



EILEEN YOUNG
PROFESSIONAL
LEARNING MANAGER

Introduction

Welcome to the 2017 edition of Leaders, the SLS Annual Review and Conference Guide. I have just taken on the role of Professional Learning Manager for the association. The change in title reflects the importance of continuous professional learning for all involved in the education of young people across Scotland, including those in positions of leadership, whatever stage of that leadership journey.

I would like to thank my predecessor, David Mitchell, who coordinated the programme of professional learning events for the last year and a half. As in previous years, there was a wide variety of themes which, very often, were in response to your suggestions. Leaders brings you contributions from staff and members of School Leaders Scotland as well

as from many of the key organisations involved in Scottish education with whom School Leaders Scotland engage. The educational landscape in Scotland is continually changing and, possibly, never more so than in current times. These contributions reflect how so many organisations are working with the common purpose of ensuring excellence and equity for the young people in our schools.

I am also delighted to extend a warm welcome to our Annual Conference at Cameron House Hotel, Loch Lomond from Thursday 16th to Saturday 18th November 2017. Thank you to all our speakers and presenters who are contributing to the conference with its theme of 'Leading for a purpose'. I am confident that you will find the sessions informative and benefit from time spent sharing practice with

colleagues from other schools.

Thanks also to our Premium Partners and other business partners who continue to support the association in a number of ways. Please visit them during the conference and see how they might be able to help you in your school.

Finally, can I recommend our Professional Learning programme to you? In response to feedback, we have included themes which are of interest to you as senior leaders in schools. Sessions are delivered by many of our own members and I am very grateful to those of you who have contributed.

I hope that you enjoy reading the 2017 edition of Leaders. Your feedback on its contents would be very welcome.

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STEPHEN MILLER
HEAD TEACHER,
DENNY HIGH SCHOOL
(PRESIDENT 2016-2017)

The Presidential Year

Kit McCallum's poem *The Road Less Travelled* reflects the confusions, anxieties and emotional energies involved in taking important decisions. The context of the poem is largely one of personal reflection regarding 'the future we will embrace', 'the choices we must deliberate on with clarity and wisdom' and the necessity to 'reflect on what we have learned without fear or confusion'.

The current educational landscape is like nostalgia: it's not what it used to be! That landscape is about to change to a degree many of us will not have experienced in our professional lives. Just as significant will be the changes to the kind of leadership we be called upon to exercise within that re-ordered system.

As the National Aeronautics and Space Administration agency (NASA) and some filmmakers and novelists have reminded us in a variety of contexts, *we are not alone*. Many of the debates and discussions at ASCL Council and Executive illustrate that our fellow leaders down south and across the Irish Sea are asking the same questions and facing the same challenges as we do. Among these challenges are difficulties with teacher recruitment and retention, changes to the curriculum and assessment regimes, issues surrounding governance and how best to help those pupils most disengaged to equalise their chances of success.

Reflection on these issues within a different educational context does help to bring a perspective on the uniqueness of our own situation and a fresh appreciation of the challenges and possibilities of the next steps outlined by our Depute First Minister – in the sense of pitfalls to be avoided

and counsel to be embraced. The Depute First Minister has invested a large measure of political commitment to finding ways of improving the lives of the pupils we serve. He is looking to place a greater degree of trust, as well as accountability, in us to drive forward the changes he believes we can achieve within our sphere of influence. He has the courage to take roads less travelled in achieving improved outcomes for our pupils. Therefore, the ongoing discussions we have as an organisation with the Scottish Government, Education Scotland, SQA GTCS, other professional associations and other partners are critical in representing the key role of leadership and its requirements if we are going to be able to achieve these desired improvements.

The theme of this year's conference is *Leading for a Purpose*. The watchwords of recent government pronouncements have been *purpose, pace and clarity*. I believe that we do share a common purpose, namely to give shape to the structures and interventions that will ensure that all children and young people within Scotland can achieve appropriate, positive, sustained and fulfilled 'destinations', whether those be in careers, places of work or in their personal, family and community lives however we or they define these. Without doubt, the key questions are around the clarity of **how** we achieve these and at a pace of delivery that is both sensible and sustainable. As your president, I can reassure you that Council, Executive and the presidential team have worked tirelessly to influence these ongoing debates: to imbue them with a sense of the reality of the needs across the range of the schools and the communities they serve and to

highlight the resources we need to accomplish that.

The undergirding theme of many current initiatives is that of collaboration, including collaboration of a more structured kind at regional and local levels. Should such collaboration result in a helpful sharing of practice and a greater sense of being supported as well as challenged, rather than an additional layer of bureaucracy with confused accountabilities, the new *Regional Improvement Collaboratives* and *Cluster Leadership* paradigms are to be welcomed. Collaboration, rather than command and control, is central to the type of *less travelled road* along which we want to journey.

There are many people I would like to thank for their collaboration, support and encouragement during the past year.

Firstly, I would like to thank Falkirk Council for being prepared to give me this opportunity and for the senior management team at school for ably and uncomplainingly covering for me.

Secondly, I would like to thank my family for their large measure of forbearance and understanding of the additional days and nights taken up with SLS business.

Thirdly, I would pay tribute to our very loyal and effective Council and Executive members. Their commitment to pursuing the aims of SLS and their wisdom in doing so is, frankly, uplifting and so necessary in helping us all work through the implications and possibilities of our fundamentally changing educational landscape. A special thanks to Andy, whose partnership as Past President has been a key source of

strength and wise counsel on a multiplicity of issues on a consistent basis. Best wishes, too, to David in the role of incoming President and to Billy as he starts his pre-Presidential year. The teamwork amongst the presidential team is a key part of how SLS operates and represents its members.

Fourthly, our 'staff' members Jim, Neil, Lyn, Mhairi, David and now Eileen, all play a consistently strong and mostly un-sung role as the spine of the success of SLS and many thanks to them for a whole range of responsibilities carried out to an exceptionally high standard.

SLS is incredibly well placed to continue to be a beacon on this road less travelled and it has been my pleasure and privilege to have served you as President on this stage of the unfinished journey. Thank you for the opportunity.

“I believe that we do share a common purpose, namely to give shape to the structures and interventions that will ensure that all children and young people within Scotland can achieve appropriate, positive, sustained and fulfilled destinations”



JIM THEWLISS
GENERAL SECRETARY

General Secretary's Vision

The television advert for NFU Mutual Insurance shows an insurance salesman tap dancing through scenes of domestic devastation and answering unspoken questions with reassuring words such as 'Absolutely', 'Without a doubt' and 'Of course we do'. While as an organisation, unlike the insurance company, we try not to engage with our members only at times of crisis it, is pertinent to apply these three phrases to our core activities and answer some unspoken (and often quite openly asked) questions related to what we are and what we do.

Is School Leaders Scotland a Union? Does membership give me legal cover? 'Absolutely.'

We are a Professional Association and all members through our affiliation to ASCL are afforded full trade union rights and protection. Our Field Officer, Neil Shaw, is employed and trained by ASCL in providing guidance and support to members and we have direct and immediate access to their team of lawyers. You will get some impression from the Field Officer's Report of the extent and range of advice which is made available to colleagues across Scotland. While difficulties can often be overcome at the end of the phone, if need be, Neil and/or I will be sitting in your office to support you within 24 hours of your contacting us.

