you should not expose yourself to the risk.

Our financial advisers can review your existing assets and liabilities, financial objectives, investment risk and capacity for loss and help you to prepare a bespoke financial plan. Your investment plan should never be fixed and be incapable of change. It needs to be regularly reviewed to check that both the selected investments are still appropriate to your financial goals and that those goals have not altered. If your portfolio is not subject to regular and systematic reviews, it may soon become just a random collection of investments rather than a coherent portfolio. The discipline of a regular review is therefore a key component of successful investment planning.

Should you wish further information in respect of this topic or any other areas of financial planning such as Retirement, Investment or Protection please feel free to contact me on 07968 214 754, e-mail bob.coburn@lighthousefa.co.uk or call the Lighthouse appointments team on 08000 85 85 90. Please also visit the Lighthouse Financial Advice stand during conference where John Brown or I will be happy to assist with your queries.

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SLS Council (October 2014)

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AMOS Caroline	Head Teacher, Paisley Grammar School (Renfrewshire Council), President
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BAIN Peter	Head Teacher, Oban High School (Argyll & Bute Council), Convener – Professional Support Committee
BARCLAY Julia	Depute Head Teacher, Alva Academy (Clackmannanshire Council)
BARNETT David	Head Teacher, Elgin Academy (Moray Council)
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HUTTON Graham	Head Teacher, Grove Academy (Dundee City Council)
JONES Alan	Events Manager
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YOUNG Eileen	Head Teacher, Linwood High School (Renfrewshire Council), Minute Secretary

School Leaders Scotland National Education Conference

Thursday, 13 November - Saturday 15 November 2014

Changing Lives

THURSDAY 13 NOVEMBER

- 10:00 **Registration**
- 10:45 **Welcome & Opening of Conference**
- 11:00 **Michael Russell MSP**
*Cabinet Secretary
Education & Lifelong Learning*
- 11:45 **Presidential Address**
*Caroline Amos
Head Teacher
Paisley Grammar School*
- 12:15 **Lunch**
- 13:15 **CPD Workshops**
Workshop 1: *Positive Destinations*
*Marlene McGlynn, Head of CMS Development & Delivery
Alison More, Head of Strategic Policy
Skills Development Scotland*
- Workshop 2: *SCEL Leadership in Scottish Education***
*Gillian Hamilton, Chief Executive Officer
John Daffurn, National Coordinator
Scottish College for Educational Leadership*
- Workshop 3: *Inspection – The Way Forward***
*Jane Renton HMI Assistant Director
Education Scotland*
- 14:00 **CPD Workshops (repeated)**
- 14:45 **Tea and Business Partners**
- 15:15 **CPD Workshops (repeated)**
- 16:00 **Professor Muffy Calder**
*Professor of Formal Methods,
School of Computing Science,
University of Glasgow,
Chief Scientific Adviser for Scotland,
Scottish Government*
- 16:45 **David Binnie***
*Pensions Consultant Association of School & College
Leaders*
- 17:30 **Free Time**
- 19:00 **Pre-Dinner Drinks Reception**
- 19:30 **Pre Dinner Entertainment**
Paisley Grammar School
- 20:00 **Dinner**

FRIDAY 14 NOVEMBER

- 09:30 **Children's University**
- 10:15 **Annual General Meeting**
- 11:00 **Coffee & Business Partners**
- 11:30 **CPD Workshops**
Workshop 1: *Apple – Capitalising on Technology*
- Workshop 2: *STEM – Inspiring the Next Generation***
*Professor Colin M Graham,
University of Edinburgh*
- Workshop 3: *New Qualifications Update***
*Ronnie Summers, Head of Qualifications
Development, SQA*
- 12:15 **Lunch**
- 13:00 **Mike Munn**
*Director of Education for UK and Ireland,
Apple (UK) Limited*
- 13:45 **Homework Diary Company Award**
- 14:30 **CPD Workshops (repeated)**
- 15:15 **Tea and Business Partners**
- 15:45 **CPD Workshops (repeated)**
- 16:00 **Professor Chris van der Kuyl**
*Chairman, Development Advisory Board,
Edinburgh Napier University*
- 17:15 **Free Time**
- 19:00 **Pre Dinner Drinks Reception**
- 19:30 **Annual Dinner**
- 21:30 **Toast to School Leaders Scotland**
Peter Kent, Head Teacher,
*Lawrence Sheriff School, Rugby, President,
Association of School & College Leaders*
- Reply**
*David Mitchell, Head Teacher,
Bo'ness Academy,
President, School Leaders Scotland*
- 22:00 **Children in Need Appeal**



