



**David Mitchell**  
PROFESSIONAL  
DEVELOPMENT  
MANAGER

**W**elcome to the 2016 edition of Leaders, the SLS Annual Review and Conference Guide.

In this my first year as Professional Development Manager it is a particular pleasure to welcome you to our publication.

I should also like to pay tribute to my predecessor Alan Jones who for many years brought his own inimitable style and panache to our events, particularly our Annual Conference.

Our magazine brings you contributions from School Leaders Scotland and from prominent figures across Scottish education, focusing on key issues and

developments, and providing insight into the challenges and opportunities affecting Head Teachers, Depute Head Teachers, Principal Teachers and Business Managers.

I am also delighted to welcome you to our Annual Conference at Cameron House Hotel, Loch Lomond from Thursday 17th to Saturday 19th November 2016.

I wish to acknowledge with thanks the continued support of our Premium Partners and our other business partners who make an invaluable contribution to our annual conference and to our Professional Development programme.

Leaders is part of the association's communication strategy.

From September 2016 our re-vamped website has added significantly to our ability to communicate effectively, and interactively with members and other interested parties, to better inform on the association's activities and on our influential role in Scottish education.

Can I also draw your attention to our Professional Development programme, which includes Conference, 14 one day courses and a Summer Conference in June 2017. Finally I commend our 2016 edition of Leaders to you and trust you will be informed and will enjoy reading it.

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**Andy Smith**  
HEAD TEACHER,  
CARLUKE HIGH SCHOOL  
(PRESIDENT 2015-2016)

# The Presidential Year

*"It is heartening to see genuine partnerships being forged which have clear benefits for the young people of our country"*

The Presidential year has been one of the most challenging, stimulating and enjoyable years of my career.

Many people have helped and supported along the way and I would like to take the opportunity to thank them for this.

Firstly, my colleagues in School Leaders Scotland at Executive, Council and in the wider membership have offered encouragement, advice, humour and support in abundance. Stephen Miller, our current Vice-President and incoming President, has proved to be a great sounding board, providing wise counsel and asking the occasional challenging question. General Secretary, Jim Thewliss, and Field Officer, Neil Shaw, have an encyclopaedic knowledge of Scottish education and political insight gleaned from vast experience in senior roles. They know the answer to just about everything and have been generous with their time and advice. They have also provided a chauffeur service around the UK when required. Lyn Honnan, our Finance and Administration Manager, runs the office looking after the interests of over 750 members. She is a superb organizer and encourager. Our Professional Development programme, led by David Mitchell, continues to draw educational leaders from across the nation. I am grateful to all of these individuals for their support this year.

Secondly, I would like to express my appreciation of the Education Management Team in South Lanarkshire who have supported my Presidential year. The Deputies in Carluke High School have done more than their fair share of bus, interval and lunch duties this year, in addition to picking up extra work when I am out of school representing SLS. For this I am very grateful.

Thank you to our colleagues in ASCL for the warm welcome

they always provide when we attend Executive and Council meetings south of the border. SLS is part of this large organization which has around 19 000 members and we benefit from this partnership in many ways.

Finally, I would like to thank my family. One very valuable lesson highlighted this year is the importance of managing my time effectively. My wife and 4 children can miss out if I am staying overnight on SLS business or if I am travelling home late (which comes with the territory for every senior leader in a school). I continue to work on getting the work/life balance right and I am now much better at prioritising my tasks.

## *What have I learned?*

I have met an incredible array of people from organisations across the country and learned about and from their values and their vision. It is heartening to see genuine partnerships being forged which have clear benefits for the young people of our country. From my experience this year, I have gleaned that there is not too much disagreement around what constitutes outstanding education.

In the last year the political landscape has shifted significantly at both Holyrood and Westminster and we wait with interest to see how these changes will affect us. The Scottish Government in Holyrood made a clear statement of intent by appointing the Deputy First Minister as Cabinet Secretary for Education and it was pleasing to hear Mr Swinney address our Spring Conference in one of his first public appearances in his new role. As I write, a highly ambitious Delivery Plan for Excellence and Equity has a number of deadlines looming and we look forward to seeing how these will impact on our educational system and the life chances of Scotland's young people.

Other areas still in their early stages are the development of the Government response to the OECD Report, the introduction of the new inspection models and the implementation of recommendations from the working group on National Qualifications. Standardized testing is on the way and will be an interesting addition to the vast amounts of data that we use to try to improve our schools. There will not be much time to rest on our laurels and there is, at the time of writing, the possibility of increased industrial action from some professional associations.

Closing the attainment gap will remain a priority for us for years to come and it is important that we continue to learn and share lessons about what works for the most vulnerable young people in our society.

I once said to my staff, that it would be good to stop all the new initiatives and policies for 1 year and just let us get on with it. Whilst I recognize that we should never stand still, the pace of change seems ever faster as time moves on and the challenges for senior leaders in school increase exponentially, requiring of us a high level of intellectual flexibility, creativity and stamina.

I am proud of the way these changes are driven in Scotland. I cannot think of a time recently when an educational policy or paper of significance has appeared without at least some level of consultation. We try to build consensus. There is great strength in this, particularly in light of the major changes mentioned above.

It was, therefore, sobering to be sitting in an ASCL Executive meeting in Leicester the day the UK Government white

paper, which stated that all English schools should become academies, was launched without any consultation or notification of the key players in English education. Of course, this position has subsequently been reversed with a lesson for leaders in the importance of having support on the ground for new initiatives.

It was interesting to visit Wales for their annual conference. They are in the midst of transforming their education system with a distinctive Scottish flavour. Graeme Donaldson has been heavily involved in their curriculum development and their new blueprint shares many similarities with ours.

As I reach the end of my Presidential year, I am thankful for all the new things I have learned, all the fantastic people I have met and I am encouraged that the education of the young people of our nation is in the safe hands of outstanding educational leaders.

I wish my successor, Stephen Miller, every success in his new role and I hope that he enjoys his Presidential year as much as I did.

The job of Head Teacher is the greatest job in the world. Being president of SLS is a close second!

*"I am encouraged that the education of the young people of our nation is in the safe hands of outstanding educational leaders"*



**Jim Thewliss**  
GENERAL SECRETARY

# General Secretary's Vision

Since moving from the post of Headteacher to the significantly more demanding role of grandparent, my reading material has changed somewhat. While you may have good reason to be critical of my literature of choice, you might also consider that there may indeed be much in Lewis Carroll's words which all in the profession would do well to heed at this critical moment for Scottish education.

While we might for some time have felt a bit like Alice there can be no doubt that since the spring of the year we have been left in no doubt as to where we are expected to be going. The review conducted by the OECD identified much of what is good and improving in Scottish Education. A careful and critical examination of the report does however reveal clear areas of concern. It is equally as important in School Leadership as it is in System Leadership that we recognise and celebrate that which is good, but even more important that we are brave enough to face up to that which is challenging. We cannot listen to only that which we want to hear. OECD has presented all of us in education with the clear challenge to be bold in seeking a way forward, building on the strengths while at the same time tackling the issues which they have identified. They are also explicit in stating that our actions should be driven by a robust evidence base and predicated on maintaining the welfare and wellbeing of the child as our prime focus.

The First Minister through the production of the National Improvement Framework has identified education as the defining issue of her government and in effect

staked her career on the closing of the poverty related attainment gap. Promoting excellence and equity has become her Government's mantra and she has entrusted the Depute First Minister with the accomplishment of this ambitious undertaking.

Mr. Swinney has in his Delivery Plan for Scottish Education, provided the profession with a set of clearly defined and time framed objectives of which some fifteen should have been overtaken as we assemble for our annual conference. In his stated ambition to bring "clarity" to the system he has challenged us all to demonstrate how by our actions that we are having a direct impact on raising attainment and in closing the gap. Through his consultation on The Governance Review he has, to use one of his favourite phrases from his previous post, suggested that School Leaders be given more access to the levers of power to enable them to become more responsive to local needs and circumstances. We welcome the opportunity to contribute to this debate.

OECD and Government have been consistently robust in affirming that effective school leadership is key to attaining the best possible outcomes for young people. We are much encouraged by the explicit recognition of the key role of School Leaders in driving improvement. We welcome the trust afforded School Leaders and remain committed to active engagement in the shared approach to developing the competence and capacity of existing and future leaders. In this context we would welcome the opportunity to participate in a discussion around the issues raised in the Report on Headteacher

Recruitment and in particular the financial recognition of effective leadership.

Alice's response to the Cheshire Cat was as you might know "I don't really care..." Be assured that this is not, cannot and will not be the SLS way.

Your Professional Association will continue to drive and influence the Agenda, supporting and challenging and holding to account as appropriate those who seek to implement change.

For each and every person in Education the response to "Which way should I go from here?" must be "What impact will my choice have on a child?"

*"Would you tell me, please, which way I ought to go from here?"*  
said Alice

*"That depends a good deal on where you want to get to"*  
replied the cat





**Stephen Miller**  
HEADTEACHER  
DENNY HIGH SCHOOL  
VICE PRESIDENT (2015-2016)

# President Elect

*Mahatma Gandhi: "The future depends on what you do today."*

As I was completing a reference for a teacher recently, I mis-keyed the date as 2916. It made me pause to wonder how our contemporary concerns and issues would be seen through the lens of 900 years into the future. What a set of unrealisable imponderables that would be!

However, I was drawn back to a sense of reality by remembering a simple piece of advice from Mahatma Gandhi: "The future depends on what you do today."

The responsibility of leading schools today is a challenging one and much is rightly expected of us. The task of nurturing young people in the present and supporting them towards a sustainable and rewarding future is a privilege. Achieving 'excellence' and 'equity' in the process is an uncompromising call on all of us. While other partners and agencies have their respective roles to play, we know that our schools and all that we offer children and young people can form some of the most integrated and essential support available.

I have been a member of school senior leadership teams since 1995, serving as Assistant Headteacher at Bell Baxter High School, then Depute at The Community School of Auchterarder from 1999 and Headteacher at Denny High School since 2007. One of the over-riding reasons for becoming involved in School Leaders Scotland is the excellent mutual support it gives us as school leaders on an individual basis, through excellent CPD events and in the influence the organisation brings to bear on all aspects of decision-making right at the heart of Scottish Education.

As Vice President, I have represented School Leaders Scotland on the Insight Communications & Engagement Working Group, GTCs Professional

Update meetings and the Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS). Along with Jim, Andy and Neil, I have also attended meetings with the SQA, Scottish Government and the Cabinet Secretary as well as Council Meetings and Conferences in England with our colleagues in Association of School and College Leaders (ASCL).

The ASCL connection is interesting on many levels. Despite the essential differences in governance of schools, we face a suite of similar challenges, such as the pressures of real-terms funding cuts and a teacher recruitment crisis, making it increasingly difficult to maintain standards or raise them further. ASCL is also seeking the introduction of a national funding formula to address historical distribution inequities. The discussions and networks established with ASCL are a source of richness for School Leaders Scotland, as we gain different perspectives on our common concerns which, after all, are rooted in our common desire to offer the best education provision we can for our children and young people. And that concern does not stop at the border.

My biggest involvement as Vice-President thus far has been as a member on the Expert Working Group on Assessment and National Qualifications (ANQ), chaired by John Swinney, Deputy First Minister and Cabinet Secretary for Education and Skills. The work of the ANQ is of immense significance in addressing issues of teacher and pupil workload and the future shape of where National Qualifications sit in the dynamic framework that is Curriculum for Excellence. The outcome of those deliberations may well be known by the time you are reading this article.

As I look forward to my year as President, I am conscious of the privilege and responsibility of representing school leaders across Scotland and consulting with you along the way. As one

of my former Headteachers was fond of saying: "We're only as good as all of us." As a Partick Thistle supporter, the thought gave him no end of pain, but in the context of educational leadership, collegiate working was a real source of enabling strength. The decisions we are currently facing require the strength of our collective wisdom. In that vein, I undertake to do all I can to strengthen those lines of communication through personal contact and the use of social media, especially via our new-look website.

John Swinney has interestingly entitled his part of the programme for government a Delivery Plan. While no school works in isolation, it is the

teachers and support staff that we lead and manage who are tasked with 'delivering' on a daily basis. How we support and encourage them to do that is pivotal: how we support each other to do that is essential. I am certain that School Leaders Scotland is a vital source of that mutual support.