Does School Leaders Scotland have any influence in Scottish Education? 'Without a Doubt'

Quite literally nothing happens in the educational world on

which our views have not been sought or to which we do not have a direct input. There are six drivers in the National Improvement Framework; we contribute to the national groups guiding each of them and meet regularly with the agencies of Scottish Government responsible for the strategies to support their implementation. We have a direct input into areas such as the development of Insight, Assessment and National Qualifications, Teacher Workforce Planning, Headteacher Recruitment and Retention, Governance Review, Fair Funding, SCEL and Developing Scotland's Young Workforce. A brief glance at my diary on the SLS website will give some idea of the breadth of involvement of SLS across Scottish Education. Your Presidential team meets regularly with Scottish Government ministers, representatives of COSLA, the Leadership Teams from SQA and Education Scotland as well as the other teacher professional associations. We are held in high regard by all in Scottish education and our views are actively sought in advance of decisions being made.

Will School Leaders Scotland support my professional development? 'Of course, we do'

In addition to Annual Conference and Summer conference we run a professional development programme throughout the year and across Scotland. Over 400 colleagues, members and non- members, attended our courses last year. We are arguably the largest non- commercial provider of professional development on school leadership in Scotland.

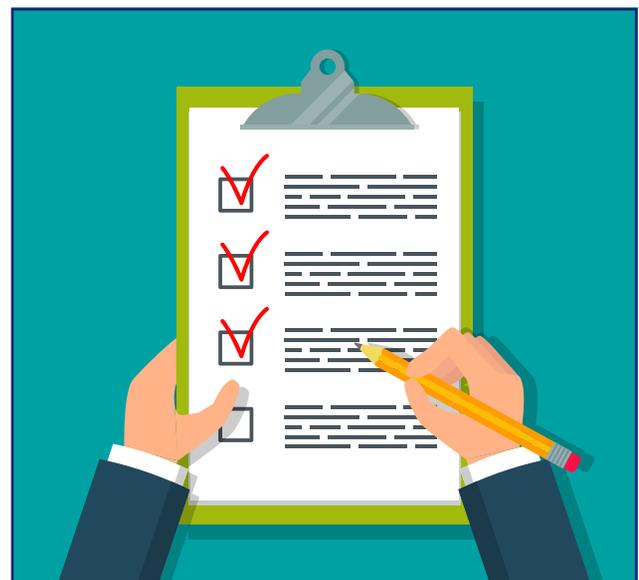
The programme reflects the issues which are currently exercising school leaders in Scotland, the challenges which are a constant part of the school leader's life and the skills which school leaders need to sustain or advance their career. Through the contacts which we have developed we are able to bring presenters to our events who are at the leading edge of National developments as well as colleagues who are able to display imaginative and innovative approaches being used and developed within their school. Our professional development programme has been accredited by the Scottish College for Educational Leadership and SLS colleagues contribute to SCEL's Excellence in Headship programme.

While there are occasions on which we will support members who find themselves in difficulties, the similarities with the insurance sector in the manner in which we operate extend to much more positive aspects of our role. We are forward looking in our approach and from our knowledge of the education world seek to anticipate the upcoming issues and challenges. We risk assess on behalf of our members and seek, through influencing

policy and strategy, to remove or minimise potential risk while at the same time remain committed to being there to support, guide and protect them in times of professional difficulty and uncertainty.

Above all School Leaders Scotland is committed to supporting our almost 800 members to be highly effective leaders of learning in and for their school community, empowering them to enhance the life chances of very young person who walks through the door of their school.

“Above all School Leaders Scotland is committed to supporting our almost 800 members to be highly effective leaders of learning in and for their school community.”





DAVID BARNETT
HEADTEACHER
ELGIN ACADEMY
VICE PRESIDENT (2016-2017)

President Elect

"In these times of great change, we need to ensure that collaboration plays a central role as we move forward"

We live and work in a time of change. I have heard colleagues from different areas all saying the same thing over recent times: "This isn't the job we came into". The task of leading schools has evolved greatly even in the ten years since I became a head teacher. The job is ever more complex, with multiple accountabilities and changing societal needs. Yet, as a profession, we continue to rise to the challenging agenda we are given, and remain as committed as ever to supporting our young people to achieve as much as they possible can, leaving school prepared for the ever changing world which lies ahead of them. As school leaders, we do everything we can day in, day out to ensure a positive, welcoming environment for learning for our young people. As a professional association, School Leaders Scotland is fully committed to supporting the young people of Scotland, and to ensuring that proposals for change are fully scrutinised in order that change will have the desired effect on outcomes for young people.

Change is inevitable. However, the pace of change does give us significant cause for concern. Benchmarks, changes to National Qualifications, the introduction of standardised assessments, and the Governance Review have all happened. At the time of writing, we have just had more information on the make up of Regional Improvement Collaboratives, and we await news on the

Fair Funding consultation and the development of the Head Teachers' Charter. All of this change has to be addressed at the same time as keeping schools working flat out to improve attainment and achievement for all, often in challenging circumstances where the availability of appropriately qualified staff is at best patchy, and are worst, non-existent.

I enjoy change. In my career to date, I've been a member of five different senior leadership teams. I had a spell as Acting AHT at Kincorth Academy in Aberdeen before becoming AHT at Bankhead Academy. A spell as DHT at Cults Academy led to my first headship at Buckie High School in Moray in 2007 before moving to my current post as Head Teacher at Elgin Academy in 2011. Having entered senior management, I quickly realised that SLS (or HAS, as it was at the time!) was the only professional association which could fully represent the views of school leaders and also provide the level of support needed for individual members. Through personal support, professional learning, and through representing the views of Scottish school leaders and influencing decision making, SLS has a vital role to play in improving Scottish education, and I look forward immensely to the challenging role of President over the coming year.

My year as vice-president has been hugely enjoyable,

and I have enjoyed being part of a team which includes colleagues of the quality of Jim Thewliss, Neil Shaw, Lyn Honnan, Stephen Miller and Billy Burke. Having two vice-presidents for the first time has certainly helped share the workload. Living and working in the north of Scotland has presented added challenges – I have become very familiar with the A9, the A90 and the intricacies of the Scotrail timetable! I have represented the association on the Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS), on the Scottish Attainment Challenge Rural Poverty Group, and, along with the presidential team, have attended meetings with the Cabinet Secretary, with Scottish Government officials and with the SQA.

It is very clear that the voice if SLS is heard and is

valued at a national level in Scottish Education. In addition, attendance at ASCL Council and Conference has cast light on different perspectives and the importance of learning from other systems.

In these times of great change, we need to ensure that collaboration plays a central role as we move forward. There are many bodies with a clear interest in achieving excellence and equity for the young people of Scotland. It is only by all of us working together in collaboration that we will truly deliver. I look forward to a year where SLS will collaborate with all stakeholders to ensure that we move forward positively and with a sense of purpose.



Vice President's Outlook

BILL BURKE
HEADTEACHER
RENFREW HIGH SCHOOL
VICE PRESIDENT (2016 – 2017)

It was a huge privilege to take up post as Vice President of SLS last November. I have greatly enjoyed working alongside the Presidential Team, Executive and Council at this time of critical change in Scottish education, particularly with regards to the future role of Head Teachers in relation to governance.

I am reassured that Scottish education is abundant with hard working, well intentioned individuals across the wide variety of roles that exist, ultimately with the shared goal of improving life chances for Scotland's

young people. The system is large, varied and complex, and this in itself can present challenges in finding our way through the woods to the best path forward. Inevitably, self interest is a driver, however in the year ahead it is vital that teachers, educationalists, politicians, civil servants, and all with a stake in our fine education system set this aside as far as possible and work together towards implementing a world class, coherent, supportive governance system that does truly achieve the stated goal of empowering schools and communities to drive the improvements that are

right for their individual and unique circumstances.

