

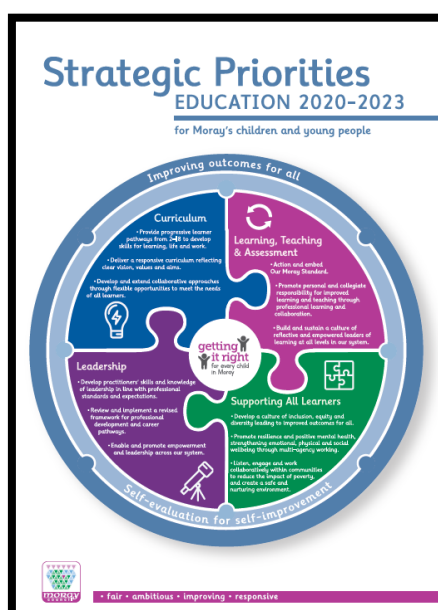
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December 2022

THE MORAY STANDARD FOR PROFESSIONAL LEADERSHIP AND LEARNING - STRATEGY 2022-25

Our Vision - Together we will support and develop our Moray teachers and practitioners to enable our children and young people to be the best that they can be



Fair Ambitious Inclusive Responsive

CONTENTS

1 – What is Professional Learning?.....	page 1
2 - Introduction – Why we are setting out this Strategy	page 3
3 - The Vision for Educational Professional Leadership and Learning in Scotland	page 5
4 – The Moray Standard for Professional Leadership and Learning – Identified Priorities.....	page 8
5 – Links to other areas of the Moray Education Strategic Plan.....	page 12
6 – Conclusion – How we are going to enact this Strategic Plan.....	page 12

1 – What is Professional Learning and why do we encourage it in Moray Education?

In Moray, teachers and other practitioners engage in professional learning to stimulate their thinking and professional knowledge and to ensure that their practice is critically informed and up to date, so that they can offer leadership at all levels in our education system.

When a wide range of high-quality, sustained professional learning experiences are undertaken, teachers are more likely to inspire pupils and provide high-quality teaching and learning experiences, enabling learners to achieve their best.

It is important that professional learning provides rich opportunities for teachers to develop and enhance their professional knowledge and practice, in order to enhance the quality of learning and teaching and school improvement. We are continually developing resources to support PLL in Moray which are available as Toolkits, the titles of which can be viewed in Section 7 of this strategy.

For further information on professional learning, please see:

<https://www.gtcs.org.uk/professional-update/professional-learning/>

There are various types of professional learning opportunities which teachers in Moray may undertake, including the following:

- Experiential, action or enquiry-based learning
- Professional dialogue with colleagues, other professionals, parents, and learners
- Focused professional reading and research
- Leading or engaging in practitioner enquiry/action research
- Critical analysis of reading, learning and impact on professional practice
- Peer support e.g. coaching or mentoring
- Probationer support
- Classroom visits/ peer observations/ shadowing with related professional dialogue
- Online learning/blogs
- Co-operative or team teaching
- Leading or participating in a working party or task group
- Planning learning which is inter-disciplinary or cross-sector
- Participation in activities relating to assessment and moderation
- Secondments, acting posts and placements
- Masters study and qualifications
- Accredited courses or activity related to achieving national professional standards for teachers

- Professional/ Academic conferences
- Self-evaluation and critical reflection processes
- School communities working with others in collaborative pairs or trios across and/or beyond ASGs.

2 – Why we are setting out this PLL Strategy in Moray

The purpose of **The Moray Standard for Professional Leadership and Learning (PLL)** is to provide a framework which supports the delivery of the Moray Education Strategic Priorities 2022-26.

Our PLL Strategy sets out our expectations for Moray Education where we utilise Professional Leadership and Learning to support and develop our practitioners so that our learners receive the best possible experiences and outcomes to enhance their life chances. PLL is a professional entitlement for our practitioners which we will provide within Moray or by signposting colleagues to outside providers such as Education Scotland and the Northern Alliance. This overarching aim is in line with the Moray Council Local Outcomes Improvement Plan (10 year plan to 2026) where working with other partners across Moray “our vision as a partnership is **raising aspirations** which we will do by creating an enabling environment where our residents can achieve expanded choices, improved livelihoods and wellbeing, based on four main priority areas to guide this work and deliver our vision:

1. A growing, diverse and sustainable economy;
2. **Building a better future for children and young people in Moray;**
3. Empowering and connecting communities to build sustainable futures;
4. Changing our relationship with alcohol.”