Whether or not School Leaders Scotland will still exist as an organisation in 900 years is a matter of almost insignificant conjecture. But what we can do today, as a corporate source of support and encouragement to all our members, may be of lasting significance and I look forward to serving you as President to that end.

*How we support and encourage them to do that is pivotal: how we support each other to do that is essential.*





**Eileen Young**  
HEADTEACHER  
LINWOOD HIGH SCHOOL

# Strategic Plan

Session 2015 – 2016 marked the mid cycle of our five year 2013 – 2018 Strategic Plan. A plan which set out a number of priorities to deliver the over-arching aims of :

- embedding and extending links with the key agencies involved in Scottish Education
- ensuring a stable financial position for the future of the association
- supporting members of the association in terms of the leadership agenda and professional update.

At the end of three years :

- SLS continues to be consulted in the key decisions affecting changes in educational policy
- finances continue to be on a stable footing with membership subscriptions accounting for more than 90% of our annual income
- outstanding dues to ASCL have been paid
- the investment portfolio of the

association has increased

- there has been an extensive range of cpd activities, delivered to support current and future senior leaders as well as business support managers
- closer links with Higher Education institutions have been made.

During session 2015-2016 a number of significant steps forward were taken. These will be taken the AGM.

- The decision to have two vice presidents within the association. The key drivers for this were twofold. The importance of prudent succession planning which would allow for the possibility that a vice president may not be able to take on the role of president following their year as vice president and, importantly, to respond to the ever increasing demands on the presidential team in terms of their engagement in the wider educational debate.
- A revision of the membership of the Executive to include

representatives of Depute Head Teachers/Principal Teachers/ Business Managers. There would be representation from Council, serving for two years and taking on a significant role in representing SLS.

- The title of Personal Development Manager has replaced that of Events Manager, reflecting the increasing importance of continuing professional development and leadership.
- The reintroduction of the Summer Conference.

Looking to the future and the final two years of the Strategic Plan, the main priority is to ensure that The Plan becomes more accessible and meaningful for members of SLS. In the same way as a school improvement plan is a vehicle to deliver change then we hope that members will feel that they can influence the future of the association. Communication with

members will be improved with our new website which members can access for information but, more importantly, there will be more regular updates to members from the association. Within the website there will be :

- details of presidential and general secretary's diaries
- agendas, minutes and papers from meetings
- advice papers
- active and relevant links in addition to current information.

SLS has made a significant contribution to recent educational changes. It will play its part in the current priority of delivering excellence and equity for all our young people and will continue to develop to meet future challenges whilst maintaining its key role in supporting its members. A full copy of the Strategic Plan can be found on the association website.



**Neil Shaw**  
FIELD OFFICER

## Pension Update

As highlighted is last year's update all members of the Scottish Teachers' Superannuation Scheme (STSS) should have full knowledge as to their status within the "new" scheme, which came into being on 1st April 2015.

The important changes which were drawn to your attention last year included the changes in rules regarding both Annual and Lifetime Allowances. Full descriptions of these changes may be found on the STSS website.

A number of issues are currently under discussion within the pension's negotiating machinery. One is the eligibility of membership of the scheme and a subgroup is working to clarify just exactly who may and who may not be a scheme member. For teachers within SLS this will not be an issue as they all meet the current, and projected, criteria for membership. This is not an issue for Business Manager members of SLS as they are contracted to their local authority pension scheme. A second is regarding the option to "buy out" the actuarial reduction of 3% per annum which exists in the CARE scheme for those who wish to retire at 65. At the

moment this may be done only if an election is made within 6 months of joining the new scheme. In other words if you were in post in April 2015 and didn't make this request before October 2015 you are too late. Discussions are ongoing as to whether it would be possible to align this facility with that in the NHS scheme. This would allow members to make such an election within three months of April 1st in any year. There will be, of course, an additional cost of contributions should this change be agreed in future. Finally SLS members should be aware that it is possible to make additional contributions to your pension pot by deciding to go for a better accrual rate, normally 1/57th of salary. The alternative rates are 1/45th, 1/50th, or 1/55th for any scheme year.

Any SLS member wishing further details should contact me by e-mail at [neil.shaw@ascl.org.uk](mailto:neil.shaw@ascl.org.uk)



**Mhairi Moore**  
HIGHER EDUCATION  
ADVISER

## Higher Education Report

SLS has continued to deliver CPD to schools, highlighting the changes in university and college admissions. This has led to work across the local authorities in Scotland and involvement in discussions with the HEIs, in particular, the status of Advanced Highers, the importance of contextual admissions, access thresholds, learner journeys and the response of HEIs to the wider curriculum. Co-operation between SLS and Universities Scotland has continued.

SLS is represented on the UCAS Secondary Education Advisory Group, the UCAS Scottish Standing Group and UCAS UK Council. This allows us to be kept informed of current practice, impending or potential changes, to take part in pilot projects and to disseminate information to members. This has also created a welcome opportunity for members to provide feedback to UCAS on future developments.

SLS submitted evidence to the Commission on Widening Access and was invited to attend workshops hosted by CoWA, as part of its evidence-gathering prior to the publication of its findings. It was encouraging to see final Report reflecting many

of the thoughts of SLS. We were delighted to attend the launch of research commissioned by the Sutton Trust – 'Higher Education and Social Class: Scotland in Comparative Perspective' where successful widening access projects were highlighted as well as examining the changes over time in university social profiles. The expansion of higher education across the country had led to the inclusion of more pupils from a widening access background, but not all universities offer the same support to such pupils. This remains a challenge for schools, colleges, universities and the Scottish Government. Continued involvement in widening participation activities has led to SLS taking part in the University of Glasgow's Top Up Programme where we are represented on its Steering Group as well as helping in the training of postgraduate students who are preparing for work in schools. We are also involved with University of Strathclyde's Summer Academy Education Week. The work for this coming session will include discussion on gender balance in HEI courses, the Learner Journey and contextualised admissions.

# Depute Heads in School Leaders Scotland

**Peter Mulvey**  
DEPUTE HEAD TEACHER

The moment you receive the call to say that you've been successful in the depute's post for which you were interviewed your life changed instantly. The move from Principal Teacher to Depute Head is a challenging one and it takes time to appreciate the differences even if you've had a spell of acting or shadowing. A depute requires a substantial skill at encompassing strategic vision, organisational skills and people skills. Critical for the pastoral role in which you'll find yourself working.

The role of a depute is both rewarding and demanding. As a PT you had autonomy over deployment of resources, the manner in which you structured courses or targets to meet local and national priorities. PT's can plan, for the most part, how best their time is utilised allowing them to shape outcomes for young people and lead their team towards meeting those outcomes.

As a Depute, the focus changes from the subject or pastoral issues to whole school issues. You move from being in the staff base to an office and find yourself working in a pattern in which no two days are the same. I am very fortunate to work in a senior leadership team which pulls together and whilst there can be times of working isolation, SMT colleagues will always offer advice and support

to each other. Class teachers and Principal Teachers will look for support and expect you to know the answers to the issues they have raised. In preparing for the role, I was lucky enough to complete my Scottish Qualification for Headship and was able to use the experience to read, reflect and consider the way in which I would develop as a school leader.

A significant factor in my development and in helping me to succeed in moving to the role of Depute has been my membership and involvement with School Leaders Scotland. I joined SLS as a Faculty Head many years ago and found the association to be an essential network of people who were at the forefront of influencing and shaping Scottish Education. I then moved onto SLS Council as the Faculty Head representative and then to Executive. Being part of SLS is a key part of my professional development and feel I have been able to contribute to the development of the association.

As a provider of CPD, SLS develop sessions to meet the current demands and challenges facing education which are delivered by practitioners who are in that role, offering support and advice to develop you as a school leader. I moved authority to take up my Depute post, leaving an authority where I was well known and had a wide support network to

as a position where I knew very few people. Once again, my membership of School Leaders Scotland provided me with contacts and an opportunity to establish another network. The CPD opportunities and indeed Conference are, in my view, some of the best vehicles to develop your professional network, your professional skills and knowledge. There are few opportunities to talk at length with colleagues from other areas and at a similar position in the day to day business of leading schools. The outstanding CPD offered by SLS delivers this at all events.

As school leaders we find ourselves in interesting times in which the issues in Scottish Education are moving in a direction that we have not seen since the 1980s. The opportunities to school leaders to help reduce the workload of staff are challenging. I know School Leaders Scotland is making representations that are highly regarded. I am confident that the association will continue to contribute to opportunities aimed at closing the attainment gap, improving equity and the outcomes for all you people.

As I reflect on the most recent Council meeting, I am heartened to know that the views of the membership are being well represented and the organisation is at the forefront

of discussions impacting on Scottish Education. Knowing that our views are being sought and considered at the highest levels of SQA, Education Scotland and Scottish Government is a real benefit of membership of SLS. Attending Council gives me further opportunities to discuss local and national issues with colleagues from across Scotland and gain valuable connections that I would be unable to gain elsewhere. Having listened to a representative from SCEL at a recent SLS Council meeting describe the role we as leaders play in our schools, working actively to develop leadership at all levels, encouraging the next generation to engage in professional development I am heartened by the pivotal role played by SLS, through the CPD programme, in developing leadership potential.

My membership of SLS is more than the knowledge of having the support of Scotland's educational leaders, more than the strong links with ASCL; it is a valuable network of like-minded professionals which has a common goal of supporting one another and seeking to improve Scottish education for pupils and teachers alike.



**Cindy Thomson**  
PT OF BIOLOGY  
BRAEVIEW ACADEMY

## Why did I join SLS?

As a Principal Teacher seeking promotion into a Senior Management role I was advised to join SLS by some of my most respected colleagues. I attended a conference in August which I found to be extremely well organised and highly valuable. It was clear to me from this event that SLS provides far more

to its members than other professional associations. SLS provides a support system to those in a senior management role. In my opinion the fact that they are dedicated to the needs of this particular niche of professionals allows them to provide a higher quality service that meets a specific set of needs. This may account for their excellent reputation

among experienced Deputes and Head teachers. Communication between SLS and their members is fast and efficient and I find this reassuring. In addition to this SLS provide high quality and useful reading materials. Members can also attend a range of conferences and events which provide excellent networking

opportunities. I returned to school from the most recent event with a range of practical strategies and ideas that I could implement in my school. Both from the dedicated speakers at the event and also from the informal one to one conversations that take place with other professionals, naturally over coffee or lunch.

# School Business Managers

**Eileen Sheriden**  
EDUCATION SUPPORT MANAGER  
LINWOOD HIGH SCHOOL

*“the good leader makes people feel part of the team, allows each to identify their responsibilities and indeed their accountability.”*

Being part of a team... we've all experienced this, whether it's work, family or sport. It's impossible to go through life without being part of a team of some sort!

Throughout my career I've been very fortunate to have experienced being part many different teams in both the private and public sector, large and small, covering the full spectrum of "success". So who and what makes a good team? Are teams really necessary, do they have purpose? How do we create, identify and measure a good team?

The creation of Business Support Managers in 2004 changed the whole dynamic of the Senior Management Team within schools in Renfrewshire, and today, many years on, we continue to have key strategic roles within schools as Education Support Managers. Team membership comes in many forms, as well as SMT there is involvement with the Extended Management Team (SMT + Principal Teachers), Facilities Management (being a PPP school), collegiate groups, whole school staff during Insets, support staff, pupil groups, the teams go on! So how do we manage & ensure the success of the teams? What outcomes do we use to measure progress? How do we share good practice across these groups?

SMT have identified through experiences (good and bad!) that there are indeed key factors that work for our teams. Leading by example is crucial, this sets the culture, this as we have found, is the difficult bit. Leadership is not about your position; it's about what you do and what you are seen to be doing. In schools, teachers are often called

“leaders of learning”, yes this is aspirational - but if everyone was leading, there would be chaos, so identify a single “leader” within each team.

Within our teams, the good leader makes people feel part of the team, allows each to identify their responsibilities and indeed their accountability. They also ensure that the work and input is recognised and valued, “praise where praise is due” is a great motivator. Criticism should also be welcomed to encourage discussion and lead to improvement. Teachers are strong here, just drop into a departmental meeting, you'll see!