As a natural optimist I believe we can achieve this, and I will continue to work as part of the influential team

at SLS to represent our members in the best interest of Scotland's children and young people.



NEIL SHAW
FIELD OFFICER

Pension Update

One of my duties is to represent SLS on the Scottish Teachers' Pension Scheme Advisory Board which convenes three or four times per year.

The purpose of the Scheme Advisory Board is to provide advice to the Responsible Authority, at the Responsible Authority's request, on the desirability of changes to the design of the scheme and the implication of other policy issues.

The Responsible Authority for these purposes is the Cabinet Secretary for Finance and the Constitution taking the lead as the Minister with pensions' responsibility.

For the first time in a number of years as the changes to the pension scheme bed in there is little new news to report at this time.

The main issue being reviewed by the Advisory Board at this time is the scheduled 2016 valuation of the Teachers' pension schemes. This review is designed to ensure that the scheme remains affordable, within an appropriate

cost envelope. The one significant actuarial assumption which has been made is that pensioner mortality is on the increase – good news for everyone!

I should note that discussions are still ongoing regarding teachers in the 2015 scheme being given the opportunity to "buy out" the actuarial reduction of 3% per annum for those who wish to retire at 65.

The other option which can be taken up to boost pension in the 2015 scheme is to make additional contributions to secure a faster accrual rate. The current standard accrual rate is 1/57th of salary. The alternative rates are 1/55th, 1/50th or 1/45th for any scheme year/s.

Any SLS member who wishes to discuss any issues linked to their pension should contact me by e-mail at neil.shaw@ascl.org.uk.

Neil Shaw
Field Officer



MHAIRI MOORE
HIGHER EDUCATION
ADVISER

Higher Education Report

SLS has been involved in three main areas in higher education: general advice to schools on university admissions, widening access and consultation with UCAS.

University and college admissions continue to change. The status of Advanced Highers, the importance of contextual admissions, access thresholds, learner journeys and the response of HEIs to the wider curriculum have created an increasingly complex scene for potential applicants. SLS has provided advice to senior managers and to schools hosting parents' evenings.

SLS has continued to contribute to discussions on widening access. Universities Scotland invited SLS to participate in two workstreams (Articulation and Admissions). These workstreams were designed to help formulate a response from Universities Scotland to the recommendations of the Commission of Widening Access. SLS has been invited to join the Scottish Government's Access Delivery Group and has also been involved in discussions with the University of Glasgow which

completed research on 'How to engage with MD40 pupils in higher progression schools.' Summer Academy@ Strathclyde, Top Up Training Programme and Top Up Steering Group all have had SLS involvement.

SLS and UCAS have held discussions designed to enhance Scotland's role in the development of UCAS services and well as helping to promote the profile of UCAS in Scotland. Feedback from SLS has been provided on the new Application Management Service and will be involved in future stakeholders meetings in Scotland. SLS continues to have representation on the following UCAS committees: Scottish Standing Group, Secondary Education Advisory Group and UK Council.

A major challenge in higher education is to meet the Scottish Government's target for widening access. This will be a priority for the SLS over the next few years who will continue to work alongside universities to help meet this target.

Depute Heads in School Leaders Scotland

GRAEME WALLACE
DEPUTE HEADTEACHER
FORFAR ACADEMY

Without doubt, joining SLS has been one of the most beneficial things I have done during my time in the profession. Around the time I became an acting DHT several colleagues encouraged me to join and I immediately felt part of a very professional organisation.

One of the most important things I get out of being a member is access to a national network of talented, motivated and hard-working colleagues. I work in a fairly small authority and having the chance to make professional and personal connections beyond these boundaries

is really important to me. Additionally, as a member of SLS Council, I have the opportunity to meet this inspiring group to discuss current challenges, receive updates and work collaboratively to form SLS responses to relevant issues and consultations. This has contributed massively to my own professional learning and given me a much broader perspective on the national context of our work.

Secondly, the CPD opportunities SLS offers really are second to none. As well as input from relevant national partners, each event could be described as 'heidies who really know their stuff' using their

experiences to inform, support and challenge all participants, including each other. Particularly, I found a number of SLS events supported my progress through the SCEL Into Headship qualification.

Anyone reading this magazine will have a sound understanding of the pace of change in Scottish education and the regular updates I receive from SLS help me to remain well-informed on all aspects of our demanding job. This means that I can respond confidently to the myriad of questions, queries, concerns and challenges that arise

on a normal day (if there is such a thing!) in a secondary school.

My membership of SLS means I am better equipped to improve outcomes for pupils; in summary, it helps me do my job. I wish I had joined earlier in my career, as a Principal Teacher, and would strongly recommend SLS membership to anyone in a promoted post.



ALISTAIR MOORE
PT MODERN LANGUAGES
BELLSHILL ACADEMY

PT's in SLS

A number of years ago I decided to become an SLS member as I felt that it was the professional body that represented me the most. I wanted to be able to know that as a leader of a department, that the support I would get would be geared towards someone in management.

Within my school there were already a number of SLS members and they always talked about the support and advice being of a high standard. The range of information available to members is excellent and easy to find and if the need is there it is easy to contact the association and get

advice quickly.

The added value to being a member is the range of CPD opportunities that SLS provide for Leaders of all stages. Having the opportunity to find out about these courses first hand has helped me be pro-active in looking for ways to improve myself as a teacher and as a leader.

I have been fortunate to have been able to take one of the Principal Teacher places on SLS council. This has allowed me to extend my knowledge of the changes to Education in Scotland and also to have a chance to represent the views of Principal Teachers/

Faculty Heads in a national forum. This allows me to ensure that our voice is heard in a union whose aim is to represent leadership in schools.

In a time of educational change it is essential to be in an association which

represents your values and beliefs and is able to represent you in the national picture. SLS, for me, is that association.



School Business Managers

SCOTT MACKENZIE
SCHOOL BUSINESS MANAGER
GRACEMOUNT HIGH SCHOOL

"The Business Manager also tends to be the focal point for any query that doesn't fit neatly into another "box""

Scott Mackenzie, Business Manager, Member of SLS Council, Edinburgh

As a Business Manager with 12 years' experience I have been around long enough to see a myriad of changes within schools and the wider environment. In my time I have gained experience in PPP and non-PPP schools, have worked in a medium sized school and a large school, and also have worked in a denominational school and a non-denominational school. This mix has given me a fantastic insight into the way

that schools work.

The role is extremely varied. On a daily basis, it can involve anything from managing finances, to dealing with staff cover, to dealing with Health & Safety and HR issues, and many more.

The role is constantly evolving and I have seen various changes to structures, systems and processes. Most new initiatives will generally require the Business Manager to be involved in helping to manage the transition from the current system to a new one. The

Business Manager also tends to be the focal point for any query that doesn't fit neatly into another "box", so you can find yourself dealing with a very diverse and challenging range of questions which you have to try and find an answer for.

I have found that being a member of SLS Council has been highly useful and informative. At the "Micro" level, it is a great forum for discussing good practice with other Business Managers from around the country and finding out what they do - and

vice versa. This networking has been really beneficial to me and has helped me to plan changes back at school.

At the "Macro" level it is also useful to be involved in discussions about some of the big topics affecting Scottish Education – everything from new qualifications through to governance proposals. Being involved in Council discussions definitely does help to gain a deeper insight and understanding into some of these higher level issues.



