



**Professional Learning
&
Leadership Development Framework
For Teachers**

TEACHER PROFESSIONAL LEARNING & LEADERSHIP DEVELOPMENT FRAMEWORK

Rationale

The purpose of this resource is to support all schools in implementing a framework that offers professional learning and develops leadership capacity. It can be used to support colleagues when considering their PR&D and Professional Update. It also compliments Aberdeen's vision where all people prosper.

By working in partnership, we aim to ensure that Aberdeen is a high achieving City of Learning which:

- Offers nurturing, relevant learning opportunities for all
- Strengthens the resilience of all
- Celebrates aspiration, ambition and innovation with all



National Model for Professional Learning within the Framework for Educational Leadership (SCEL).

This framework is designed to support school staff at **all levels** by identifying contexts that encourage professional learning and leadership development and to confirm signposts for this. This is driven by the national model for professional learning promoted by Education Scotland:

“identifies the key principles and features of effective learning that build capacity and promote collaborative practices. The model provides a shared language and aspiration, informing the provision, structure and nature of learning.”

Within the National Improvement Framework (NIF), leadership is confirmed as one of the key drivers that supports improvement:

“Leadership is recognised as one of the most important aspects of the success of any School. Leadership is key to ensuring the highest possible standards and expectations are shared across a school to achieve excellence for all”

Professional learning and development of leadership at all levels is therefore seen as a key priority to increase effectiveness across all of our schools and in all of our classrooms. This framework also seeks to support the development of leadership as a quality and an approach to be embraced by all even if they are not aspiring to promoted positions. Additionally, it will support critical aspects of professional development and succession-planning regarding school leadership.

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Professional Learning & Leadership Development Programmes

The Professional learning & Leadership framework will set the expectations of school leaders working for Aberdeen City and an associated Professional Learning Programme will ensure that opportunities are available to develop the skills and competencies required of each leader. It is important that the framework offers genuine support, progression and a suite of programmes which will be available for all, to support professional learning and leadership within classrooms, schools, and systems leadership levels. This will reflect the appropriate GTCS professional standard, use the self-evaluation process from GTCS and articulate with the National Model for Professional Learning within the Framework for Educational Leadership (Education Scotland).

Within Aberdeen we aim to offer nurturing, relevant learning for all to develop a culture of high quality practitioners and of distributed leadership within this. The framework includes not only technical skills and knowledge but also behaviours and attitudes to develop individual confidence, competence and resilience. There is a need for the central team to model improvement and routinely look inwards, outward and forward to develop the self-improving culture we aspire for and an unrelenting focus on being bureaucracy light.

Practitioners and School leaders require a baseline knowledge and through induction arrangements, elements of this framework are planned to ensure we provide a coherent strategy for building teacher agency, leadership and social capital. Opportunities to develop pedagogy and coaching and mentoring skills will feature, as will opportunities to further develop understanding of improvement methodologies.

Learning and teaching will feature heavily at Improvement Events to ensure a common understanding of the leadership of learning and teaching and clarify what core and supplementary professional learning is required. This will be supported by a suite of tools to enhance self-improvement, self and peer evaluation, school and local authority quality improvement arrangements and an expectation that schools use local Teacher Learning Communities (TLCs) to empower practitioners. As we work to increase the baseline experience for children it is likely that some activities will be mandatory. Progress in this area will be monitored throughout quality improvement activities.

To ensure a consistent educational offer and build an empowered system, 6 Improvement Events will be offered to all School SLTs over a year. Sector Head Teacher meetings will remain in place to support further developments and link with Improvement Events. There will be an expectation that school leaders make use of these opportunities provided to engage staff in the key themes which will build a more consistent offer across the City and consideration will be given to how best we provide additional opportunities to engage at practitioner level through planned events and the use of technology. Where possible these events will be aligned with the focus on the upcoming quality improvement visit to support schools to prepare for this. Terms of reference for Partnership meetings will be reviewed to sharpen the focus on collaborative improvement.