People in any team need to connect with their role within that team and indeed the expectations. These expectations must be clear, the clear vision. They must work together, acknowledge and use each other's strengths. Teams need to be dynamic, each needs to be challenged. Every session the collegiate and working groups are “shuffled”, by mixing things up a bit, it keeps everyone on their toes!

One session you could be in the Learning & Teaching group, in IDL group the next. Goals set by the groups must be challenging yet achievable with measurable targets. Teamwork can and does, give everyone the opportunity to learn from each other.

Three years ago we experienced a significant change within our SMT, 3 “new” DHTs (following 3 retirements). This change highlighted that working as a team requires a willingness to work with others and the ability to recognise that it can't all be done on your own. We have a strong SMT with good leadership skills, open minds, strong work ethic and with Curriculum for Excellence on our agenda - creativity! Collaboration is hard work and effort, however this builds relationships that last and being a part of this is a win-win situation for everyone.

The 2016 Olympics in Rio, where better to look for strong, successful, motivated teams! What's the secret to their success and what can we learn from them? The quote

from Sir David Brailsford (Team Sky Cycling) hits the nail on the head and is certainly transferable to education;

*“Firstly, you need a team with the skills and motivation to succeed”*  
*“Secondly, you need to understand what you want to achieve”*  
*“Thirdly, you need to understand where you are now”*  
*“Then, you need to put a plan in place to see how you can get from where you are now to what you want to achieve”*  
*“Also, it's important to understand, small improvements in a number of different aspects of what we do can have a huge impact to the overall performance of the team”*

As a new member of the SLS Professional Development team, I'm certainly looking forward to the next CPD event for the “School Business Managers” in December. See you there team!





**Neil Shaw**  
FIELD OFFICER

# Field Officer's Report

*"Chaos Theory – when the present determines the future but the approximate present does not approximately determine the future." (Edward Lorenz)"*

Whilst not being a particular subscriber to chaos theory my experience over the past 12 months would suggest Edward Lorenz perhaps had something (in particular since he had a mathematics background!). It seems almost every week in a Field Officer's life something new and unusual crops up. The last 12 months have provided SLS members with a significant range of challenging situations (154 to be precise). The pattern of issues remains much as it always has with the most common surrounding staff issues, grievance, contractual and parental complaints. This list accounts for almost two thirds of enquiries to myself and is consistent with previous years. What has changed significantly is what appears to be a much more robust stance being taken by local authorities towards their perception of Headteacher performance.

The genesis of this more robust stance is almost linked to parental complaints or complaints by school staff. This can be very demoralising for any school manager who finds themselves at the sharp end of such a situation.

Advice around avoiding such situations may seem fairly mundane but should leave our members in a better position to defend themselves against often unwarranted attacks.

For any newly appointed senior leaders, in particular,

I cannot stress often enough the importance of encouraging a new employer to provide an appropriate level of induction training, perhaps even involving a mentor Headteacher/DHT. The level and range of responsibilities which come with being a senior leader are increasing, it sometimes seems exponentially, and it is entirely reasonable that a local authority (or Board of Governors) should source and provide appropriate training.

In addition I would suggest that, at as early a stage as possible, newly appointed leaders familiarise themselves thoroughly with council policies and procedures. Add to that a good grasp of the SNCT Handbook and GTCS "Standards" and its Code of Professionalism and Conduct. Knowledge is indeed power and a sound grasp of these documents can save many hours of avoidable heartache.

Encyclopaedic knowledge of the unpredictable but sometimes critical issues and how to respond to them is not vital but senior leaders should be expected to know where to find solutions to challenging situations – that is what staff, parents and employers expect and, to an extent, demand.

The other side of that is of course that a lack of awareness of local and national policies may lead to difficulties arising which could, and probably should, have been avoided – in general ignorance is no excuse.

It is the case that support is often close at hand. Whether that be through a local network, some trusted and experienced colleagues, your employers and of course School Leaders

Scotland. My advice would always be to get in touch with someone when you foresee problems on the horizon. It is never too early to seek advice. That should never be seen as a weakness.

Throughout my professional life I have been very fortunate to have had a string of wise and trusted colleagues and advisers who supported me and that continues in my current role as your Field Officer with the outstanding advice and support provided by the ASCL legal team and pension specialists. Their continued support benefits not only myself but also SLS members.

*".....ignorance is no excuse."*

## KNOWLEDGE IS POWER





**Lyn Honnan**  
ADMIN/FINANCE MANAGER

# SLS Council

(October 2016)

SLS Council is the group through which the work of the Association is taken forward. The make up of the membership is reflected in Council. Council Members are elected from each of Scotland's Local Authority Areas on a pro rata basis reflecting the number of members in each Area. Members will serve for two years on Council.

## Council Members

- bring the views/concerns/opinions of members to Council Meetings thus ensuring that the Association is in tune with issues which are common across the country as well as unique geographically or specific to sectors of the membership.
- transmit the information brought to Council by the Officers of the Association and other Council Members to the local members
- ensure that there remains a clear link between the Association and its members

Miss	Larrisa	Gordon	Depute Headteacher	Oldmachar Academy	Aberdeen City
Miss	Deborah	Ewen	Depute Headteacher	Turriff Academy	Aberdeenshire
Mr	Melvyn	Lynch	Headteacher	Forfar Academy	Angus
Mr	Graeme	Wallace	Depute Headteacher	Forfar Academy	Angus
Mr	Peter	Bain	Headteacher	Oban High School	Argyll and Bute
Mr	Geoff	Urie	Headteacher	Hermitage Academy	Argyll and Bute
Mrs	Julia	Barclay	Depute Headteacher	Alva Academy	Clackmannanshire
Mr	Brian	Asher	Headteacher	Lockerbie Academy	Dumfries & Galloway
Mr	Graham	Hutton	Headteacher	Grove Academy	Dundee
Mrs	Teresa	Little	Depute Headteacher	Braeview Academy	Dundee
Mr	Robert	Johnston	Headteacher	Grange Academy	East Ayrshire
Mr	Brian	Paterson	Headteacher	Lenzie Academy	East Dunbartonshire
Mrs	Lauren	Rodger	Headteacher	North Berwick High School	East Lothian
Mr	Dean	Smith	Headteacher	Mearns Castle High School	East Renfrewshire
Mr	Melvyn	Shanks	Headteacher	Belmont House	East Renfrewshire (Ind)
Mr	Scott	MacKenzie	Business Manager	Gracemount High School	Edinburgh
Mrs	Norma	Prentice	Headteacher	Castlebrae High School	Edinburgh
Mr	Tom	Rae	Headteacher	Craigmount High School	Edinburgh
Mr	Stephen	Miller	Headteacher	Denny High School	Falkirk – Vice President
Mrs	Carol Anne	Morrison	Resource Manager	Bo'ness Academy	Falkirk
Mr	Jon	Reid	Headteacher	Larbert High School	Falkirk
Mr	Adrian	Watt	Headteacher	Viewforth High School	Fife
Mr	Gerry	Lyons	Headteacher	St Andrews Secondary School	Glasgow
Ms	Maura	McNeill	Headteacher	Hyndland Secondary School	Glasgow
Mr	Peter	Mulvey	Depute Headteacher	Cleveden Secondary School	Glasgow
Mr	Jim	Sutherland	Headteacher	Lochaber High School	Highland
Mrs	Fiona	Craig	Depute Headteacher	Port Glasgow High School	Inverclyde
Mrs	Denise	Crawford	Headteacher	Inverclyde Academy	Inverclyde
Mrs	Wendy	Sutherland	Headteacher	St David's High School	Midlothian
Mr	David	Barnett	Headteacher	Elgin Academy	Moray
Mr	Willem	Smit	Director ISC	Gordonstoun	Moray (Ind)
Mr	Barry	Smith	Headteacher	Arran High School	North Ayrshire
Mrs	Anne Marie	Higgins	Depute Headteacher	Coltness High School	North Lanarkshire
Mr	John	Reilly	Headteacher	Holy Cross High School	North Lanarkshire
Mr	George	Webb	Depute Headteacher	Bellshill Academy	North Lanarkshire
Mrs	Lesley	Edwards	Business Manager	Pitlochry High School	Perth & Kinross Honorary Secretary
Mr	Jonathan	Lothian	Headteacher	Perth Academy	Perth & Kinross
Mrs	Christine	Ross	Headteacher	Crieff High School	Perth & Kinross
Mr	Billy	Burke	Headteacher	Renfrew High School	Renfrewshire
Mrs	Eileen	Young	Headteacher	Linwood High School	Renfrewshire
Mr	Campbell	Wilson	Headteacher	Peebles High School	Scottish Borders
Ms	Valerie	Nicolson	Headteacher	Anderson High School	Shetland Isles
Mrs	Shona	Stevens	Headteacher	Carrick Academy	South Ayrshire
Mrs	Anne Marie	McNair	Headteacher	Cathkin High School	South Lanarkshire
Mr	Alan	Russell	Depute Headteacher	Stonelaw High School	South Lanarkshire
Mr	Andrew	Smith	Headteacher	Carluke High School	South Lanarkshire - President
Mr	Tom	McPhail	Principal	Hamilton College	South Lanarkshire (Ind)
Mr	Ray	O'Neill	Headteacher	St Modan's High School	Stirling
Mr	Christopher	Smith	Headteacher	Our Lady's & St Patrick's	West Dunbartonshire
Ms	Pauline	Allison	Headteacher	Deans Community High School	West Lothian Honorary Treasurer
Mr	Peter	Reid	Headteacher	Broxburn Academy	West Lothian
Mr	Miller	Macdonald	Principal Teacher	Sgoil Lionacleit	Western Isles
Mr	Jim	Thewliss	General Secretary	SLS	
Mr	Neil	Shaw	Field Officer	SLS	
Mrs	Lyn	Honnan	Admin/Finance Manager	SLS	
Mr	David	Mitchell	PD Manager	SLS	
Mrs	Mhairi	Moore	Higher Education Adviser	SLS	
Ms	Sian	Carr	President	ASCL	



**Bill Maxwell**  
CHIEF EXECUTIVE,  
EDUCATION  
SCOTLAND

# Education Scotland

It's hard to believe that it's still less than a year since the report 'Improving Schools in Scotland: an OECD Perspective' prompted talk of a 'watershed moment' in the development of Scottish education. So much has happened since then.

Some commentators pointed out that the concept of a 'watershed' can be interpreted in different ways, on the one hand as a 'take-off point' or, on the other, as a 'make-or-break moment'. I sense a huge determination amongst Scotland's school leaders to make sure it is the first of these two options. That should mean we will look back on 2016 as a year in which we transitioned from implementing structural changes for the first time to developing and embedding these new arrangements in ways which realise the full benefits of what the new curriculum has to offer.

Of course we should not forget that we are building on a story of continuing success in many respects. The OECD team found much to praise in Scotland's education system, and the results achieved by this year's cohort of leavers provided clear evidence to support that case. Positive destinations reached a record high of 92% and the proportion achieving at least one Higher is also at a record high of 60%. We are seeing substantial increases in vocational qualifications and continuing growth in leadership and personal development awards, reflecting the full ambition of the four capacities of CfE.

But we certainly do need to continue the drive towards further transformation. The OECD encouraged us to remain bold in following through on the broad and progressive aims we have for our young people and they challenged us to concentrate more closely on some key issues which could block or dilute our progress.

The publication of the National Improvement Framework (NIF) in January was one clear manifestation of the response to that challenge at a national level. The NIF gives us the most focused and coherent framework for directing and aligning our collective efforts on a concise set of key priorities that I believe we have ever had. Moreover, the huge political and resource commitment now being placed on tackling one of these priorities through the Scottish Attainment Challenge emphasises that new clarity of focus even further.

When the Deputy First Minister (DFM) took up the education portfolio in May, it became immediately clear that he was determined to move decisively to ensure that the bold ambitions of CfE are delivered, and to ensure that any issues getting in the way of progress are rapidly addressed and resolved.

The Delivery Plan that followed in June concentrated on tackling a number of these issues, in some cases addressing unintended consequences of the CfE implementation process.

Prime amongst these is the need to simplify, streamline and re-focus many aspects of CfE implementation, where complexity and a lack of clarity has grown through the years of development and roll-out.