EILEEN YOUNG
PROFESSIONAL
LEARNING MANAGER SLS

Strategic Plan

Session 2016 – 2017 saw the completion of many of the actions with the five year 2013 – 2018 Strategic Plan. This plan set out a number of priorities to deliver the overarching 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.
- preparing members for significant changes in funding to schools, notably Pupil Equity Funding

At the end of four 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
- an annual payment to ASCL has been set up to support the funding of any

contingencies

- the investment portfolio of the association has increased
- there has been an extensive range of professional learning 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 2016 - 2017 a number of significant steps forward were taken.

- The constitution was changed and we now have two vice presidents within the association. This allows the association to respond to the ever increasing demands on the presidential team in terms of their engagement in the wider educational debate.
- The revision of the membership of the Executive to include representatives of Depute Head Teachers/ Principal Teachers/Business Managers took place. These representatives play an important role in ensuring that the views of all members,

who are not Head Teachers, are represented.

- The reintroduction of a residential Council meeting in September. This has enabled quality time to be spent in discussion of current educational issues, formulating the views of the Association and also allocating time for input from external bodies such as Education Scotland / Scottish Government.

Looking to the future and the final year of the Strategic Plan, the main priority remains to ensure that The Plan is accessible and meaningful for members of SLS. Communication with members has now improved with our new website which members can access for information and receive regular updates to members from the association.

Areas to be included in this final year's plan are :

- Evaluate administrative workload and consider need for further support in the SLS office

- Produce a position paper in response to Fair Funding to Achieve Excellence and Equity in Education consultation
- Produce a recruitment policy
- Consider opening membership to those in senior leadership positions in the college sector, in line with ASCL protocol
- Engage with national debate on National 4 qualifications

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

Field Officer's Report

"I never predict anything and I never will"

These wise words were spoken by none other than that great modern thinker Paul Gascoigne.

Before reflecting on the past 12 months and unlike the Newcastle philosopher I will predict the next year for senior leaders in Scottish schools is likely to be even more demanding than the last two or three years.

Since I wrote my article for Leader last year there has been significant change in the education firmament – we have our first (and second) executive Headteachers; local authorities are looking more closely at cluster based models and reducing the number of senior managers in schools; the Cabinet Secretary has developed the government's vision for the future, including proposed changes to GTCS, SCEL, changes to governance and associated financial management of schools and, of course, the introduction of a Headteacher's Charter.

The pace of change looks as if it will continue to be frantic over the next few years. From a Field Officer's perspective these changes and the additional responsibilities which will follow may, perhaps, raise the demands on senior leaders in our schools have

the potential to provide new challenges for all of us!

The past twelve months has seen a slight increase in FO activity with 179 new cases being opened (8 more than last year). There is a significant consistency in the nature of contacts year on year with the most common being around grievance, pensions, contractual arrangements and parental complaints. I noted last year that local authorities seemed to be taking a more robust approach in challenging the performance of senior managers. There is, from my perspective, a significant failing when these situations arise and that surrounds councils' failure to follow their own policies as rigidly as they would expect senior leaders in schools so to do.

The past 12 months has also seen a notable increase in the number of referrals to GTCS, from a whole variety of sources. I have chosen the word referral in this context as GTCS has revised

its procedures in managing these – one facet of which is to rename "complaints" as referrals. GTCS has provided opportunities for professional associations, including SLS, to attend briefing seminars on their revised protocols.

As we move through the next year GTCS will provide new Standards for the profession and a redrafted version of COPAC. I would suggest that all senior leaders make themselves familiar with these documents as and when they are published as they are essential in ensuring all teaching staff display an appropriate level of knowledge and agreed professional standards. In addition these documents underpin the management of any issues regarding underperformance and/or professional misconduct. As I have said in the past should an issue or a problem arise it is never too soon to contact your Field Officer. Whilst I don't have

ready answers for every circumstance I am fortunate in having ready access to ASCL Field Officer and Regional Officer colleagues all over the UK. I would suggest that local support of this type within your local authority areas can be just as valuable.

Issues arise for you which may stray into possible legal territory SLS is backstopped by excellent legal support from ASCL's team of 4 specialist and I am deeply indebted to that team for their first class advice and support.

Unlike Paul Gascoigne I am prepared to make a prediction for the future – leadership in Scottish schools will continue to be demanding, occasionally exhausting and frustrating but it is also one of the most rewarding professions with the opportunities it presents for impacting positively on the lives and life chances of young people.





LYN HONNAN
ADMIN/FINANCE MANAGER

SLS Council

(October 2017)

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.

Mrs	Lyn	Honnan	Admin/Finance Manager	SLS	
Mr	Alex	Johnson	Faculty Head	Inverclyde Academy	Inverclyde
Mrs	Mhairi	Moore	High Education Adviser	SLS	
Mr	Neil	Shaw	Field Officer	SLS	
Mr	James	Thewliss	General Secretary	SLS	
Mr	Carl	Ward	President	ASCL	
Mrs	Eileen	Young	Professional Learning Manager	SLS	
Miss	Larrisa	Gordon	Depute Headteacher	Oldmachar Academy	Aberdeen City
Mr	Mark	Jones	Headteacher	Inverurie Academy	Aberdeenshire
Mr	Graeme	Wallace	Depute Headteacher	Forfar Academy	Angus
Mr	Peter	Bain	Headteacher	Oban High School	Argyll and Bute
Mrs	Julia	Barclay	Depute Headteacher	Alva Academy	Clackmannanshire
Mr	Brian	Asher	Headteacher	Lockerbie Academy	Dumfries & Galloway
Ms	Lindsay	Brown	Headteacher	Langholm and Canonbie Cluster	Dumfries & Galloway
Mr	Graham	Hutton	Headteacher	Grove Academy	Dundee
Mrs	Teresa	Little	Headteacher	St Paul's RC High School	Dundee
Mr	Robert	Johnston	Headteacher	Grange Academy	East Ayrshire
Mr	Brian	Paterson	Headteacher	Lenzie Academy	East Dunbartonshire
Mr	Colin	Gerrie	Headteacher	Musselburgh Grammar 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 - President
Mrs	Carol Anne	Morrison	Resource Manager	Bo'ness Academy	Falkirk
Mr	Jon	Reid	Headteacher	Larbert High School	Falkirk
Mrs	Avril	McNeill	Headteacher	Glenrothes High School	Fife
Mr	Adrian	Watt	Headteacher	Viewforth High School	Fife
Mr	Iain	Yuile	Headteacher	Dunfermline High School	Fife
Mrs	Linda	Hamilton	Headteacher	Springburn Academy	Glasgow
Ms	Maura	McNeill	Headteacher	Hyndland Secondary School	Glasgow
Mr	Peter	Mulvey	Depute Headteacher	Cleveden Secondary School	Glasgow
Mrs	Julie	Macdonald	Rector	Nairn Academy	Highland
Mr	John	Rutter	Headteacher	Inverness High School	Highland
Mr	Jim	Sutherland	Headteacher	Lochaber High School	Highland
Mrs	Fiona	Craig	Depute Headteacher	Port Glasgow High School	Inverclyde
Mrs	Allyson	Dobson	Headteacher	Dalkeith High School	Midlothian
Mr	Kenneth	Manson	Faculty Head	St David's RC High School	Midlothian
Mr	David	Barnett	Headteacher	Elgin Academy	Moray Vice-President
Mr	Barry	Smith	Headteacher	Arran High School	North Ayrshire
Mrs	Anne Marie	Higgins	Depute Headteacher	Coltness High School	North Lanarkshire
Mr	Alistair	Moore	Principal Teacher	Bellshill Academy	North Lanarkshire
Mr	George	Webb	Depute Headteacher	Bellshill Academy	North Lanarkshire
Mrs	Christine	Deeley	Headteacher	Crieff High School	Perth & Kinross
Mrs	Lesley	Edwards	Business Manager	Pitlochry High School	Perth & Kinross Hon Secretary Until November 2017
Mr	Jonathan	Lothian	Headteacher	Perth Academy	Perth & Kinross
Mr	Billy	Burke	Headteacher	Renfrew High School	Renfrewshire Vice President
Mr	Martin	Macdonald	Headteacher	Castlehead High School	Renfrewshire
Mrs	Eileen	Sheridan	Education Support Manager	Linwood High School	Renfrewshire
Mr	Justin	Sinclair	Headteacher	Langholm Academy	Scottish Borders
Mr	Campbell	Wilson	Headteacher	Peebles High School	Scottish Borders
Ms	Valerie	Nicolson	Headteacher	Anderson High School	Shetland Isles
Mr	Gordon	Bone	Headteacher	Prestwick Academy	South Ayrshire
Miss	Rhona	Macaskill	Principal Teacher	Carluke High School	South Lanarkshire
Mrs	Anne Marie	McNair	Headteacher	Cathkin High School	South Lanarkshire
Mr	John	Reilly	Headteacher	Holy Cross High School	South Lanarkshire
Mr	Alan	Russell	Depute Headteacher	Stonelaw High School	South Lanarkshire
Mr	Andrew	Smith	Headteacher	Carluke High School	South Lanarkshire
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
Mr	Peter	Reid	Headteacher	Broxburn Academy	West Lothian
Mr	Andrew	Sharkey	Headteacher	St Kentigern's Academy	West Lothian
Mr	Miller	Macdonald	Headteacher	Sgoil Lionacleit	Western Isles