Self Evaluation Process
(GTCS)

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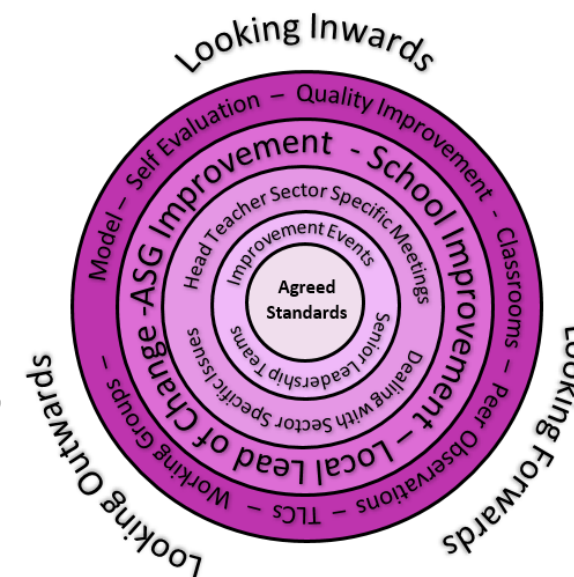
Investing time in developing a shared understanding of 'the standard' in relation to our vision and based on current exemplification from Education Scotland, is central to improving our system.

A variety of professional learning engagement opportunities is required in order to respond to the needs of individual practitioners, however there is also a need to shape a high quality offer, designed around the agreed standard with a focus on wellbeing and high quality learning and teaching.

Key features of effective PRD & Professional Update

"Effective PRD is central to professional learning, improving the effectiveness of learning and teaching and raising achievement for children and young people. It enables teachers to evaluate practice and plan for future professional learning. It supports the on-going development of teachers' knowledge, understanding, skills and abilities through engagement in self-evaluation, and learning from effective and innovative practice and research. It can bring about transformational change through a range of relevant career-long professional learning."

Professional Review & Development (Education Scotland)



The revised national guidance on PRD is designed to support effective PRD processes. It identifies six key features of effective PRD:

- Entitlement and responsibility of all as part of commitment to Professional Learning.
- Positive impact on planning and engagement in Professional Learning and practice within ethos of collegiality.
- Ongoing process that is supportive and challenging.
- Founded on robust, evidence-based self-evaluation.
- Focused professional dialogue, based on coaching approaches.
- Maintained reflective record of Professional Learning and associated evidence of impact.

Planning & Preparing for effective PRD

It is the responsibility of the reviewee to secure an appropriate date and time for PRD annually and professional update every 5 years. All reviewers are encouraged to support effective engagement in PRD of all teaching colleagues including relief and part time staff and offer support and guidance to complete this within the appropriate timescale.

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It is important that both the reviewee and the reviewer involved in a PRD meeting has taken the time to prepare and has all the necessary information in advance.

From September 2019 all teaching staff will transition from MyGTCS to MyPL for recording all professional learning and this will provide a consistent approach for supporting professional dialogue.

The PRD discussion provides a valuable opportunity for you to consider the impact of your professional learning. The purpose of recording your reflections of your professional learning experience and associated evidence of impact is not to prove what you have done but rather to help you, prompt you and support you in your discussions with your line manager and to inform your own development and future professional learning.



Further guidance regarding PRD and Professional Update can be found on the GTCS Website following the link [here](#).

Who completes my PRD?

Reviewer	SLT including Faculty Head	HT	QIO/QIM	QIM	QIM	CEO
Reviewee	Teacher including relief and peripatetic	SLT including Faculty Head	HT	DO/ESO/QIO	QIO	QIM

Relief teachers who undertake infrequent supply or are not in the same school for more than 30 days, will be supported by the Professional Learning and Development Team.

Participating in and leading effective PRD

Adopting a coaching approach in the course of a PRD meeting allows the reviewee to genuinely consider and identify their professional development for themselves and consequently to develop a greater sense of confidence and empowerment. The reviewer often follows a framework and brings a clear structure and methodology to the conversation which helps centre on the teacher as learner, helping them to think critically about their own professional learning, development and impact on practice.

You can view more information on coaching and mentoring on the GTCS website following the link [here](#).

For coaching questions which will support effective PRD, see **Appendix 1**.

Deferral of Professional Update

We recognise that there will be a number of circumstances which may make completion of the Professional Update process within the designated timescale difficult, including career breaks, extended illness, maternity/ paternity/ adoption leave, and occasional supply work, for which extensions to the five year sign-off period may be required.

If a registrant is unable to complete the process in the designated year, then the registrant will have the opportunity to request a deferral. This deferral request should be made through MyGTCS and MyPL from September 2019, for the reviewer to action and GTCS will be informed of the decision automatically. Deferrals for reasons other than those above will not normally be granted and this should be discussed in person with the reviewee at the earliest opportunity with appeals following the agreed local authority processes which can be found within the Managing Performance Policy on [PeopleAnytime](#).