SLS RESERVES THE RIGHT TO MODIFY THE PROGRAMME DETAIL WHICH MAY OCCASIONALLY BECOME NECESSARY IN CERTAIN CIRCUMSTANCES

* Please note that David Binnie will be available throughout the Conference for personal consultations with delegates.



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Teaching Scotland's Future: Report of a review of teacher education in Scotland.
G Donaldson, Scottish Government (2011)



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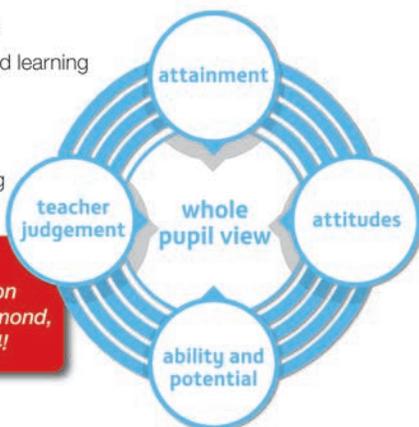


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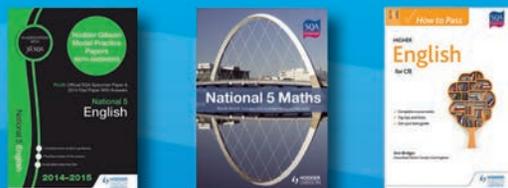
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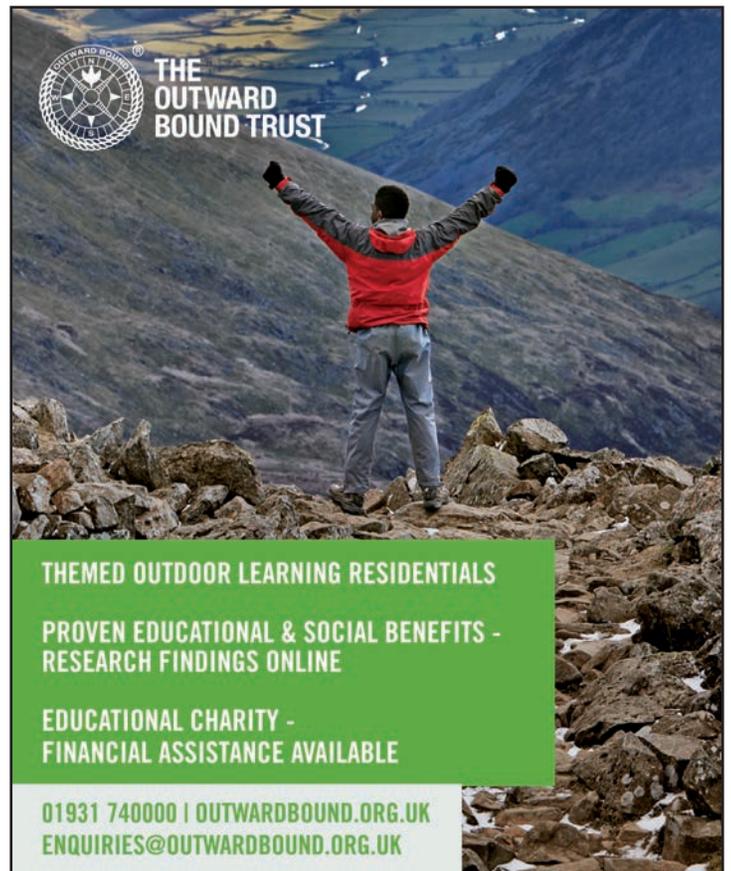
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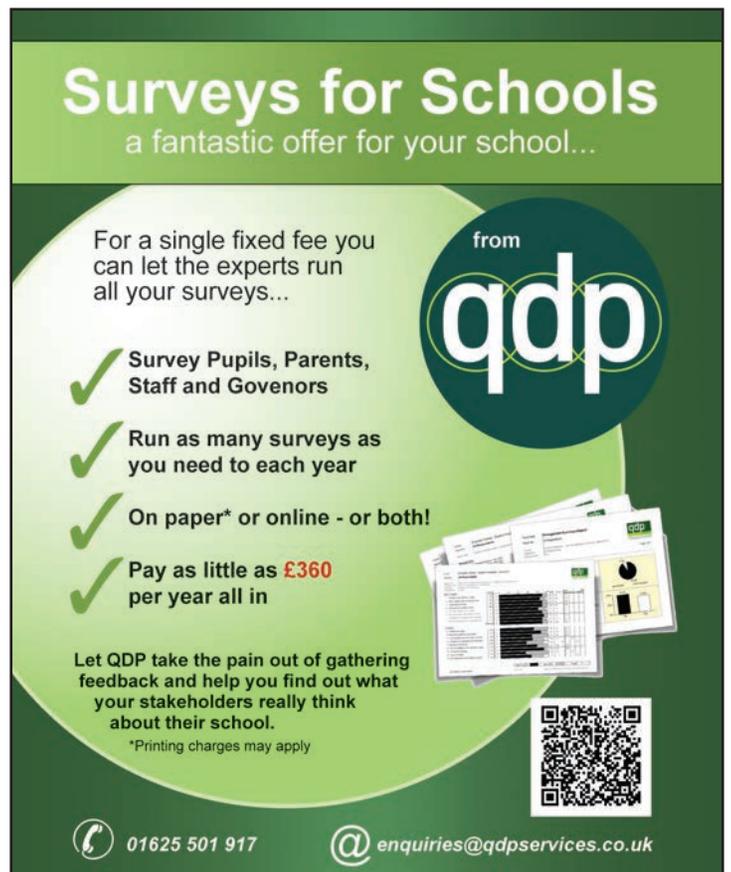
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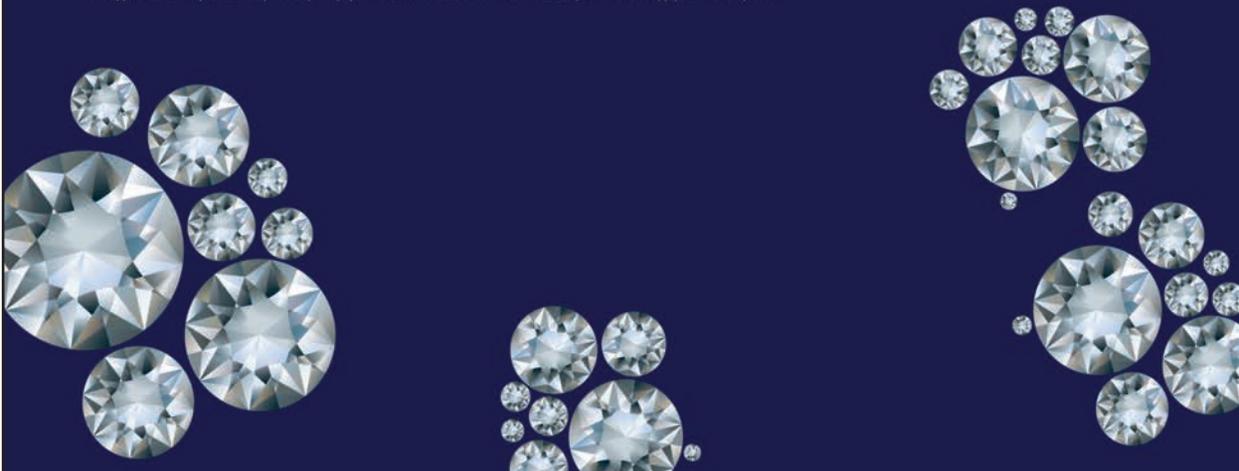
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