ELIZABETH MORRISON
STRATEGIC DIRECTOR (INTERIM),
EDUCATION SCOTLAND

Education Scotland

It is a privilege to be given the opportunity to reflect on the past year in Scottish education. All of us and especially school leaders have been working hard to achieve both excellence and equity.

Education Scotland have made a concerted effort to respond to the system in reducing bureaucracy and streamlining the guidance available to you in delivering Curriculum for Excellence. We worked with local authorities to carry out a review of the steps they were taking to remove unnecessary bureaucracy.

We developed 'Curriculum for Excellence – A Statement for Practitioners' to provide greater clarity and focus. We worked in partnership with many of you to develop Benchmarks.

I believe that our strong collaborative approach has helped produce clear,

definitive guidance that teachers find useful in understanding what they are expected to do, to plan learning, teaching and assessment for all learners effectively.

Over the past year, HM Inspectors continued to inspect secondary schools. We recognise the need to increase the number of inspections if we are to work together with you to drive forward improvement. We have committed to doing this. We will move from 180 to 250 inspections per year initially, which represents an increase of over 30 per cent. This is one aspect of our new approach to scrutiny and improvement. Education Scotland is changing, we are becoming a 'new...(and)...strengthened' organisation in response to the vision set out by the Scottish Government in their proposals for education reform. As part of the 'new' Education Scotland

we need to refocus our efforts on building strong partnerships and working with you to identify what is working well and what needs to improve further. Our collective goal is to support the closing of the poverty-related attainment gap to achieve higher standards for all. None of us can do this alone.

That is why we announced plans to deploy our staff to work alongside teachers through the regional improvement collaboratives. This is a radical change in how we organise our staff, but it is one which is crucial if we are to provide a cohesive and effective package of support to deliver sustained improvement.

This approach also extends to our programme of inspection where we want to increase our team of associate assessors to ensure more of you have the

opportunity to get involved.

Many of you are already working closely with us and enjoy joining our inspection teams. It is a mutually beneficial approach, we gain immensely from your input to the inspection process. I appreciate there is a lot to do over the coming months and that many of you are still adapting to other changes within in system. I very much appreciate all the hard work and leadership that is required to move forward in response to these changes.

I look forward to working closely with you in the new regional improvement collaboratives, to hearing from you about where more support is required and to planning improvements with you to achieve our shared ambition of excellence and equity for all of Scotland's young people.





JANET BROWN
SQA CHIEF EXECUTIVE

Scottish Qualifications Authority

SQA very much values our partnership with School Leaders Scotland and appreciates the full and frank discussions we have around the challenges and successes of Scottish education.

Scottish education is made up of a diverse group of passionate, and dedicated professionals who have the common goal of delivering a first class education experience for all our young people.

At SQA, we proudly believe in that common goal and are committed to working with partners, such as School Leaders Scotland, to achieve it.

For SQA, our key focus in the past year has been to deliver the changes to National 5 assessment, following the decision to remove units and unit assessment from the courses.

By the end of September, we had provided teachers with all the necessary documentation to support them with the changes to National 5 courses. This included streamlining the course specifications, by merging four documents into one, making it easier for teachers to access the essential information that they need to deliver the courses. We have also provided Specimen Question Papers and Coursework Assessment Tasks that reflect the changes to assessment. We have listened to teacher

feedback throughout this process.

In the current session, along with our National Qualifications Support Teams, made up of subject specialists from schools and representatives from professional bodies, we are working on the changes to Higher. The publication dates for Higher are: January 2018 for broad individual subject details of what is changing; end of April for revised course specifications; end of May to the end of September for Specimen Question Papers, Course Assessment Tasks, and Course Support Notes. SQA is committed to providing ongoing support to teachers in a number of ways. This includes regular face to face engagement with our Liaison Team, and Subject Implementation Managers, who are seconded teachers. We have also provided an extensive programme of subject

events, webinars and audio presentations.

It is important that we continue to gather information and evidence from all our colleagues in schools, to understand how the qualifications are operating and hear the views of school leaders, and classroom teachers, pupils and parents.

This research contributes to the work of the Assessment and National Qualifications Group. Over the last two years, SQA staff visited schools all over Scotland. Our most recent Fieldwork Report was published in September. The team spoke to various groups – S4 pupils, S5/6 pupils, teachers and members of Senior Management Teams. Our discussions also touched upon Scottish education in general.

From the latest report, we have identified six key

themes which require further discussion and action by SQA and by other parts of the Scottish education system. These are: transition from Broad General Education into the Senior Phase; National 4 course structure; presentations for National Qualifications; progression through National Qualifications; changes to National 5 to Advanced Higher course assessment; and Developing the Young Workforce.

I am confident that, together, we will work successfully to deliver the best educational experience possible for our young people.





KENNETH MUIR
CHIEF EXECUTIVE
GTC SCOTLAND

Going social safely, and professionally

I'm certainly not the first to say this, but social media has undoubtedly changed the way that we communicate with one another; some would even go so far as to say it has changed the way we live our lives.

It opens up the possibility for us to interact with others across the globe, breaking nearly all boundaries in terms of its reach. It allows us to have our voices heard, and for us to inflict our opinions on others (for anyone who chooses to listen) in an open but irreversible manner. Without being able to see our audience, we may forget, and never know, just who it is 'out there' that is picking up on our comments and, just as importantly, what they might do with them.

However, social media also bring us huge learning possibilities. For example, Twitter (my favourite) can put you in touch with leading education professionals, academics, politicians, educators in different counties and your own

fellow practitioners here in Scotland. The ability to download slides and "live" presentations made on the other side of the world by leading educationalists has certainly been an important part of my professional learning over the last few years, all of which I have logged in my own MyGTCS account.