I am committed to ensuring that Education Scotland plays its full part in achieving that streamlining and re-focusing. That's why I published new guidance in May on transition from BGE to Senior Phase, and in August on CfE planning, assessment and reporting more generally. The SQA, for their part are taking steps to address issues around the new qualifications. We also undertook a review of how well local authorities are playing their part in stripping back unnecessary bureaucracy.

But of course, whilst all this national and local action is certainly needed, it is equally vital that you as school leaders play your part in making sure you apply the new curriculum in ways which manage change effectively and provide the best outcomes for learners in your particular context.

In inspections we see at first-hand how school leadership makes a huge difference to how well the new curriculum and qualifications operate in practice. In the best-led schools S1 to S3 is becoming an increasingly rich and engaging phase which delivers the full entitlement of the Broad General Education and which gives learners strong foundations for moving on confidently into the Senior Phase. We see schools continuing to develop their approach to the Senior Phase, to provide smoother, more progressive pathways. Many schools are actively reviewing their initial approaches, looking more closely at issues like the number of subjects studied at each stage, presentation policy and the scope for two-year courses, by-passing and more use of mixed-age cohorts. We see many very positive

development coming through from schools engaging with the Developing the Young Workforce agenda, working closely with partners such as Colleges and business to provide coherent routes of a more vocational nature.

Indeed, if I can end by borrowing another phrase from the OECD report, the driving force for this next phase should shift from 'centrally-managed implementation' to 'leading from the middle'. That means schools and their partners taking the initiative, working together in clusters and collaborative networks to innovate, develop and spread knowledge about successful new approaches. In that context, our role in Education Scotland will become increasingly focused on helping to facilitate and accelerate that process of collaborative enquiry and knowledge transmission, for example through our new on-line National Improvement Hub. I look forward to working with you on making that work, so we can together make the progress we need to achieve our collective ambition to deliver excellence with equity for all Scottish learners.

*The OECD team found much to praise in Scotland's education system, and the results achieved by this year's cohort of leavers provided clear evidence to support that case.*



**Education  
Scotland**  
Foghlam Alba



**Janet Brown**  
CHIEF EXECUTIVE  
SQA

# Scottish Qualifications Authority

When major changes are introduced into any Education system, it is extremely important to gather evidence to understand the impact of those changes and identify any areas where improvements can be made. During the course of 2016, SQA carried out an evaluation of the new National Qualifications both in terms of how the qualifications have worked in and of themselves and how they have been implemented across the country.

SQA's research resulted in two reports published on our website in May. The first, Research and Evidence Report: Internal Unit Assessment in National Courses looked at the policy and guidance documents that shaped the

taking a substantial amount of time to be completed with the requirement to complete and document all assessment standards playing a large part. SQA has recognised that it is essential to rebalance the assessments in the new national courses. Using feedback from the National Qualifications Support Team and insights from teachers (gathered through the online survey) and from SQA's Subject Implementation Managers 51 Subject Review Reports were published on SQA's website in May 2016 with an outline of the action plans we are implementing for all subjects. The Reports have been widely communicated to SQA Co-ordinators, Head Teachers and teaching staff in schools and colleges.

this smooth transition of learning and experience from BGE to specific qualifications is an essential component of supporting learners to be successful as they enter the senior phase.

Teachers are deeply committed to ensuring their pupils achieve to their best and a key aspect of this is identifying the appropriate SCQF level for each candidate. From our research, and the experience of the 2015 and 2016 examination cycles, there appears to be an increasing trend to present candidates at an inappropriate level. Whilst it is important to 'stretch' candidates who may possibly achieve at the more advanced level, some candidates are clearly struggling to achieve the

Some of these areas required SQA action and others required action from other stakeholders.

We are confident that the measures SQA has put in place will alleviate workload concerns arising from assessment, re-assessment and the recording of evidence while, at the same time, maintaining the standards and credibility of our qualifications. These measures need to go hand-in-hand with actions from other stakeholders charged with implementing Curriculum for Excellence to address issues such as: smoothing out the transition from broad general education to senior phase; ensuring appropriate time for delivery of national qualifications;

## Teachers are deeply committed to ensuring their pupils achieve to their best

new Courses, at internal SQA discussions, National Qualifications Support Teams focus groups, an online SQA teacher survey, surveys undertaken by other stakeholders, and the approach taken by centres to Unit and Course assessment. The second report SQA Field Work Visits presented the analysis of findings from visits to over 40 schools (local authority, independent and special) to gather evidence and evaluate the first phase of implementation of the new Courses. The visits included separate focus groups with S5 and S6 pupils, teachers and senior managers.

This evidence indicated that there were issues relating to Unit assessment in the new National Qualifications that SQA would need to address and the actions that would be taken. Both the research and the fieldwork indicated that Unit assessments were

Each report identifies the issues for that subject area and sets out a three year plan of action for evidence-based adjustments and/or additional guidance and support with the initial actions having been prioritised and accelerated into the current 2016/17 academic session.

It was important to note however, that the Research and Field work evidence also indicated that the way in which the new national courses were being implemented in schools and colleges also had an impact on the amount and intensity of assessment and the associated workload for learners and teachers.

The evidence indicated that there needed to be a focus to ensure that broad general education (BGE) is of sufficient pace and challenge to prepare learners across the curriculum areas before they embark on national courses. Ensuring

standards at which they are being presented, for example at National 5. There are clear indications that some learners are undertaking multiple reassessments contributing the workload of both candidates and teachers.

The new national courses are designed to build on Curriculum level 4 and be delivered in a notional 160 hours. The evidence indicates that this was not being made available in many schools introducing a tension between time for learning and teaching and time for assessment.

The research findings were shared and discussed by the Ministerial Group on Assessment and the new National Qualifications (ANQ) who identified a number of areas that those involved in the delivery of the education system in Scotland must address to continue to improve the senior phase for pupils.

and optimising learner achievement by presenting learners for qualifications at the right level.

SQA will continue to gather evidence on how the new qualifications are working in practice and support other stakeholders in addressing the wider challenges for delivery.

Curriculum for Excellence has the potential to transform young people's lives. All within the Scottish education system need to ensure that we do not focus on the acquisition of qualifications for their own sake but rather for the knowledge skills and application that they represent and hence the good preparation that they provide for the next stage of a young person's life.



**Kenneth Muir**  
CHIEF EXECUTIVE  
GTC SCOTLAND

# Teacher professionalism

*What it means for teachers in Scotland*

When I speak to teachers about their role there is one consistent message, which is, as teachers we have the potential to transform and have a profound impact on the learning experiences and life chances of our young people. They recognise, as professionals, their critical role in children's learning to help them achieve positive outcomes, to thrive and flourish in life. At the heart of this are our professional values and teacher professionalism. We are fortunate in Scotland that we have a very strong foundation of teacher professionalism, underpinned by an "inspiring set of professional standards defined by the General Teaching Council of Scotland" (OECD, 2015, page 17) which support and promote leadership, collaborative enquiry and professional learning.

Scotland's commitment and aspiration to develop

an excellent and equitable education system for all requires teachers to be empowered and contribute to, support and advance this aim. A key driver in achieving this is teacher professionalism. The recently published National Improvement Framework and its associated Delivery Plan clearly state that "ensuring the highest professional standards for all teachers in Scotland will help to ensure the highest standards and expectations for all children" (NIF, 2016). Now is the time to refocus on what teacher professionalism means in Scotland.

Teacher professionalism in Scotland must be absolutely focused on promoting, developing and reinvesting in teachers' professional capital. Through the three cornerstones of human, social and decisional capital (Hargreaves and Fullan, 2012), teachers will become more empowered and further

develop their professional judgement and collaborative practice. In Scotland, this is based on:

- high quality, sustained, career-long professional learning
- a meaningful and active collaborative culture of practice
- expert professional judgement based upon an enquiry stance.

## Teacher professionalism: Knowing why, knowing what, knowing how

For us, an enquiring mindset and culture is fundamental to teacher professionalism. This means developing::

- a critically informed depth of knowledge, skills and understanding about teaching, learning and education and challenging our own assumptions, beliefs and values and how these influence actions (our 'human capital')
- strong, purposeful professional relationships and partnerships built upon constructive collaborative practices and always learning with and from others (our 'social capital')
- effective, wise and informed professional judgement based on enquiry and informed by our values (our 'decisional capital').

Engaging in these processes develops our professional capital and gives us the courage to lift our heads and ask critical questions of ourselves, our practices and the wider educational agenda. It is consistent with what Priestley (2013) notes is an emerging tendency "to construct teachers explicitly as agents of change", giving teachers "explicit permission ... to exert high[er] degrees

of professional agency within the contexts in which they work" and seeing "agency as an important dimension of teachers' professionalism" (see also Cochran-Smith, M & Lytle, S., 2009; Groundwater-Smith et al, 2013; Hattie, 2012; Sachs, 2016). As Priestley (2016) also notes, teacher agency is not something that people have or possess but instead is something that is achieved. Agency is something that happens through the unique interplay of individual capacity and the influences and conditions which enable people to act.

Furthermore, this agency and development of our professional capital empowers us, as teachers and leaders to make informed decisions about the learning and progress of young people, and strengthens teachers' professional voice. This enquiring process and disposition provides the strategies that underpin effective and meaningful curriculum development and school improvement.

In practice, for teachers and leaders this means:

- developing deep knowledge about learning
- asking questions about the progress of learners
- critically examining how, why and what they are teaching
- analysing a range of sources of information to understand and know the impact on learners
- using this evidence to critically inform their professional judgement
- engaging in meaningful collaborative learning which further develops thinking and practice.

Who am I as a teacher/leader?

Teachers & leaders as enquiring professionals are

Learning Questioning  
Investigating Being critical

**Knowing why, knowing what, knowing how**

Exposing beliefs, assumptions, values and practices

**Adopting an enquiry stance**

Having a voice Developing deep knowledge about learning

Developing informed professional judgement Empowered

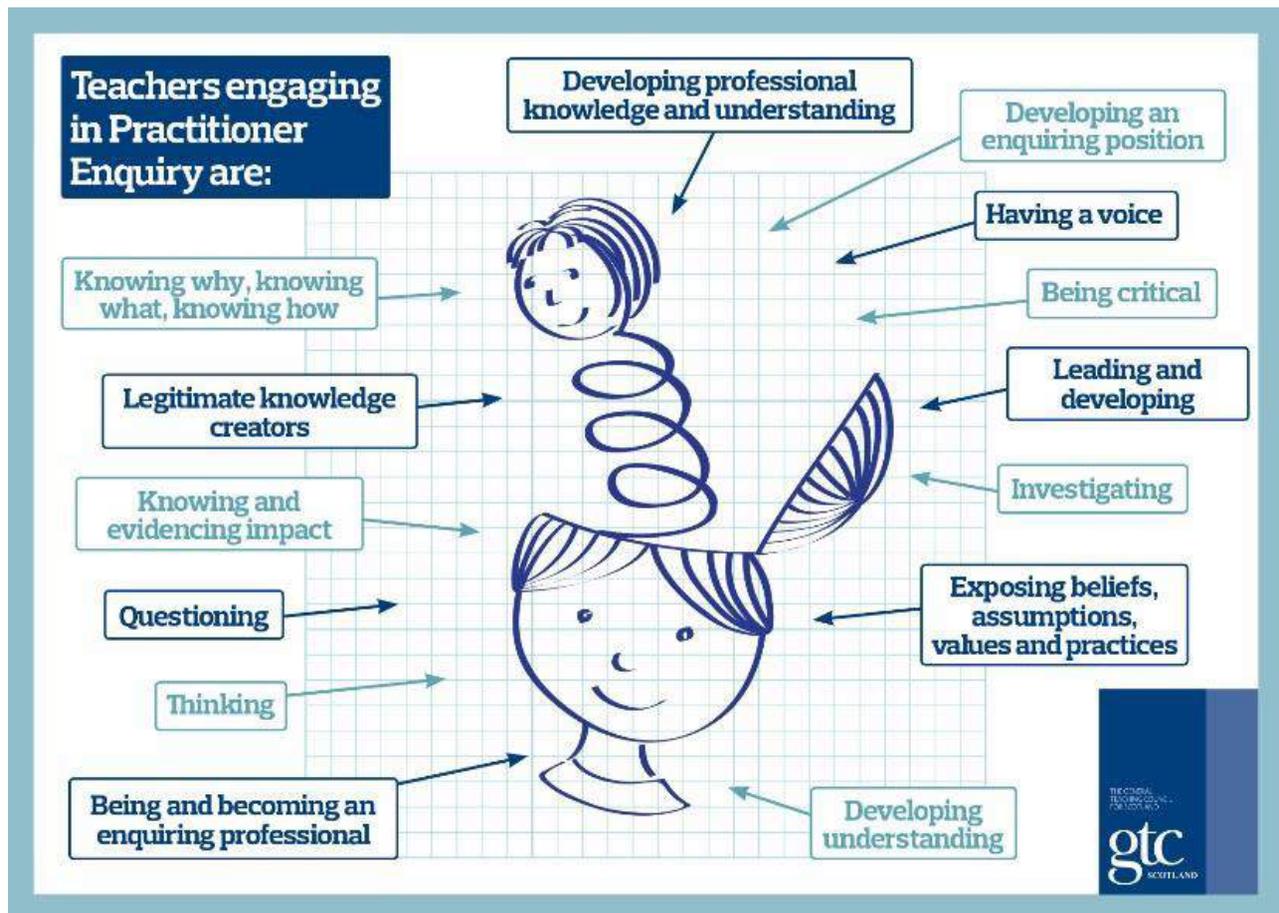
Thinking Committed to collaborative practices

Legitimate knowledge creators Knowing and evidencing impact

**Leading and developing**

Developing understanding

Developing professional knowledge and understanding



This can only happen with a leadership commitment to work collectively to develop knowledge about learning, teaching and education, and to act on this.