Quality Improvement of PRD

It is important that we seek the views of reviewees and reviewers to inform practice. The Professional Learning and Development team supported by the QIM Team will ensure a quality improvement focus on an annual basis from a representative sample of schools. A 3 yearly cycle will take place with year 1 falling in 2019-2020

Year 1 – North (2019-2020)	Year 2 – West (2020-2021)	Year 3 – South (2021-2022)
Bridge of Don ASG Old Machar ASG St Machar ASG Dyce ASG	Bucksburn ASG Hazlehead ASG Northfield ASG	Lochside ASG Harlaw ASG Aberdeen Grammar ASG Cults ASG

Feedback will be used to monitor teacher engagement, the quality of the process and the impact on professional development and outcomes for learners. This will inform future guidance, support and staff development in this area.

Supporting the Development of Leadership Capacity

School Leadership

The NIF suggests: *“Headteachers and teachers who are empowered, and who empower others to take ownership of their own learning, have a strong track record of ensuring the highest quality of learning and teaching.”*

School leadership is a key driver for improvement. Evidence from the OECD and elsewhere demonstrates that leaders, at all levels, who are empowered and collaborative, and who empower others, are well placed to ensure the highest quality of learning and teaching.

The leadership of a school is a major factor in its capacity to be self-improving. The role modelling and clear expectations set by school leadership teams cannot be underestimated. The Head Teacher Charter clarifies responsibilities and it is crucial that we develop leaders who are well placed to lead our local systems.

Enablers

The development of leadership capacity in schools is dependent on there being a culture of trust, openness and commitment to personal and professional improvement. Aspects that **enable** the development of leadership at all levels may include:

- Strategic vision and expectations being clear and communicated well
- People feeling supported, valued and respected
- There being an atmosphere of openness, trust and good relationships
- Work and achievements being acknowledged
- Responsibility being shared
- People being self-aware in a culture of reflection, learning and focus on on-going improvement
- The modelling of high quality leadership
- People having a voice and being treated fairly

(See **Appendix 2** for further details)

It is also helpful to think of leadership as an approach and a set of behaviours that apply to all staff.

In the appendices there is an exemplification that shows opportunities for leadership development for all colleagues and certain aspects that are more closely aligned to preparation for particular leadership positions. This is organised into 3 sections and may assist in PRD /PU discussions and school improvement-planning:

- Classroom leadership
- Middle leadership
- Senior leadership

[See Appendices 3, 4 & 5 for details](#)

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Roles and Suggested Professional Actions

To ensure on-going focus on leadership development in schools the following suggested roles and professional actions may be helpful:

Role	Responsibilities
Classroom leaders	<ul style="list-style-type: none"> – to commit to self- improvement based on reflection, self-evaluation and collaborative dialogue with others – to see and think about your role as a leadership role – to engage in activities that demonstrate leadership in the classroom – to develop and share classroom practice which impacts on outcomes for children and young people
Middle leaders	<ul style="list-style-type: none"> – to support the professional learning and development of all colleagues – to create opportunities for leadership roles for other colleagues – to delegate as appropriate leadership roles for other colleagues – to discuss leadership development as a relevant focus for all colleagues – to encourage and commit to peer self-evaluation – to model effective leadership – to include focus on improving leadership in all evaluation and planning activities – to support colleagues in preparing for promoted positions
Senior leaders	<ul style="list-style-type: none"> – to create a culture of trust and mutual respect exists – to ensure a commitment across the school to the development of and planning to support improving leadership capacity – to respond to the needs of succession-planning for leadership positions across the school – to model effective leadership and collaborative working with other school/ASG / Partnerships – to include focus on improving leadership in all evaluation and planning activities – to support colleagues in preparing for promoted positions – to provide appropriate learning and other opportunities for all staff to develop leadership skills and gain from leadership experiences
Lead Officers	<ul style="list-style-type: none"> – to create across the service a culture of trust and professional aspiration – to prioritise at service level the development of leadership capacity in and across schools – to monitor and respond to the needs of succession-planning in schools, especially with regard to the context of head teachers – to include focus on leadership development in QA Visits – to ensure that appropriate professional learning opportunities are in place to develop leadership capacity

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Quality Improvement of Leadership Development in Schools

Each school leadership team will receive support to explore the leadership QIs and leadership framework which will be useful prior to professional reviews of leaders.