The Pedagogoo movement is another example of the power of this medium to bring people together and create new communities of learning. Social media also has the power to raise the profile of our profession. We can be seen as engaged practitioners, leading learning, leading change and speaking up for the value of teachers and teaching. We can also use the platforms to engage with our schools, families and communities, and you may have a class, school or post-school Twitter, Facebook account or blog, which allows you to share with the wider public what has been going on in your establishment.

The flip side to this is of course that social media has the potential to lower public opinion and trust in our profession if used in an inappropriate way.

In recent years, GTC Scotland has seen a significant increase in the number of fitness to teach referrals that include inappropriate use of social media. This tends to take one of two forms. Either the teacher has posted offensive comments on social media, in particular Twitter or Facebook, or they have crossed the boundaries and engaged inappropriately with pupils or students via these platforms.

Most registrants do use social media responsibly, in line with our Professional Standards, but I think it is timely to set out some basic guidelines on best practice. As part of our review of the Professional Standards, the Code of Professionalism and Conduct (CoPAC) and the Student Teacher Code, GTC Scotland will soon be producing new social media

guidelines to support practitioners more fully in this area.

COMMUNICATE PROFESSIONALLY

It might sound obvious, but when posting on social media you should apply the same judgement as you would in all other communications. You are a role model for pupils. Avoid using offensive language and always be respectful and considerate of the views of others. This applies when making your own posts and when sharing those of others. Also, be aware that what you post may be taken out of context or transmitted to a wider audience than you originally intended. While you may have privacy settings on your account, this cannot guarantee that what you post won't be shared more widely. Therefore, always assume that whatever you post will be publicly available to anyone.

Section 1.4 of GTC Scotland's CoPAC states:



“you must uphold standards of personal and professional conduct, honesty and integrity so that the public have confidence in you as a teacher and teaching as a profession.”

MAINTAIN PROFESSIONAL BOUNDARIES

Don't use your personal social media account to engage with pupils or parents. If pupils or parents contact you, decline their request. Communicate with them via a secure method of electronic communication, such as your school email address or Glow. You might want to use the school or class social media account to share information, but ensure

that all communications via this method are professional and respectful.

GTC Scotland's CoPAC states the following: “be mindful that the internet and social networking can quickly blur the professional boundary between teacher and pupil. Teachers need to be alert to the risk that actions which might, on the face of it, seem quite innocent, can be misunderstood and misconstrued by others;”

Also ensure that any information you do post on a school account, including photos, does not identify a pupil unless you have permission.

If you communicate with colleagues via a personal social media account you should also maintain appropriate professional behaviour. If you include any content on your personal account from your work context, think carefully about whether it is appropriate to share the material.

Your employer may well have a social media policy and if they do I would encourage you to access and apply it in your context.

On a final note, I certainly don't want to discourage you from using social media. I myself use Twitter a great deal and find it an extremely usefully professional learning

tool. But do use social media wisely and with caution. And use it professionally.

“It might sound obvious, but when posting on social media you should apply the same judgement as you would in all other communications.”

SCQF School Ambassador Programme

The SCQF School Ambassador programme offers schools the opportunity to learn more about the benefits of the SCQF and the wider ways in which it supports learners such as recognising wider achievement, developing Senior Phase learning pathways in line with the 'Developing the Young Workforce' strategy and giving equality between vocational and academic qualifications.

As part of the Ambassador programme the SCQF Partnership will:

- Deliver an initial training session for participants;
- Present Ambassadors with a certificate, Ambassador badge and resource pack containing exemplars of materials required to deliver on-site sessions;
- Provide the necessary resources to deliver training sessions in schools including lesson plans, case studies, presentations and associated materials;
- Provide opportunities for schools to participate in "real life" projects such as developing web pages and toolkits for the SCQF website and designing promotional materials;
- Involve staff and pupils of the school in events which showcase the different ways in which the SCQF can be used;
- Provide opportunities to engage in SCQF related competitions;
- Provide pupils with work experience within the SCQFP office in Glasgow.

Schools signing up for the programme will:

- Undertake the initial training;
- Cascade this training to other staff members and appropriate school pupils;
- Ensure that the SCQF is highlighted on the

school's website and has a prominent place at parents' evenings/events;

- Engage with the SCQFP via social media;
- Ensure that SCQF leaflets/newsletters/promotional materials are endorsed at school events;
- Utilise SCQFfold, the SCQF online toolkit;
- Promote short training sessions on the SCQF delivered by staff for parents or by senior phase pupils for younger pupils and for parents.

Benefits for participating schools includes:

- A ceremony at the school to award a plaque which raises awareness and acts as a good promotional activity for the school;
- A heightened profile for the school and acknowledgement of sharing good practice;
- Opportunities for staff development;
- A set of dedicated resources to allow Ambassadors to deliver in-house events;
- Participation in real life projects and competitions which will further promote the Framework;
- A better awareness of how to use the Framework for pupils to plan their learning journey and make decisions about future learning;
- Resources to help parents understand the importance of the SCQF;
- Increased confidence and self-esteem for pupils involved in the programme.

To date, we have had great interest in the programme and have added a further 12 Ambassador schools to our list of participants. Taylor High School in Motherwell described the training as

"...very informative and would recommend it to other schools. It gave staff the confidence to describe levels of courses to parents and was particularly useful for measuring the attainment of students transferring from schools in other parts of the UK."

Webster's High School in Kirriemuir told us that, *"The training was exceptionally helpful in raising awareness and developing current knowledge of the benefits of the SCQF and gave us lots of ideas to cascade to Faculties and other staff members who have all shown such enthusiasm that we are in discussion about lots of the awards on offer and new ones we can bring in. We have also used the training and the information to help us develop our whole school learners' pathway."*

We are actively seeking to speak with interested schools across Scotland, so, if you would like to find out more, contact Brian Keegan at the SCQF Partnership at b.keegan@scqf.org.uk.

Issued by the SCQF Partnership
September 2017

Notes to editor:

Background to the SCQF and SCQF Partnership
The Scottish Credit and Qualifications Framework (SCQF) supports individual learners and exists to sustain a vibrant lifelong learning culture in Scotland. It is our aim to include, where appropriate, all qualifications and assessed learning in Scotland into the SCQF so that learners can identify their current position in relation to the Framework and can plan their future learning pathways.

In November 2006 the SCQF Partnership Board was set up to manage the Framework. Our Directors are from:

- College Development Network;
- the Quality Assurance Agency for Higher Education;
- the Scottish Qualifications Authority; and
- Universities Scotland.

The SCQF Partnership Board is chaired by Rob Wallen and in addition to the Directors we also have a co-opted member bringing an employer perspective.

The SCQF Partnership's aims are to:

- maintain the quality and integrity of the Framework;
- promote and develop the Framework as a way of supporting lifelong learning; and
- develop and maintain relationships with frameworks in the rest of the UK, Europe and the rest of the world.

The Framework helps people of all ages and circumstances to access the education and training that is appropriate to them over their lifetime. It can help learners to plan their learning and develop progression routes to follow, whatever their situation may be.

The SCQF is in the custody of, and managed by, the Scottish Credit and Qualifications Framework Partnership (SCQF Partnership). The Partnership is a company limited by guarantee and is a Scottish registered charity SCO37958.