#### **Teacher professionalism: creating the conditions**

We need to ensure that the necessary infrastructure is in place to support the profession in this process. School and systems leaders must examine their own practices to identify the ways in which they enact this enquiring disposition. They also need to consider in what ways they lead and create the conditions necessary for teachers to engage in this way of working – in other words adopting an ‘enquiry as stance’. GTC Scotland’s Professional Update and its link to professional learning, the encouragement to engage in and with research, and the opportunity to gain a GTCS Professional Recognition Award are all important parts of that supporting infrastructure.

This enquiring professional stance is a powerful force in developing teachers’ agency and the enquiring professional is committed to engaging young people, their parents and the community in the education process. Through this, teachers recognise their accountability to learners and the collective responsibility of the profession, working together for the common purpose of improving outcomes for all and contributing in informed ways to ‘closing the attainment gap’.

#### **Teacher professionalism: the impact**

It is teacher professionalism more than any other factor that will deliver the aspirations for a Scottish education system that is characterised by equity and excellence. Through this model of enquiring collaborative professionalism, we know that teachers have the ability to transform lives. The learner becomes empowered and an active

participant in shaping their educational experience. Our young people are motivated to become curious and enquiring about learning and their world. Why? – because their teachers are like this too. Who wouldn’t want this for children and young people in Scotland?

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**Aileen Ponton**  
CEO  
SCQF PARTNERSHIP

# Scottish Credit and Qualifications Framework

This year has seen a strong Scottish Government focus on education. With everything from Curriculum for Excellence, How Good is our School and Closing the Gap to Developing the Young Workforce and Delivering Excellence and Equity in Education our Ministers have placed the focus very firmly on education and particularly education of young people. There is a clear vision that getting the right education supported by well trained and engaged teachers will reap future benefits not just for the learners but for society as a whole.

Here in the SCQF Partnership we have given considerable thought to exactly what offers we make which can help deliver on the pledges of our Government in relation to excellence and equity in education.

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 onto the SCQF so that learners can identify their current position in relation to the Framework and plan their future learning pathways.

The Framework supports all of Scotland's citizens, learning providers and employers by:

- helping people of all ages and circumstances to access appropriate education and training over their lifetime, so as to fulfil their personal, social and economic potential;
- enabling employers, learners and the public in general to understand:
  - o the full range of Scottish qualifications;
  - o how qualifications relate to each other and to other forms of assessed learning;
  - o how different types of qualification can contribute to improving the skills of the workforce;
  - o how Scottish qualifications relate to qualifications in other countries.

We feel that these aims are still valid today and we have looked at our core products and services to ensure that they

provide the right tools to help teachers, lecturers and trainers access the relevant information, experiences and skills to support learners in making the right choices as they plan their learner journey. In the two boxes below we have set out as simply as we can how you could use the SCQF in ways which would help you meet the targets and demands being set by Government around the education of young people. Then we have also provided a list of the tools, products and services which you can access free of charge from the SCQF Partnership to assist you in that work.

## *What can you use the SCQF for and how can it help you?*

- To recognise skills gained through informal and non-formal learning and benchmark these to the SCQF in order to increase confidence and self-esteem and help young people make a plan of action for the future
- To recognise wider achievements in young people such as the Youth Achievement Awards, the Duke of Edinburgh Leadership and the Boys Brigade King George V award
- To effectively navigate the senior phase learner journey and indeed all learner journeys by providing a visual representation of how you might move from one level to another in a particular sector or job role. Some colleges now have these in their prospectus to show to learners how their journeys using the SCQF levels can take them from school to college and on to university or work
- To help individuals plan their learning and make choices.
- To use the Scottish Government's Insight tool effectively by understanding the SCQF levels and the qualifications and programmes available at each level
- To provide evidence to support some of the HGIOS 4 challenge questions around achievement, attainment and transitions

## *What products and services does the SCQF Partnership provide that you could use?*

We now have quite a range of products targeted specifically at schools and other organisations supporting young people. These can be used to help explain how the SCQF impacts on what is being delivered in schools and beyond and how this information can be used by young people to make sense of their learning journey.

- We have a database which lists all of the qualifications and learning programmes on the SCQF. You can access it <http://scqf.org.uk/the-framework/search-database/>
- We have a leaflet called Achievement Counts which goes out every year via SQA to all young people in S3-S6. You can also download this from our website and schools can request additional copies from us if these are needed.
- 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 and again you can request these directly from us.
- We have a profiling toolkit for young people (My Skills, My Future) which is available 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. This is being reviewed in 2016 to ensure that it continues to add value to the changing educational environment. You can book onto a free workshop and further information is available on the SCQF website at <http://scqf.org.uk/events/>
- We have developed a programme called Ambassador Schools. In 2015 we supported 6 schools to fully engage with the SCQF by training and supporting staff and pupils to promote and use the SCQF with others. In 2016 we hope to work with another 6 schools. You can find out more about this [HERE](#). If your school would like to take part in this initiative this year or next

- please email [p.sutton@scqf.org.uk](mailto:p.sutton@scqf.org.uk)
- We also developed SCQFfold for Learning, 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. This 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. You can access here <http://scqf.org.uk/education-providers-advisers/schools/scqffold/>
- We have developed a visual to show how the SCQF can support DYW and you can download it from the website <http://scqf.org.uk/wp-content/uploads/2016/04/DYW-Diagram-FINAL.pdf>
- We have 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/>.
- 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](mailto:info@scqf.org.uk)

We will continue to champion the use of the SCQF to support curriculum development, progression planning, supporting attainment and achievement and as a means of keeping the learners at the forefront of our messages. We know that for the next few years education and supporting learners to achieve their full potential will continue to be a top priority for Scottish Government and for you – we want to play an effective and efficient part in this. We would very much value your feedback on anything else we could do to support schools, teachers, parents and learners in fully understanding and using the SCQF. [info@scqf.org.uk](mailto:info@scqf.org.uk)



**Jim Thewliss**  
GENERAL SECRETARY  
SLS

# Developing Scotland's Young Workforce

At our recent September Council we had an informative update on Developing Young Workforce from representatives of Scottish Government Senior Phase/DYW team. In their presentation they covered the key points in both policy context and progress.

Education is a top priority for the Scottish Government. Action to raise attainment and to build on the positive OECD report is moving on apace. The National Delivery Plan for Scottish Education sets out how the Scottish Government will work with partners to deliver excellence and equity for every child in education in Scotland. This includes key actions to continue implementation of the National Improvement Framework. But what does this mean for work on Developing the Young Workforce?

The continuing importance of DYW is clear and is central to the Government's ambition to reduce youth unemployment. It is also central to delivering the Curriculum for Excellence aim of equipping children and young people for learning, life and work. It is reflected in the National Improvement Framework key priority 'Improvement in employability skills and sustained, positive school leaver destinations for all young people.' Above all DYW also has a part to play in raising aspirations, improving attainment and outcomes, and in closing the equity gap.

Significant progress has been made since embarking on DYW in 2014. Across Scotland 16 DYW regional groups are now in place. These are industry-led, and group members are working together to lead and drive change in how employers engage with schools and colleges in their local area. They are challenging and supporting employers to recruit more young people into

their workforce. Details can be found at <http://www.employabilityinscotland.com/developing-young-workforce/>

A key aim is that all secondary schools should be involved in a quality school/ employer partnership by 2018/19, with the intention that primary schools will also benefit from partnerships through the creation of clusters. Regional DYW groups, local authorities, and national partners have a role in supporting schools in the creation, development and sustaining of these relationships. Guidance for School/ Employer Partnerships, Career Education Standard (3-18), and Work Placements Standard were developed with input from a wide range of partners, including employers and

young people, and were published in autumn 2015. These documents, resources, and exemplars of interesting practice are available through Education Scotland's DYW webpage

DYW aims to increase the quality and number of strategic partnerships between local authorities, schools and colleges to widen the offer to young people in senior phase. It aims to ensure all secondary schools have active partnerships with regional colleges by 2018/19. This is already beginning to happen with DYW raising the profile of work-based learning, strengthening partnerships and creating new opportunities for collaboration.

School leaver attainment data shows that the percentage attaining vocational qualifications at SCQF5 or better has risen from 7.3% in 2013/14 to 9% in 2014/15, with increases in 28 of 32 local authorities. There has also been an increase in the number of senior phase pupils enrolled in college courses, and progress in expanding Foundation Apprenticeship opportunities. Young people are now benefitting from careers advice at an earlier stage in school, to support informed choices. Information on local progress can be found at <https://www.apprenticeships.scot/foundation-apprenticeships/> and through the DYW e-bulletin. Jim Thewliss

*DYW raising the profile of work-based learning, strengthening partnerships and creating new opportunities for collaboration.*





**Gillian Hamilton**  
CHIEF EXECUTIVE,  
SCOTTISH COLLEGE FOR  
EDUCATIONAL LEADERSHIP



# Scottish College for Educational Leadership

This is the third article I've written for Leaders as the Chief Executive of the Scottish College for Educational Leadership (SCEL) so I'm fairly confident that most SLS members will be aware of our work and will hopefully have become involved with our increasing range of programmes and opportunities.

It's hard to believe that SCEL is already two years old, and I'm delighted with the progress we're making in partnership with leaders and organisations right across the system.

From a starting point of just three, we now have a team of 12 in the organisation, and a diversity of knowledge, skills and experience in the team helps us ensure our approach meets the needs of teachers in a range of different contexts and at all stages in their careers.

Each one of us is committed to developing and delivering high quality leadership learning which will ultimately make a significant difference to young people in Scotland, and in the last year we've taken further great strides in support of this

At the highest level, we're currently working with a third cohort of experienced head teachers on the SCEL Fellowship Programme, a professional learning programme for experienced and credible head teachers with a focus on system leadership, and we already have 14 SCEL Fellows who have successfully completed the programme and are contributing to system leadership across their schools, local authorities and nationally. Recruitment for the fourth cohort should be open as you read this, and you will find further information on our website.

We've also just launched cohort two of Into Headship, the national programme for aspiring head teachers which will be mandatory for all new heads from 2019. Feedback on the first cohort was very positive, and we continue to use this and other feedback to shape the programme and ensure it delivers exactly what the system needs from its aspiring head teachers.

And in addition, we've also launched our teacher leadership prototype programme, and continued to develop the Framework for Educational Leadership. We're now working to develop and deliver Excellence in Headship, a programme for head teachers incorporating a programme of international study visits, which was announced as part of the Deputy First Minister's Delivery Plan for Scottish Education in June.

So... there's plenty happening at SCEL, but there's also still much more work to do to ensure that we are supporting leadership development across the profession.