In terms of evaluating specifically the quality of leadership development in schools, certain themes within How Good Is Our School 4? Would be useful to consider.

- QI 1.2 Leadership of learning – themes 1 and 2 (professional engagement and collegiate working and impact of career-long professional learning)
- QI 1.3 Leadership of change – themes 1 and 2 (developing a shared vision, values and aims and strategic-planning for continuous improvement)
- QI 1.4 Leadership and management of staff - theme 2 (building and sustaining a professional staff team)

When evaluating the quality of leadership development in school consideration must be given to the overall quality and effectiveness of leadership itself. Such a wider evaluation of the quality of leadership in schools is assisted further through the application of QIs 1.1 and 1.5.

Schools or faculties should consider the challenge questions to support understanding of current views and practice across the school community.

Additionally, reflection against the GTCS standards can assist with self-evaluation of the quality of personal leadership capacity at different levels in a school.

For this see GTCS sources regarding self-evaluation of leadership and management: [Leadership and Management](#)

Links and Resources to Support Leadership Development

To enhance the effectiveness of the application of this framework to support leadership development at all levels, the following sources should be used to provide reflection and subsequent improvement in delivery:

Education Scotland:

[Improvement Hub pages on Leadership](#)

SCEL (Scottish College for Educational Leadership)

[Framework for Educational Leadership](#)

[SCEL website](#)

GTCS:

[GTCS Professional Standards](#)

[GTCS Access to Research](#)

[GTCS Professional Update](#)

Aberdeen City Council:

[Aberdeen Online Learning \(OIL\)](#)

The Scottish Government:

[National Improvement Framework:](#)

[Teaching Scotland's Future](#)

The University of Aberdeen:

[Programmes offered](#)

External Providers of Leadership Development Learning:

[SLS- a range of CPL activities to support leadership in a range of contexts](#)

[TED Talks – web-based presentations on leadership etc](#)

[Free Learning from the Open University](#)

[Osiris Scotland Educational Leadership](#)

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Appendix 1

Coaching for Improvement

Coaching Questions

- Thinking about your achievements and professional learning over the last year, what have been your successes?
- How has your professional learning deepened your knowledge and developed your practice?
- What changes to your professional thinking and practice have you made over the last year?
- What has contributed to that?
- What impact, if any, has there been on:

yourself as a learner?

on your pupils/learners?

on your wider professional community?

- How do you know?
- What are your plans for the coming year in relation to the professional standards?

What professional learning might be undertaken to support this?

What impact do you hope this will have and how will you evidence this?

- How might you support the development of colleagues?
- What professional development with regards to leadership at all levels or career progression can I support you with?



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DEVELOPING LEADERSHIP CAPACITY- TEACHER LEADERSHIP

Teacher Leadership [Coaching Wheel](#)

SCEL describe such leaders and what they do as follows:

“Passionate about caring for children and young people. Through informed and innovative practice, close scrutiny of pupils’ learning needs and high expectations they play a fundamental role in improving outcomes for children and young people. Teachers develop leadership through effective communication and collaboration with colleagues. Teachers as leaders demonstrate integrity, have a positive impact on their school community and model career-long professional learning.”

The detail below illustrates contexts to support development of capacity for colleagues who either aim to remain in their current role or who may be aspiring to promoted leadership positions.

a) Opportunities For leadership development	Skills/qualities, GTCS professional actions to be developed
<p>Possible contexts for supporting leadership development may include:</p> <ul style="list-style-type: none"> ● Leading developments in an aspect of the curriculum ● Leading a practitioner enquiry and collating findings to share ● Engagement in SCEL Teacher Leadership Programme ● Engagement with SCEL Framework and associated learning activities ● Leading developments in an aspect of teaching, learning and assessment ● Mentoring probationers or other colleagues ● Taking responsibility for a sports team or school club ● Mentoring learners – out-with usual classroom contacts ● Supporting the successful organisation of school events e.g. sports day ● Presenting at staff meetings and assembly ● Taking part in an action research project and sharing findings ● Joining in with staff working groups e.g. eco, TLCs, etc. ● Supporting aspects of nursery/primary/secondary transition ● Being mentored / coached by another colleague ● Taking on department management and admin roles ● Engaging in peer self-evaluation within own school or wider ASG 	<ul style="list-style-type: none"> ● Skills, qualities and professional actions demonstrated by classroom leaders and supported through such activities can be identified under four main areas: <ul style="list-style-type: none"> – Values and commitment – Learning and teaching – High expectations and ambition – Communication and collaboration ● Experience of decision-making in a professional context ● The awareness of self as a leader will be developed ● The awareness of the challenges of leadership will also be encountered ● Engagement in such activities also allows for staff to work within different contexts and liaise with different colleagues