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THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

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



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			





GILLIAN HAMILTON
CHIEF EXECUTIVE
SCEL

Scottish College for Educational Leadership

It's hard to believe that it's been three years since I wrote my first article for Leader as the new Chief Executive as SCEL – and over those three years, it's been a great opportunity for me to share the work and progress of SCEL with Scotland's Secondary School Leaders, as well as to flag up what you could expect to see from SCEL in the year ahead. In last year's article, I highlighted that we would be launching Excellence in Headship, a new and innovate professional learning opportunity for head teachers and it's been great to see that come to fruition, with around 250 head teachers across Scotland already engaging with the programme themes. I also shared our learning from our prototype Teacher Leadership programme and likewise, it's great to see this programme now an integral part of our work, with 176 teachers from across Scotland participating in this session's cohort, and

who are so passionate and enthusiastic about the impact of the programme on their thinking, their pedagogy and their pupils' learning. I'm really proud that, including these two programmes, we now have a suite of 10 professional learning programmes, focused on building leadership capacity at all levels in the system.

So, what can you expect to see this year from @teamSCEL? It's clear that there's going to be significant changes for us as an organisation, following the Deputy First Minister's announcement in June that, as part of the Scottish Government's Next Steps in Education Governance, the roles and functions of SCEL would be moving into Education Scotland. This is an opportunity for us to build on the success of SCEL's work to date and to grow and enhance the professional learning and leadership development opportunities that we offer

leaders working at all levels in Scotland's schools - as part of a new and revitalised Education Scotland, and importantly, to connect this work to the emerging priorities of the new Regional Collaboratives.

For Scotland's school leaders, the Next Steps report from the Scottish Government also signals significant changes. The Government have set out a firm commitment to greater autonomy for head teachers, increased direct access to funding and enhanced support through a model of regional collaboratives. Speaking to school leaders, many welcome these changes and will embrace these developments, but I've also spoken to some who are apprehensive about the changes, and the new skills and knowledge that may be required. It's really important then, that collectively, we work to ensure that school leaders continue to have

access to high quality, relevant and sustained professional learning – at a local, regional and national level. School leaders work hard to ensure that their staff teams engage in professional learning, and are clear about the impact of this learning on outcomes for young people – it's equally important that leaders model this commitment to professional learning and prioritise time for their own development too. Your attendance at this SLS conference is a commitment to the importance of this, a great opportunity for networking and collaboration and I urge you to keep this focus, ensuring that you are active contributors and leaders in Scottish education in the months ahead.



Scottish Funding Council's (SFC) Development of a School Engagement Framework

The Commission on Widening Access (CoWA) published its final report in March 2016 'A Blueprint for Fairness'. The Commission was established to determine the steps required to meet the First Minister's ambition that a child born today in one of our most deprived communities will, by the time he or she leaves schools, have the same chance of entering university as a child born in one of our least deprived communities.

The final report noted that a 'system wide effort' was required, which involves 'early learning providers, schools, colleges and universities working more closely together to deliver the best provision for learners'. Many of the final 34 recommendations could be applied to or be relevant to developing a schools framework, however the recommendation that underpins the work is number four:

Universities, colleges, local authorities, schools, SFC funded access programmes and early years providers should work together to deliver a coordinated approach to access which removes duplication and provides a coherent and comprehensive offer to learners.

In conjunction with stakeholders, the SFC is undertaking a review of what works and what needs to change in relation to our current

approach with schools, to create a fully-formed and longer-termed School Engagement Framework that encompasses and addresses Scottish Government aspirations in the Youth Employment Strategy (YES) and the Blueprint for Fairness for school pupils, colleges and universities, and how it blends with the currently funded programmes of Schools for Higher Education Programme (SHEP), Access to High Demand Professions (AHDP) and the Open University in Scotland's Young Applicants in Schools Scheme (YASS).

The key elements that are emerging through discussions with school pupils and staff, local authorities and funded programmes is the need to shift the focus of interventions away from specific schools and onto the pupils, so their needs and aspirations can be met. The SFC is seeking to build a Framework that will enable earlier interventions – initially from S1/S2 – that focus on pupils in all secondary schools – not just those with low progression to HE rates. The aim is that this will be developed with a regionally collaborative approach to ensure information, advice, guidance and support is available on any positive destination route.

In identifying pupils for engagement, the current thinking is that a collection of measures will be used, including:

- Access priority groups including SIMD background
- Access into gendered subject areas and careers
- Those with aspirations to go on but don't know how
- Those with potential to go on but don't recognise that potential.

NOTES ON SFC-FUNDED SCHOOLS PROGRAMMES:

Access to High Demand Professions (AHDP)

SFC funds seven higher education institutions to help individuals from low-progression / low socio-economic or under-represented backgrounds to be equipped to apply to the high demand professions. The two branches of the programme are REACH (access to law, medicine, veterinary medicine and dentistry) and ACES (access to creative education, Scotland).

Schools for Higher Education Programme (SHEP)

This programme supports regional collaboration between schools, colleges and universities to raise awareness of and aspiration to higher education (HE) in order to achieve an overall increase in progression to HE in both colleges and universities from schools with traditionally low progression to HE. The purpose of the programme

is to support the entitlements of the Senior Phase of CFE (Curriculum for Excellence) and to focus activity on school pupils S3 to S6. The programme is geographically split to cover target schools with low progression to HE across four regions: Fife & Tayside, North, South-East, and West.

OPEN UNIVERSITY IN SCOTLAND'S (OUS) YOUNG APPLICANTS IN SCHOOLS SCHEME (YASS)

This scheme offers students in S6 the opportunity to experience HE level study in school alongside other subjects. Students choose from a range of modules at SCQF level 7 giving them the opportunity to broaden their knowledge of their Higher and Advanced Higher subjects or to try a topic which is not available in school. YASS is particularly attractive to schools in remote and rural areas with limited numbers staying on to S6 that encounter difficulties in providing breadth of subject choice for their pupils. The scheme also prepares pupils for the transition to university or college through providing experience of independent, degree level study as well as access to all Open University (OU) student facilities including personal tutors and the OU's online library.

JIM DUFFY
DEVELOPMENT WORKER
AWARDS NETWORK

The Awards Network - Awards Aware: Recognising and Valuing Achievement

The Awards Network is a forum of providers of non-formal learning awards for young people in Scotland. It seeks to raise awareness of the range and impact of awards that use youth work approaches and accredit learning and achievements of young people aged 10 to 25.

Schools may have encountered the Awards Network through its Amazing Things publication, now in its 4th edition. Having initially drawn its membership largely from the major national youth work organisations, it has recently embarked on a strategy to expand reach, adding Associate members with newly emerging national and local awards and Observer members influential in related policy areas.

'A Review of Youth Awards in Scotland' published by Education Scotland in 2015, described the establishing of the Awards Network in 2008 as 'a timely and creative response to curriculum for excellence..... demonstrating a high level of public policy innovation emerging from the first national youth work strategy'. The Review noted that:

- Young people gain a wide range of skills such as confidence, interpersonal, team working, leadership and employability through participation in youth awards
- Youth awards support young people in their learning and to progress to further and higher education, training and employment on leaving school
- For some young people facing additional challenges participation in youth awards is life changing.

Traditionally youth awards

were seen as something that happened beyond the school gate, with limited, if any, links to formal education. Curriculum for Excellence has challenged that, with innovative partnerships between school staffs and youth work practitioners helping to break down barriers between formal and non-formal learning, contributing in particular to personal development and preparedness for post-school learning, work and life.

CfE places an emphasis on the development of the whole individual, embracing traditional curriculum subjects and broader opportunities for personal achievement. Building Curriculum 5 makes clear that

'All children and young people are entitled to have the full range of their achievements recognised, and to be supported in reflecting and building on their learning and achievements.'