One of the ongoing challenges, linked to our work on Into Headship, is to ensure that we are supporting a significant number of teachers to apply for headship roles.

As part of my role, I have the privilege of visiting lots of schools and speaking to many school leaders. The head teachers I speak to are passionate and committed to making a difference to Scotland's young people, and are fiercely supportive of the young people that they work with on a daily basis. They also work hard to build professional capital across the whole staff team, in order to maximise the impact of their work. Many head teachers talk about headship as being the best job in the world, even while recognising ongoing challenges such as sufficient staffing, growing paperwork and changing responsibilities. And yet, some local authorities are reporting that the number of applicants for head teacher posts continues to fall and media headlines talk about a crisis in recruitment in some areas of the country.

At SCEL, we're working really hard to ensure that we're providing excellent professional learning for our aspiring head teachers in Scotland, and that we're supporting them in other ways too

The Into Headship qualification, ensures a focus on strategic leadership, combining self-evaluation, leadership strategy and management knowledge and skills.

The Framework for Educational Leadership contains a growing number of Professional Learning Activities (PLAs) to support aspiring school leaders, as well as PLAs in teacher, middle and system leadership. Similarly, School Leaders Scotland offers an impressive catalogue of professional learning to support the development of school leaders.

High quality professional learning will continue to be important, with potential increases to head teacher autonomy as outlined on the Scottish Government's Delivery Plan for Scottish Education.

As a former head teacher, I agree that being a head teacher is up there as one of the best jobs in the world, and together we have a really important job to do to share that message.

Let's work together to ensure our aspiring heads are fully supported, and let's talk up the head teacher job, sharing that message proactively with those in and beyond your school who aspire to the job.

We need our current school leaders to be authentic, relatable role models for all of our head teachers of the future. Our young people deserve no less.

If you'd like to become involved with the opportunities we offer or to talk with us about how together we can best shape the future, please visit our website [www.scelscotland.org.uk](http://www.scelscotland.org.uk) or talk to us on twitter @teamscel



# Scottish College for Educational Leadership



Scottish College for Educational Leadership  
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T: 0141 548 8032  
27 September 2016

Dear Jim & David

## **Outcome of the panel meeting to decide on endorsement of: Senior Leadership Programme.**

I am pleased to report that the programme offered by School Leaders' Scotland (SLS) has been successfully endorsed, with recommendations, by a SCEL panel with the result that the programme will now, following receipt of the appropriate fee, be set up on the Framework for Educational Leadership with full rights to use the SCEL logo on all of its materials and merchandise. I have attached to this letter a copy of the recommendations set out by the panel for full endorsement and the proposed time scale and advice, where appropriate, for completion of these. It would be helpful to discuss them at your convenience. The recommendations set out will not delay the endorsement.

Once again congratulations on the programme being endorsed and I look forward to further discussion shortly.

Yours sincerely  
*Andrew Sutherland*

Lead Specialist and Chair of the Endorsement Panel.

## The key strengths of the course/programme

- Programme has a relevant and practical approach to the identification and delivery of solutions to key leadership issues.
- Programme has a mix of 'learning about' and 'learning to do' activities.
- Programme uses high quality and credible individuals to lead and facilitate the activities.
- SLS has excellent links with other national organisations and these are utilised effectively to help shape and deliver the programme.
- The programme delivers opportunities at senior and middle leadership level. There is a shortage of opportunities for middle leaders and these programmes help to fill an important leadership gap.

# ADES Report On Headteacher Recruitment In Scotland

**BRUCE ROBERTSON OBE**  
JOINT REPORT AUTHOR ALONG WITH  
JOHN CHRISTIE AND JOHN STODTER

## THE REPORT

Scottish Government commissioned ADES to review on going issues regarding the recruitment of headteachers in Scotland. It was published on 1 September 2016 and is available on :

<http://www.gov.scot/Publications/2016/09/2138>

It is based on interviews with 80 Headteachers and Depute Headteachers across 12 local Authorities, discussions with representatives from national associations, and statistical information supplied by Scottish Government.

## KEY FINDINGS

- There is clear evidence of a serious recruitment challenge, particularly, but not exclusively, in denominational education and also in rural areas.
- The age profile of headteachers in many parts of Scotland points to significant numbers in the 55+ category thereby suggesting serious demographic issues. However, there are over 400 teachers who have the standard for headship not in HT posts.
- There is a lack of consistency across Local Authorities in the preparation and support of headteachers. There were mixed views on the soon to be requirement of an “ into headship “ qualification, and SCEL was yet to fulfil its potential.
- Pay differentials were a significant factor with many reporting the narrow salary differentials from DHT to be a disincentive to apply for HT posts.
- Family mobility and the general social make up of families has changed resulting in fewer potential applicants being prepared to relocate for promotion.
- Local Authority advertising policies were not seen to be effective and concerns were raised with the My Job Scotland portal for headteacher recruitment.
- The increasing complexity of the role was a significant matter raised with the research team. The role has become increasingly challenging with increased responsibilities and accountabilities. This was being further exacerbated by reductions of school based support staff.

## RECOMMENDATIONS

- There is a need for immediate and urgent action by the Scottish Education Community....a nationally agreed action plan should be prepared.”
- Local Authorities as employers should take a more strategic longer term approach to recruiting teachers...and promoting leadership.”
- The recently formed ADES inter authority partnerships should develop career pathways and mentoring programmes...National agencies should support these... ensuring that there is a concerted national approach to prepare candidates for headship.”
- Headteachers have a crucial role to play in raising standards of attainment and achievement in schools. Without adequate levels of support....this crucial role is not likely to be realised. A review of the nature of support required by schools is needed. More consistent and effective induction programmes require to be developed....to support newly appointed headteachers.”
- Salary differential is a major factor...there is a need to address this through a review of salary scales of headteachers and depute headteachers. Local incentives and opportunities to attract and prepare potential applicants ....alongside fit for purpose advertising and recruitment policies.”
- A promotional campaign outlining the opportunities and rewards of the role of the headteacher in Scotland is needed. “

**Gregor Steele**  
HEAD OF PHYSICS, SSERC

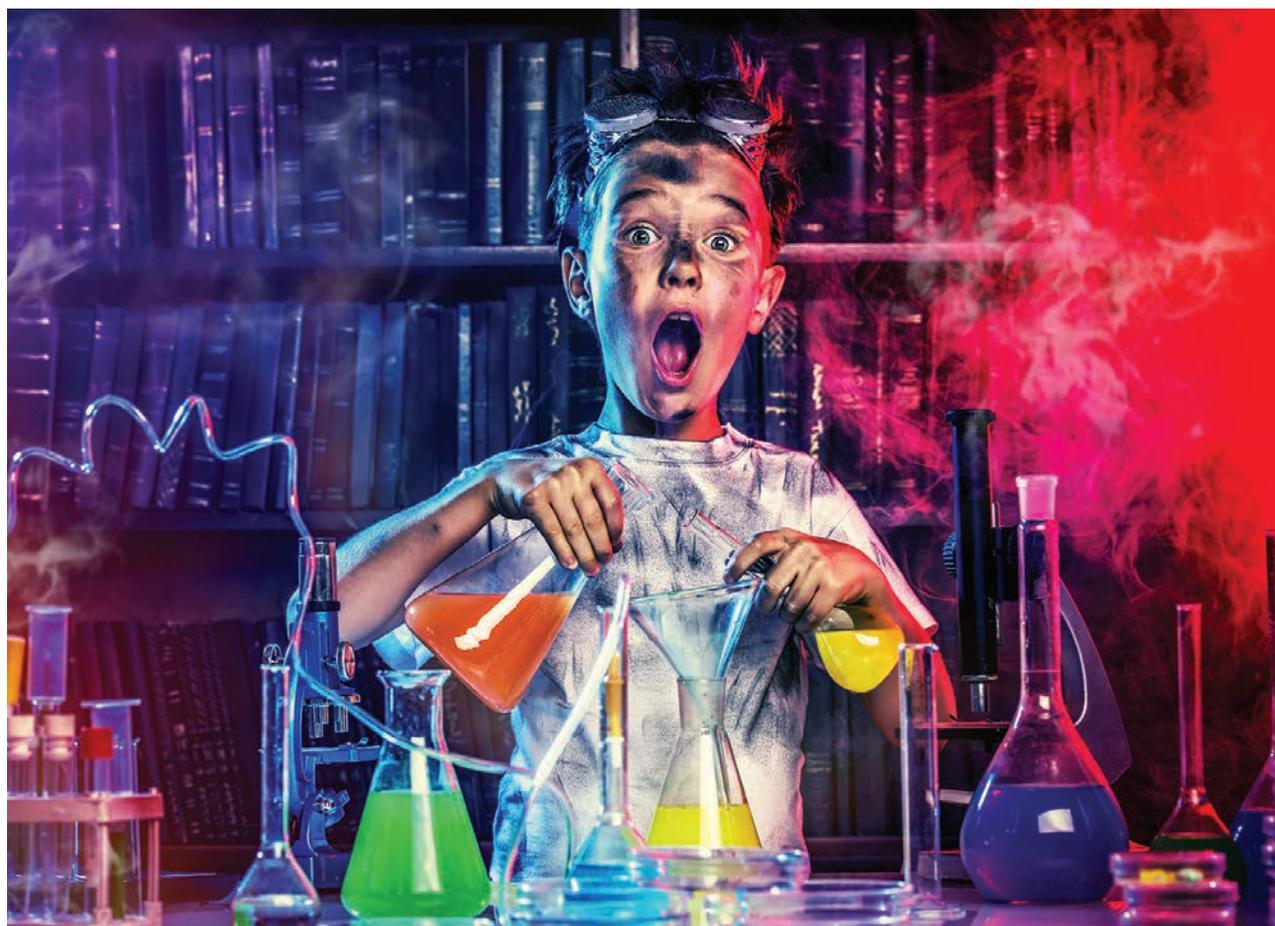
Let's start with a true story...

Martin had been a bit of a nuisance in second year but by S4 Physics, he appeared to have "got with the programme". It therefore came as a surprise to his physics teacher when, on the day the class were building electric motors, a loud bang emanated from his work area. Birds flew from the trees and Martin could be seen in a classic rabbit-in-the-headlights pose, staring at his metal wire cutters. The mains lead of the power supply he was using for his experiment had been cut in two. By Martin. This may seem like a major health and safety issue but it has arguably much more to do with natural selection. A pupil knowingly and inexplicably did something dangerous, and the stupidity gene was almost removed from

the pool. The point is that health and safety in school is not about eliminating either risk or pupil responsibility. Martin knew what he was doing was irresponsible, but he did it anyway. SSERC, a local authority shared service, has been supporting science and technology education since 1965. Our role has developed over the years. Initially the emphasis was on designing and testing equipment for new activities such as those promoted by Physics is Fun (and if you were one of the people who wrote "no it bloody isn't" on the flyleaf you should have seen what preceded it). In the seventies, with the advent of the Health and Safety at Work Act -Daily Mail readers can go and have a wee lie down- SSERC began to take the often hilariously intractable documentation designed to cover everything from a cleaner

with a bottle of bleach to the Grangemouth petrochemical plant, and tease out guidance for schools. Using sensible risk management as a way of enabling exciting practical work to take place is still at the core of what we do. We have used our experience in science and technology health and safety to create risk assessments for whole school activities such as visits and concerts. Every local authority is entitled to a free health and safety course for science subject leaders on a three year rolling programme. For the past decade, we have been involved in curriculum-focussed professional learning too. Built upon the infrastructure sustained by local authorities, the courses attract funding from a variety of sources, most notably the Scottish Government

and the National STEM Learning Centre. Different formats suit different people. There are immersive residential events, day courses, twilights and "over the internet" SSERCmeets during which participants carry out experiments along with a live presenter. These are sometimes called "Cookalongs" as they were modelled on Gordon Ramsay's TV show - without the swearing, at least not at our end. One of the good news stories of Scottish science education is the level of partnership working that takes place. There are strong relationships between ourselves, learned societies and higher education institutes. We look forward to maintaining and strengthening our relationship with School Leaders Scotland.