b) Preparation for promoted positions	Expected impact/personal development
<p>Possible engagement that could support colleagues in preparing for a promoted position and gain specific qualifications may include:</p> <ul style="list-style-type: none"> • Self-evaluation against GTCS Standard for Leadership and Management (Middle Leaders) • Participation in Aberdeen OIL training courses and leadership training programmes • Sharing leadership for learning reflections as part of an inter-school peer self-evaluation programme • Participation in Leading and Managing from The Middle- Aberdeen University, one-year 60 credit Masters Level learning • Shadowing a Principal Teacher / DHT/(faculty, cluster, learner support) • Seeking and receiving advice regarding applying for a leadership position • Taking part in practice interviews as arranged by senior leaders in school 	<ul style="list-style-type: none"> • Increased self-confidence in personal leadership capacity • Enhanced awareness of the demands, expectations and complexity of middle leadership • Experience of reflecting against professional standards for leaders • Experience of reflecting against aspects of the leadership QI's within HGIOS4 • Increased ability to apply and succeed in gaining a leadership position in a school

DEVELOPING LEADERSHIP CAPACITY- MIDDLE LEADERSHIP

Middle Leadership **Coaching Wheel**

SCEL describe such leaders and what they do as follows:

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

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

The detail below illustrates contexts to support development of capacity for colleagues who either remain in their current role or who may be aspiring to senior leadership positions.

a) Opportunities For leadership development

Skills/qualities, GTCS professional actions to be developed

Possible contexts for supporting leadership development **may** include:

- Chairing or participating in staff working group
- Shadowing other middle leaders
- Engagement with SCEL Framework and associated learning activities
- Leading a whole school development identified through SQUIP
- Mentoring / coaching colleagues including peer middle leaders
- Presenting to staff, parents and or assemblies on aspects of school improvement
- Leading a local research project across a faculty or area of responsibility
- Planning whole-school events e.g. STEM Week, House Meetings
- Engagement in peer self-evaluation with colleagues from other schools
- Supporting SLT colleagues in improvement-planning, timetabling etc
- Attending SLT meetings
- Representing the school at engagement events with parents
- Taking on board aspects of a service-level development
- Shadow SLT colleagues at another school
- Chairing an ASG/local partnership initiative
- Participation in Quality Improvement visits to other schools

- Skills, qualities and professional actions expected of middle leaders and supported through such activities can be identified under the following areas:
 - Leading learning, teaching and assessment
 - Leading, supporting and developing staff
 - Leading improvements across a specific area/faculty
 - Allocating resources to support equity for learners
- The adherence to a shared vision and the promotion of professional values
- Develop a range of strategies for individual and collective self-evaluation which contribute to school improvement
- Develop coherent approaches to professional learning which build and sustain teachers’ practice
- Lead and work collaboratively to enhance teaching which leads to high quality learning experiences
- Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners

b) Preparation for promoted positions	Expected impact/personal development
<p>Possible engagement that would support colleagues in preparing for a senior promoted position and gain specific qualifications may include:</p> <ul style="list-style-type: none"> • Participation in collaborative activities with other middle leaders/faculties/schools • Participation in Masters-level programme of study as part of wider MEd qualification (e.g., Leading and Managing from The Middle- Aberdeen University or SLS accredited Programme for Middle Leadership) • Shadowing senior leader colleagues • Self-evaluation against GTCS Standard for Leadership and Management (Middle Leaders and potentially Head Teachers) • Participation in Aberdeen OIL courses and leadership training programmes • Sharing leadership for learning reflections as part of an inter-school peer self-evaluation programme • Supported engagement in applications for senior leadership positions and coaching to assist in development of senior leaders 	<ul style="list-style-type: none"> • Increased confidence in scope, expectations and challenges of middle and senior leadership • Increased confidence and knowledge of leadership approaches and issues • Reflection against GTCS Standards for Leadership and Management leading to personal action-planning to develop capacity • Experience of leadership in a range of contexts • Benefit gained through dialogue with other leaders in different settings