There are a number of other frameworks and policies in place across Scotland and Moray which guide our approach to improving the support and challenge we offer our Education colleagues which include:

- National Improvement Framework - <https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/>
- GTCS Standards (2021) - <https://www.gtcs.org.uk/professional-standards/professional-standards-for-teachers/>
- UNCRC/Scotland - <https://www.gov.scot/policies/human-rights/childrens-rights/>
- GIRFEC - <https://www.gov.scot/policies/girfec/>
- The Morgan Review - <https://www.gov.scot/news/improving-additional-support-for-learning/>
- Regional Improvement Collaborative - <https://northernalliance.scot/professional-learning/>
- Realising the Ambition - <https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>
- How Good is Our School? (4th Edition) - https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk2_nihedithgios/frwk2_hgios4.pdf
<https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf>
<https://education.gov.scot/improvement/documents/hgiours-part2.pdf>
- Moray Council Corporate Plan 2024 - http://www.moray.gov.uk/moray_standard/page_41074.html

- Moray 10 Year Plan – Local Outcomes Improvement Plan - <http://www.moray.gov.uk/downloads/file119323.pdf>
- Moray Children’s Services Plan 2020-2023 - <http://www.moray.gov.uk/downloads/file136154.pdf>
- Moray Raising Attainment Strategy 2019-2024 - <https://glowscotland.sharepoint.com/sites/MorayCouncil/TMC/RAIATT/SitePages/Raising-Attainment.aspx>
- Our Moray Standard – Learning and Teaching - <https://glowscotland.sharepoint.com/sites/MorayCouncil/TMC/LTA>
- Professional Leadership and Learning Strategy - <https://glowscotland.sharepoint.com/sites/MorayCouncil/TMC/PLL/SitePages/Professional-Learning-and-Leadership.aspx>
- Morays’ Parental Involvement and Engagement Strategy - <https://glowscotland.sharepoint.com/sites/MorayCouncil/tmc>
- Moray ASN Strategy 2017-2027 - <https://glowscotland.sharepoint.com/sites/MorayCouncil/tmc>
- Moray Early Year’s Strategy 2016-2026 - <http://www.moray.gov.uk/downloads/file109795.pdf>
- Moray’s Play Strategy – TBC

This PLL Strategy is primarily concerned with supporting the five other areas of the the Moray Education Strategic Plan and is encapsulated in the following quote from Our Moray Standard for Learning and Teaching (2019):

“In Moray, we are committed to Getting It Right For Every Child – regardless of background or need – to reach their full potential. Through high quality learning, teaching and assessment we must aim for equity and excellence for all in an inclusive environment. In order to raise attainment and achievement of all children and young people in Moray, we need to have a relentless focus on learning and teaching. This ensures our pupils are equipped with the necessary knowledge, skills and experiences to support them as they move to positive and sustained post-school destinations.”

The relentless focus on high quality learning experiences and the resultant good outcomes for our learners is also articulated in the Moray Education Raising Attainment Strategy (2019) where practitioners should:

“...continue to ensure a relentless focus on improving outcomes for all children and young people in Moray providing opportunities to build on prior levels of attainment and set high levels of expectation for ourselves, our learners and parents and partners.”

Our strategy is concerned with ensuring that Professional Learning opportunities in Moray enable all of our practitioners to be equipped to work effectively within a challenging educational environment and help develop the knowledge and skills of our learners for them to become successful learners, confident individuals, responsible citizens and effective contributors. This is assisted by reference to the 2021 GTCS Standards which set the expectations for our profession and the UNCRC where we all have to ensure that our children and young people have their right to education respected and fully delivered.

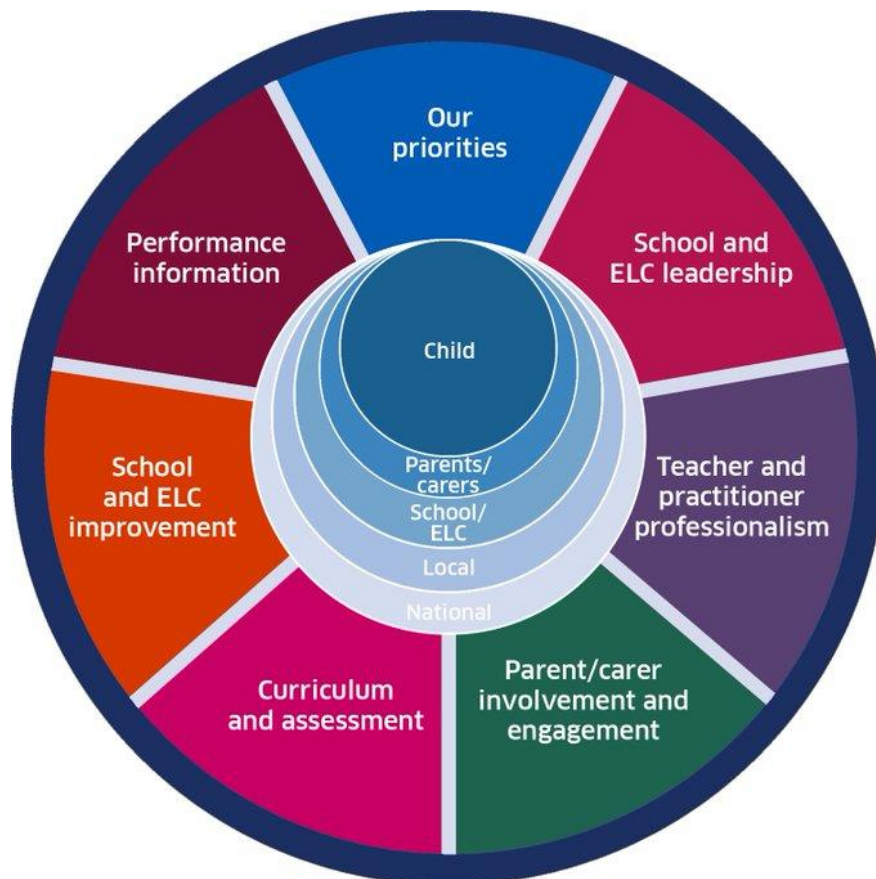
3 - The Vision for Educational Professional Leadership and Learning in Scotland