**Bob Coburn**  
DIPFA MIFS,  
FINANCIAL PLANNING  
CONSULTANT, LIGHTHOUSE  
FINANCIAL ADVICE

# Can You Cope With C.O.P.E. ?

## WHAT IS IT AND WHAT EFFECT WILL IT HAVE ON MY RETIREMENT INCOME?

From November 2015, DWP have included a Contracted-out Pension Equivalent (COPE) amount within State Pension statements. Many workplace pension schemes where the pension you get is linked to your earnings (such as the Scottish Teachers' Final Salary Scheme) contracted out all of their scheme members as part of the scheme rules.

As a result both you and your employer paid lower rate NI contributions to the state system. By doing so you gave up some of your additional State Pension in return.

## HOW DOES THIS AFFECT THE AMOUNT OF STATE PENSION YOU GET?

This means that the estimated amount of State Pension shown on your State Pension forecast statement will be lower than that for people with similar circumstances who were not contracted out.

However, the pension you get from your workplace pension scheme, for the periods you were contracted out, should include an amount that, in most cases, will be the equivalent of the additional State Pension you would have got if you had not been contracted out.

## THE CONTRACTED OUT PENSION EQUIVALENT (COPE)

This estimated amount was introduced to help National Insurance contributors such as yourself, who've been contracted-out, see how National Insurance contributions paid before 6 April 2016 contribute to their overall pension income.

Whilst you may not be entitled to the full amount of new State Pension, you will instead receive some of your pension income through a different route. In most cases, your workplace pension scheme(s) should include an amount that is at least equivalent to the additional State Pension you would have got if you hadn't been contracted-out. This is known as the COPE amount.

Under the current State Pension system people with sufficient NI qualifying years can get the basic State Pension and also build up entitlement to the additional State Pension (called S2P/ previously called SERPS).

Many people have been contracted-out of the additional State Pension.

For those who reach their State Pension age after 5 April 2016, the new State Pension replaces both the basic and the additional State Pension.

People who were contracted-out of the additional State Pension either paid lower NI contributions or some of their NI contributions

were instead paid into their workplace or personal pension.

So to take into account that they have paid less into the NI system, the amount of State Pension they'll get directly from the Government will be lower than that received by people with similar earnings who were not contracted-out.

However, the pension they get from their workplace or personal pension(s) should include an amount that, in most cases, will be at least equivalent to the additional State Pension they would have got if they hadn't been contracted-out. This is known as the COPE amount.

The COPE amount set out in the statements is based on all periods of contracting out. If someone has been a member of more than one scheme that was contracted out, the COPE amount represents the COPE in respect of all those schemes.

DWP have introduced the estimated COPE amount to help people understand why they may not be entitled to the full amount of new State Pension if they have been contracted-out. Instead they will receive some of their pension income through a different route.

The COPE amount will be paid as part of your final salary pension scheme. It will usually be part of your total

pension benefits under the scheme, and not identified separately.

Your scheme pension scheme should include an amount that is at least equal to the COPE amount shown in your State Pension information.

If you are divorced or have dissolved your civil partnership, and the courts have awarded a share of your Teacher's pension to your former partner as a result, the actual amount they receive may be lower than the COPE amount shown in their State Pension information.

You may be able to pay voluntary NI contributions to cover years where you do not have enough contributions or credits on your NI record.

You should think carefully about whether paying voluntary NI contributions is the right option for you. While working, further qualifying years may be added to your NI contribution record before you reach State Pension age.

Before you decide to pay any voluntary NI contributions, you may wish to wait until you find out how much your actual starting amount will be.

You can contact DWP for further information in this respect at :- [www.gov.uk/voluntary-national-insurance-contributions](http://www.gov.uk/voluntary-national-insurance-contributions)

or request a state pension forecast by phone on 0345 300 0168.

Should you wish to discuss your financial or retirement plans in more detail or arrange an in school pension presentation or financial surgery day please contact Bob Coburn at [bob.coburn@lighthousefa.co.uk](mailto:bob.coburn@lighthousefa.co.uk) tel: 07968 214754, his colleague Ian Pollock on 07715 838414 [ian.pollock@lighthousefa.co.uk](mailto:ian.pollock@lighthousefa.co.uk), or Lighthouse Client Services on 08000 858590.

Bob Coburn & Ian Pollock are both Professional Financial Advisers who offer their services via Lighthouse Financial Advice Ltd and are authorised to offer a broad range of advice including Pensions & Investments. They have experience in providing advice to various affinities including Local Government, NHS & the Teaching Profession.

Save the date .....Planning for retirement seminar on Wednesday 3 May 2017 at the Westerwood Hotel, Cumbernauld.

For more information or to book a place please contact Sarah Codlin on Sarah.Codlin@lighthousegroup.plc.uk or 01273523747

# Digital Learning and Teaching Strategy and Glow

Russell Cockburn  
SCOTTISH GOVERNMENT

We all know that digital technology has changed the way we live, work, play and learn. From booking holidays, staying in touch with family and friends, to online shopping and banking, technology has become a constant across our society and has shaped our daily lives.

When it comes to learning, there is huge potential for technology to support our learners across the curriculum. We commissioned a global literature review in 2015 to establish what the evidence says. Structured around key priorities for education such as raising attainment and reducing inequality, the review looked at a substantial body of peer reviewed research from around the world. A key finding of the review was that there is conclusive evidence that digital technologies can support educational attainment in general and in maths and science in particular.

We also commissioned the Children's Parliament and Young Scot to engage with children and young people about their experience and perceptions of digital technology in schools. The reports showed that learners find digital technology to be a useful classroom learning aid and a quick way to access information that can make learning more fun and engaging. However, the reports also flagged up that learners' experiences in the classroom are not always consistent across the country.

Although there is inconsistency, there are many examples of how technology is being put to good use to enhance learning and teaching right here in Scotland. In May 2016, schools and local authorities across Scotland took part in a 'National Digital Learning Week'.

This gave learners and teachers alike an opportunity to share the fantastic things they've been doing with technology in the classroom and beyond. Over 140 activities that took place in locations up and down the country were shared with us and there was extensive engagement via Twitter and the Digital Learning Community Scotland website. In addition, Education Scotland produced 4 in depth case studies highlighting particular projects which effectively utilised digital technology across early years; primary; secondary; and the senior phase. More details of these projects can be found on the website at <https://digilearn.scot/talking-points/>.

So we know there is great practice going on but we also know that not all of our learners are fully experiencing the benefits of digital technology. In the interests of both excellence and equity, we developed a proposal for a digital learning and teaching strategy which seeks to address the barriers encountered by schools and local authorities. A range of pre-consultation activity with stakeholders complemented further research

to inform a consultation paper which was published in September 2015. Subsequent consultation activity showed broad agreement with the four key areas we identified as being essential if our learners are to get the best out of technology and acquire the digital skills needed for life, learning and work. They are:

- Empower leaders of change to drive innovation and investment in digital technology for learning and teaching
- Improve access to digital technology for all learners
- Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery
- Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching

The strategy is structured around these 4 objectives and sets out a range of activity at a national level as well as implications for schools and local authorities.

Links to the literature review; the reports from engagement with children and young people; and reports on other consultation activity can be found at <http://www.gov.scot/Topics/Education/Schools/ICTinLearning/DLTStrategy>.

Of course, Education Scotland already provides a significant suite of tools and services through Glow that support the use of digital technology in schools. Glow is free at the point of access and is available to all learners and educators in Scotland. The service was completely overhauled and re-launched in October 2014 and consists of core services delivered by a range of suppliers that can be amended, added or removed as user needs evolve. From blogs and web conferencing to the collection of online services available through Microsoft Office 365, Glow provides extensive opportunities for all our educators and learners to tap in to the huge potential we know exists. More information on Glow can be found on the public facing website Glow Connect at <https://connect.glowscotland.org.uk/>.





**Alastair Delaney**  
CHIEF OPERATING OFFICER AND  
DIRECTOR OF INSPECTIONS,  
EDUCATION SCOTLAND

# New Inspection Model

A few weeks ago I had a deeply rewarding day with the primary and secondary inspection team as they were trained in using the new full inspection model ahead of its introduction this term.

It has now been used in several inspections and it gives me a great sense of satisfaction knowing that key stakeholders including teachers, head teachers and other educators played an important role in providing feedback that influenced the final model.

So what does the new full inspection model look like? It is based on HGIOS4?, and/or HGIOELC?, and four quality indicators will be evaluated on the six-point scale in full inspections of establishments:

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement (or the equivalent, 3.2 Securing children's progress, in early learning and childcare settings)
- 3.1 Ensuring Wellbeing, Equality and Inclusion.

Another important aspect of this new model is that a further QI will be negotiated with the school. This will enable school staff and inspectors, together, to focus on a particularly challenging issue or new initiative. It will not be evaluated on the six-point scale to encourage schools to choose areas which they are genuinely finding challenging or are unsure of the benefit of a new approach. The intention is to work together to help the school move forward.

In addition, inspections will incorporate regularly reviewed themes from other QIs to ensure we continue to capture the evidence we need to promote improvement and

provide evidence to inform national policy development.

As well as ensuring we consulted widely with the education sector, we were also clear in what we set out to achieve in the development of new inspection models:

- to minimise the perceived burden and stress of inspection;
- to maximise its positive impact on the quality of education; and
- provide greater agility and flexibility to respond to changing circumstances.

We are also working with our external reference group of all key stakeholders to pursue additions to our menu of inspection models, including shorter inspections, localised thematic inspections and reduced notice inspections. It has been encouraging at this stage to hear from a number of headteachers commenting that the shorter notice periods reduce stress and work around inspection. I will provide further updates on developments in inspection using my blog on the Education Scotland Learning Blog (<http://bit.ly/1dZRISR>)

They key thing to note here is that rather than setting a single model of school inspection which lasts for a number of years, we want to continually adapt and amend inspection to better meet the prevailing needs of the system. There were only a few schools involved in our trials of new approaches, so we are paying careful attention to feedback we receive as the new models are rolled out to larger numbers of schools..

Another change to our approach is that we are also publishing a new evidence record at the end of each inspection alongside a shorter report aimed at parents.

There has also been considerable thought given to ensuring our models complement key educational policies and priorities that have developed in response to the National Improvement Framework and the Scottish Government's delivery plan 'Delivering Excellence and Equity in Scottish Education'.

Going forward, our commitment to developing more agile and flexible inspection models will allow us to respond to any future changes within the education system and to continue to complement new policies.

In a time of ambitious educational vision, we all know that if we want to change our outcomes, we need to change our approach. At school level, leadership of that change is clearly critical, hence the emphasis on the Leadership of Change key themes:

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

What our inspectors are looking for is evidence of strong leadership which is enabling the school and its wider community to sustain an aspirational vision, a vision that they jointly feel they own and are working to turn into sustainable reality. Under Partnerships, they are looking for increased parental engagement, an involvement which has a positive impact on achievement, particularly in literacy and numeracy. For both quality indicators, the features of highly-effective practice include the school demonstrating its clear understanding of the local community, including its social, economic and cultural context, and playing a significant role in community life.

There are obvious benefits to learners in both; by learning from both teachers and parents, children and young people develop an increased capacity to respond and adapt to change, and community involvement helps access opportunities to develop skills for learning, work and life.

The potential benefits of family engagement are recognised in the delivery plan with a commitment to develop a National Improvement Plan on Parental and Family Engagement. While parental engagement can sometimes seem to be easier said than done, and the delivery plan acknowledges that further evidence is required about what works and why, there is a growing body of good practice, and Education Scotland's new National Improvement Hub has a range of exemplars that you might find helpful.

Looking ahead, we are developing our contribution to the Scottish Government's Standards and Evaluation Framework, which will set out clear expectations for schools around school improvement, and also the focus and frequency of school inspection.

The role of inspection is to promote improvement and innovation as well as providing assurance on the quality of Scottish education. Having consulted widely with school leaders, practitioners and parents in their design, I'm confident that our recent changes support both our work and the vision of schools to enhance the experiences and outcomes of learners. But we will be listening to all the feedback we receive to continually improve our inspection work and so maximise its contribution to school improvement.



**Graeme Logan**  
STRATEGIC DIRECTOR  
FOR SCHOOL YEARS

# Scottish Attainment Challenge

At the heart of raising attainment is self-evaluation and improvement; we can't close the poverty-related attainment gap, or raise attainment overall, without changing what we do in schools and in the wider community.