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DEVELOPING LEADERSHIP CAPACITY- SENIOR LEADERSHIP

Senior Leadership Coaching Wheel

SCEL describe such leaders and what they do as follows:

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

In particular, the significant role of head teachers in being systems leaders is referenced by the GTCS: *“The Head Teacher acts as the leading professional in a school and as an officer in the local authority. The Head Teacher also plays a pivotal role within the broader children’s services network. Head Teachers lead the whole school community in order to establish, sustain and enhance a positive ethos and culture of learning through which every learner is able to learn effectively and achieve their potential”.*

Successful school leaders invest in their personal development and the detail below illustrates contexts to support development of capacity for colleagues who either aim to remain in their current role or who may be aspiring to senior leadership or head teacher positions.

a) Opportunities For leadership development	Skills/qualities, GTCS professional actions to be developed
<p>Possible contexts for supporting leadership development may include:</p> <ul style="list-style-type: none"> ● Chairing or participating in staff working groups or whole school meetings ● Shadowing other senior leaders or head teachers ● Engagement with SCEL Framework and associated learning activities ● Leading a whole school development linked to the SQUIP ● Mentoring / coaching colleagues including peer middle or senior leaders ● Presenting aspects of school improvement to other senior colleagues (e.g. APHT, PT/ DHT Forum, ACC HT Meetings) ● Presenting to staff and or assemblies on aspects of school improvement ● Leading a local research project across the school/ other schools/ ASG / Partnership ● Planning and delivering effective whole-school events ● Arrange for involvement with other services that support learners ● Engagement in peer self-evaluation with colleagues from other schools 	<ul style="list-style-type: none"> ● Skills, qualities and professional actions expected of senior leaders and supported through such activities can be identified under the following areas: <ul style="list-style-type: none"> – Creating, sharing and epitomising a clarity of vision and values – Establishing, sustaining and enhancing the culture of self-evaluation for school improvement – Developing staff capability, capacity and leadership to support the culture and practice of learning – Ensuring consistent high quality teaching and learning for all learners – Building and sustaining partnerships with learners, families and relevant partners to meet the identified needs of all learners – Allocating resources effectively in line with identified strategic approaches to ensure equity for learners ● Increased experience of applying previously acquired leadership skills in a wider context, i.e., whole-school, cluster or wider system

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<ul style="list-style-type: none"> • Supporting SLT colleagues in non-remit areas of improvement-planning, timetabling etc. • Attending or chairing SLT meetings • Representing the school at engagement events with parents or wider community • Leading on aspects of a service-level development • Shadow SLT colleagues at another school • Chairing an ASG / Local Partnership initiative 	<ul style="list-style-type: none"> • Awareness of the complexity and breadth of school leadership • Knowledge of the varying political contexts in which senior leaders operate
<p>b) Preparation for promoted positions</p>	<p>Expected impact/personal development</p>
<p>Possible engagement that would support colleagues in preparing for a senior promoted or head teacher position and gain specific qualifications may include:</p> <ul style="list-style-type: none"> • Participation in Masters-level programme of study as part of wider MEd qualification, e.g. Into Headship /In Headship as delivered by the University of Aberdeen • Participation in SCEL-led programmes including Towards Headship and Excellence in Headship • Shadowing senior leader colleagues in other schools and engagement in collaborative evaluation activities • Self-evaluation against GTCS Standard for Leadership and Management (Middle Leaders and Head Teachers) • Participation in Quality Improvement visits to other schools • Participation in Aberdeen OIL courses and leadership training programmes • Sharing leadership for learning reflections as part of an inter-school peer self-evaluation programme 	<ul style="list-style-type: none"> • Increased confidence in scope, expectations and challenges of senior leadership and of head teacher • Increased confidence and knowledge of leadership approaches, issues and dilemmas • Reflection against GTCS Standards for Leadership and Management (Head Teachers) leading to personal action-planning to develop capacity • Experience of leadership in a range of contexts including systems leadership • Benefit gained through dialogue with other leaders in different settings • Improved preparation for application/assessment centre/interview for senior leadership and head teacher positions

Our professional learning programme is developed in partnership with GTCS, SCEL, OSIRIS and the Northern Alliance. Leadership and practitioner events will be held on an annual basis and where possible, work in this area will be shared with ITE and will inform the probationer offer.

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