And it's not just school-led activity that should be recognised. The Excite.Ed project, as quoted in Education Governance: Next Steps, reports that 'children and young people have said that they want their schools and teachers to realise the value of extra-curricular achievements in their education'. Youth work awards provide concrete evidence of such achievements, recognising skills that are particularly welcomed in the world of work.

Writing in the April 2017 edition of The Link (YouthLink Scotland), Jamie Hepburn MSP, Minister for Employability and Training noted the important role of youth work in creating opportunities for 'young people to develop skills that employers are calling out for: confidence, leadership and

negotiation skills, learning to solve problems and to work well with one another'.

The relative value of such skills is highlighted by the CBI/Pearson Education and Skills Survey 2017, which notes that

'By far the most important factor employers consider when recruiting school and college leavers is their attitude to work (86%), followed by their aptitude for work (63%) and general academic ability (43%).'

Yet, just as the Review of Youth Awards noted that 'A lack of detailed knowledge and awareness of the full range of awards available, particularly in schools, is leading to missed opportunities', similarly in a 2012 European study 'Employers reported being insufficiently aware of 'what's going on' in the youth sector and acknowledged that this may jeopardise the recognition of experiences in youth organisations during recruitment processes.'

The address this knowledge deficiency, the Awards Network has launched its Awards Aware Scheme. Linked to its new on-line

awards directory, and following a few simple steps at www.awardsnetwork.org/awardsaware, organisations and individuals can learn about youth awards; accept a set of core principles; agree to a series of aspirational statements on practice (with options for school/college, employer, youth work; individuals); and complete the process by downloading an auto-populated Awards Aware Certificate.

The more Awards Aware schools there are, the greater the opportunities will be afforded young people to secure learning pathways appropriate to their needs and gain the recognition they deserve for their achievements gained within and outside school. The more employers that are Awards Aware, the greater the recognition and value attached to the contribution of youth awards to developing our young workforce.

Is your school Awards Aware?



BOB COBURN

Lighthouse FA - Retirement Planning

Is retirement planning a topic to be put away until near the end of your working life?

Is it likely you'll wish you had addressed the issue before you realise there's someone waiting to fill your position?

Have you taken time to consider how your lifestyle may be affected when your salary stops and your pension starts?

Retirement planning can be very complex and decisions should be made sooner rather than later. The consequences of a lower household income may well affect your family's lifestyle too.

Many approach retirement with only the knowledge that there will be a pension at the end of their working life, but how much will that be? Consideration should be taken of any other pension arrangements you may hold such as personal pensions, additional voluntary contributions collected from your pay (AVC'S) or freestanding contributions collected by direct debit from your bank (FSAVC'S). What about the state pension? In the process of retirement planning, don't forget that someday this will be paid! You can request a state pension forecast by calling 0345 300 0168.

At Lighthouse Financial Advice, we take a comprehensive approach to retirement planning to assist SLS members and their

colleagues to ensure their retirement objectives are achievable.

We offer a complimentary, no obligation, initial appointment with one of our advisers to assist you in the retirement planning process. During the appointment we will ask you to provide details of your existing financial planning arrangements and objectives.

Many people are guilty of leaving deposit savings with their bank without shopping around for better deals or seeking financial advice to find alternative investments to improve the returns.

Cash and deposit interest rates have been low for some time now while the Consumer Price Index (CPI) has risen. In August 2016, CPI was 0.6%, twelve months later in August 2017, this had risen to 2.9% (Source: Office for National Statistics website). Existing cash and deposit rates are not matching inflation; this can only result in the gradual erosion of your savings. Is your money really working hard for you?

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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 tel: 07968 214754, his colleague Iain Pollock on 07715 838414 iain.pollock@lighthousefa.co.uk, or Lighthouse Client Services on 08000 858590.

Bob Coburn & Iain Pollock are both Professional Financial Advisers who offer their services via Lighthouse Financial Advice 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 A Planning for Retirement Seminar will be held on Wednesday 30 May 2018

For more information or to book a place please contact Sarah Codlin on Sarah.Codlin@lighthousegroup.plc.uk or 01273 523747

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

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Live-N-Learn Ltd
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G66 7L Tel : 0333 2000 443 Fax : 0131 777 2577 Email : 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.

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hdc has enjoyed a wonderful relationship with SLS over the last 18 years. As part of their unwavering commitment to the Association, continued funding through the HDC Foundation specifically aimed to enhance projects linked to the curriculum will be available.

Their products are designed specifically for Schools across Scotland to help in raising student achievement, parental engagement and can be tailored to exact requirements. As part of the partnership, our members have access to exclusive discounts and all members are entitled to free business cards for each member of their senior leadership team.

Please quote reference SLS 02 when ordering your business cards or claiming discounts.



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John Wilson Photography is offering to SLS members a free portrait (either family or school staff) on booking their school photography session plus an additional 5% commission to the school. (portrait session normally £70) Free teaching and learning seminars in members' schools on photography for students.

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QDP Services

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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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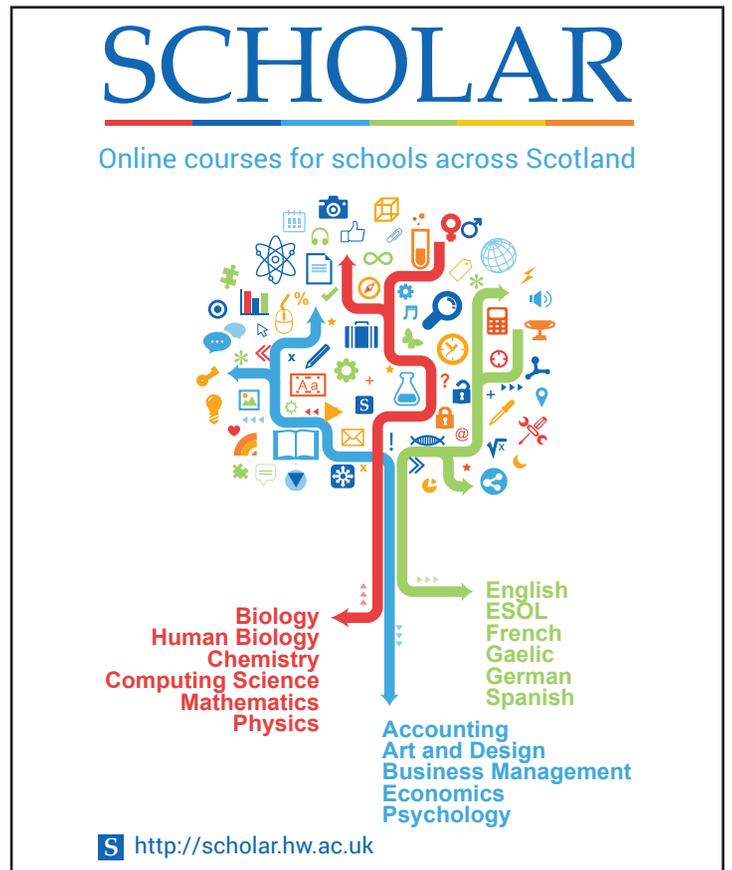
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An early release of the application in April 2017 provided the ability to enable schools and Local Authorities to record, collate and submit their Achievement of a CfE Level Survey with 16 of the 32 Local Authorities using the application. Feedback from Teachers, PTs, DHTs, HTs, Admin and LA staff has been very positive

The remaining application requirements will be delivered in two phases:

- BGE
- Senior Phase

The full application is expected to be available for use in schools and Local Authorities by the start of session 2018/19.



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