And the message that has been coming loud and clear to the sector is that expectations are high and are not negotiable; anyone who has heard Deputy First Minister and Education Secretary John Swinney in the past few months, or read *Delivering Excellence and Equity in Scottish Education*, will have heard that clearly too.

As the sector responds, it's been an exciting time, with the strength of intent being matched with support and focused delivery. As one of the joint leaders of the Scottish Attainment Challenge, I am hugely encouraged by the sense of momentum across Scotland and examples of changes on the ground, stories of children whose reading is improving, children who are engaging in the classroom rather than in challenging behaviour.

The enthusiasm of the practitioners actively involved in the many projects and tests of change is one of the joys of my job, and fires my relentless optimism about what we can achieve. Every school in Scotland is focusing on identifying and closing their gaps. There is a real sense that we have a moment in time, the opportunity of our careers, to really make the breakthrough we need and eradicate the poverty-related attainment gap.

We do need to challenge naive assumptions about what 'closing the gap' means. It doesn't mean every child or young person achieving the same things. We want to hold on to the breadth of achievements our young people now attain, matched



to their needs and aspirations. Indeed it was excellent to see a 23% increase in vocational awards at Level 6 in this year's national qualifications results; young people achieving a dynamic range of awards equivalent to the gold standard of the Highers.

Over the course of the first year of the Scottish Attainment Challenge, we have developed 4 criteria which can be applied to any set of data on young people's attainment to identify whether or not there is a poverty-related gap.

- Expected progress for all
- Excellent progress for many
- All SIMD bands proportionately represented in the 'excellent'
- In other words, no pattern of lower attainment for children in lower SIMD bands

Mr Swinney has made it very clear that he wants us to move from a culture of judgement to a system of judgement, and he sees data as being key to that. We won't know formally how we are doing nationally or by local authority until the range of evidence from the first National Improvement Framework (NIF) is published next year. In addition, the Delivery Plan made a commitment to releasing data based on teacher professional

judgement this autumn. We need to have the same range of data for improvement in the BGE as we have for the senior phase, if we are to shine a light accurately and with confidence on the attainment of individual young people and take action.

The publication of the new Curriculum for Excellent Statement and Benchmarks in August were designed to significantly streamline all our support and guidance materials for the curriculum, reflecting feedback from teachers, head teachers and professional associations about a growth in over-bureaucratic approaches to planning and assessment. We are confident that it will empower teachers to spend their time doing what matters most; improving outcomes for all young people in Scotland.

Our experiences continue to illustrate the importance of good school leadership. The most enthusiastic teachers are often in a context where they have contributed to their attainment challenge planning and know exactly what their school is aiming to achieve. They are often enthusiastic participants in the professional learning available to them, and generous sharers of their experiences.

The support available to school leaders is being further increased with a dedicated area on the National Improvement Hub on closing the poverty-related attainment gap, which will also feature exemplars of practice from Education Scotland's Attainment Advisors. They are an excellent resource, working collaboratively with each local authority's attainment teams, and their collective experience and knowledge can be accessed through the Hub.

While the work of SCEL is hugely valuable in supporting the development of leadership, we have also been able to offer sessions delivered by Tapestry through the Scottish Attainment Challenge to primary schools involved in the schools programme, and some of those materials are also available on the Hub.

So much of our work as educators is about helping our learners find their unique genius. However we cannot lead effectively without finding our own unique genius as leaders. It's a privilege to be a leader in Scottish education at a time of so much hope and opportunity, and I urge you to take full advantage of all that we can offer you to become the leader your schools need and want.

# SLS Premier Business Partners



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[www.academyuniforms.co.uk](http://www.academyuniforms.co.uk)

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Tel: 01355 244 879 Fax: 01355 241 916  
Email: [alan@academyuniformsmpc.com](mailto:alan@academyuniformsmpc.com)

Academy Uniforms has been associated with SLS for many years and have developed a strong relationship with many members. Academy delivers a range of quality products at affordable prices backed up with an excellent customer service.

As a Premier Business Partner Academy will offer members of SLS 10% discount on all tie orders booked through your school and offer free braided blazers to head boy/girl and house captains (maximum of six per school).

Academy will also continue to provide hospitality at the SLS Annual Conference.

**Please quote reference SLS01 when ordering**



[www.live-n-learn.co.uk](http://www.live-n-learn.co.uk)

Live-N-Learn Ltd  
Suite 9, Lennoxtown Enterprise Centre, Railway Court, Lennoxtown  
Glasgow  
G66 7L Tel : 0333 2000 443 Fax : 0131 777 2577 Email : [info@live-n-learn.co.uk](mailto:info@live-n-learn.co.uk)

Live-N-Learn has been working alongside SLS for 5 years however for over 10 years they have designed and delivered inspirational workshops for Students, Staff and Parents to raise achievement and aspirations in young people. They have worked in over 1000 schools UK wide and over 65% of Scottish Secondary Schools, delivering fun & practical workshops offering young people specific strategies to help them build confidence by grasping opportunities.

Live-N-Learn are offering a 10% discount for all Members of all their products.

**Please quote reference SLS03 when ordering.**



[www.logoxpres.co.uk](http://www.logoxpres.co.uk)

Unit 4, King's Court  
Glentye Road Broadleys Business Park Stirling FK7 7LH telephone 01786 447454 fax 01786 447776 e-mail to [sales@logoxpres.co.uk](mailto:sales@logoxpres.co.uk)

Established in 1990 Logoxpres supply school uniforms to both primary and secondary schools. They currently service in excess of 150 schools across Scotland from their premises in Stirling. They aim to provide the most competitive prices to all member schools. They will provide assistance in conjunction with the school staff to accommodate families having difficulty complying with uniform policy and will provide personalised marketing materials promoting school uniform along with free uniform consultation packs and samples. They can also offer a Trutex science workshop in a selected members school.

Logoxpres is also offering to SLS members a free set of sportswear for new school introduction, provide free school banners to support initiatives within schools. Discount merchandise to support fundraising eg hospice t-shirts. They will also provide discounted team kits with free school personalisation.

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[www.thehomeworkdiary.co.uk](http://www.thehomeworkdiary.co.uk)

hdc (Scotland and NI)  
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Tel: +44 (0) 141 812 0199 Fax: +44 (0) 141 812 6699  
Email: [sales@thehomeworkdiary.co.uk](mailto:sales@thehomeworkdiary.co.uk)

HDC has worked with the Association for over 15 years and have created the Homework Diary Foundation giving £1000 each year to schools to further projects linked to the curriculum. Their products are unique to Scotland; all products are designed to Secondary education in Scotland.

HDC are offering appropriate discounts on their products to members in addition to free business cards for the Senior Leadership Team.

**Please quote reference SLS 02 when ordering**



[www.johnwilsonphotography.co.uk](http://www.johnwilsonphotography.co.uk)

John Wilson Photography MPA Office Tel 01698745384 Mobile 07889410923

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[www.qdpservices.co.uk](http://www.qdpservices.co.uk)

QDP Services  
Windsor House, Royal Court, Macclesfield, Cheshire, SK11 7AE  
Tel: 01625 501 917 Fax: 01625 431 869 [enquiries@qdpservices.co.uk](mailto:enquiries@qdpservices.co.uk)

QDP are specialists in delivering questionnaire based feedback services to the education and skills sector. They have over 20 years' experience of supplying feedback services to all types of education establishment across the UK allowing them to capture the voice of stakeholders to support improvement strategies. They have recently become agents for RevisionPlan which allows schools to plan success for their young people at exam time by creating individualised plans based on exams being taken and target grades or anticipated attainment.

QDP propose cooperation based around the three products they sell to benefit all stakeholders within SLS members' schools, those being **QDP 360 Annual Survey Package, Revision Plan and Subject Pathway. Full details of these packages can be found on their website.**

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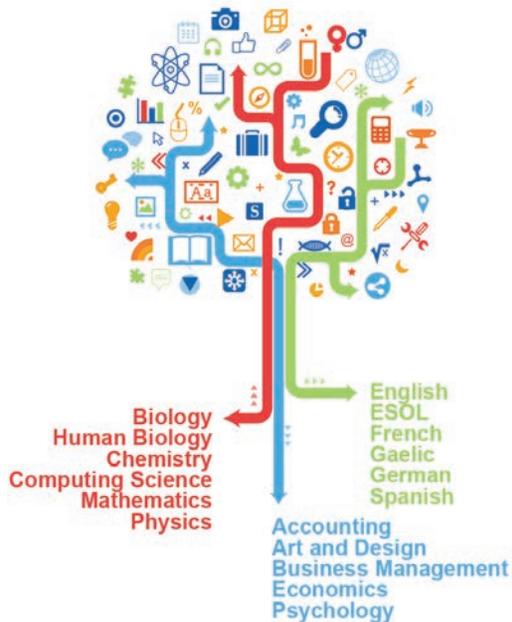
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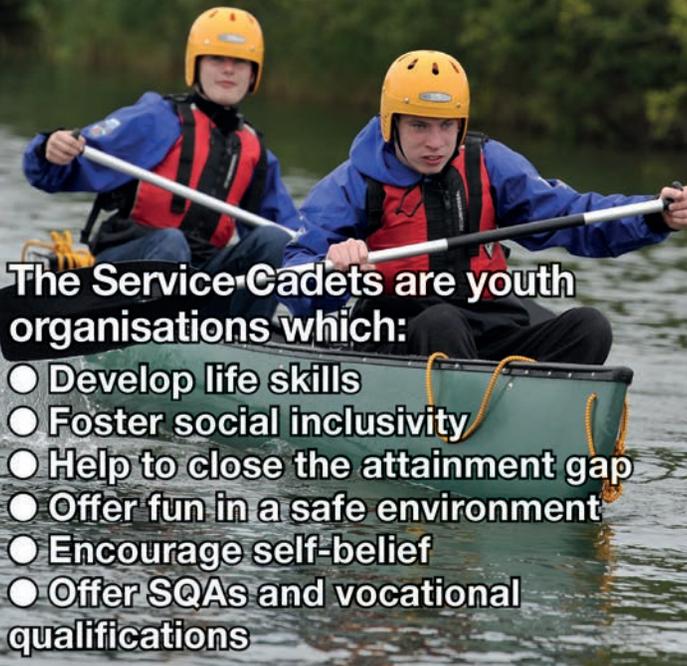
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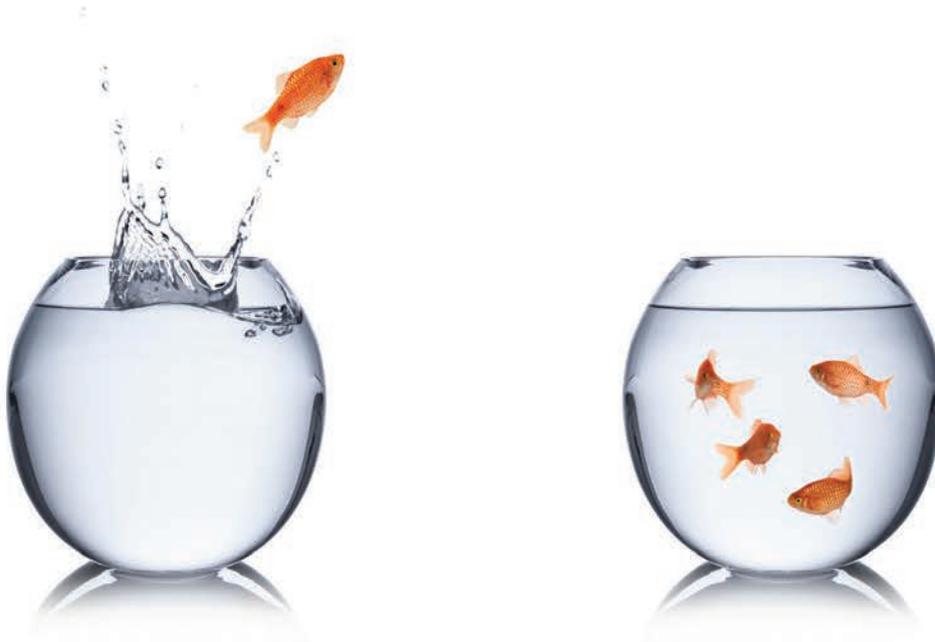
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