The vision for PLL in Scotland is set out in the context of the documents below.

The National Improvement Framework/Improvement Plan 2022

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/>

The profile of Teacher Professionalism in the context of empowered School Leadership at all levels is emphasised through the National Improvement Framework (NIF), with both of these being key drivers in meeting the aims of the Scottish Government for Education across all of the 32 local authority areas.



The quality of school leadership, and learning and teaching are key factors in improving children's learning and the outcomes that they achieve.

The National Improvement Framework/Improvement Plan, 2022

The National Improvement Framework (NIF) states that teachers and school leaders should:

- Develop as enquiring professionals
- Be empowered – (Leadership of Learning and Change is crucial here)
- Use informed, expert professional judgement
- Develop collaborative professionalism

Implementing Education Policies – Scotland's Curriculum for Excellence – INTO THE FUTURE

https://www.oecd-ilibrary.org/education/scotland-s-curriculum-for-excellence_bf624417-en

PLL in Scotland should be delivered in the context of ongoing evaluation of the Scottish Education system with the 2021 OECD Report drawing the following conclusions about teacher's Professional Learning in Scotland:

“Interestingly, this evaluation identified two particular challenges for teacher professional learning. The first was the practical one of securing replacements for classes when teachers attend professional learning events. The second was the array of “competing national priorities” that colonised teacher professional learning.”

The obvious implication from this OECD report in terms of Professional Learning in Scotland and Moray Moray is that:

- 1. Supply cover should be available for PL events during the school day, although many are now offered as twilights and recorded outside Moray; and**
- 2. School learning communities should use robust self-evaluation as a means of **identifying local school and community improvement priorities within their own context under the over-arching framework of the NIF and the current iteration of the Moray Education Strategic Plan.****

Putting Learners at the Centre: Towards a Future Vision for Scottish Education

<https://www.gov.scot/publications/putting-learners-centre-towards-future-vision-scottish-education/>

The review and report from Professor Ken Muir will have significant implications for the Scottish and Moray teaching and early years profession as there is an expectation that there will be **“Responsive, bespoke support and professional learning at regional and local levels”**. This will be offered by local authorities and RICs in collaboration with the “New National Agency” which will consist of the support and improvement functions of the Education Scotland, the SQA, SCQF and the Scottish Government’s Curriculum, Qualifications and Gaelic Division.

The GTCS National Expectations for Teacher Professional Leadership and Learning in Scotland

<https://www.gtcs.org.uk/professional-standards/professional-standards-for-teachers/>

The overarching aim for professional learning should be to develop and enhance teachers’ knowledge, expertise and skill; develop their professionalism, and to impact positively on the learning experiences and outcomes of children, young people and adult learners.

GTCS 2017

The 2021 General Teaching Council Scotland (GTCS) Standards have the expectation that teachers have a commitment to professional reflection and learning. These refer to the development of teachers’ professionalism and the role professional learning has in building capacity across our education system. Early Years practitioners have to be registered with the Scottish Social Services Council (SSSC) and are subject to a Code of Conduct which is at:

<https://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice/>

A core component of practitioners’ professional commitment is understanding the needs of all learners and this is a core component of the UNCRC and its primary role in Scottish Education which can be viewed at: <https://education.gov.scot/improvement/learning-resources/recognising-and-realising-childrens-rights/>

This is supported by the Getting It Right for Every Child (GIRFEC) agenda which placing the health and well-being and education of our children at the heart of our Professional Learning and Practice and is at: <https://www.gov.scot/policies/girfec/>

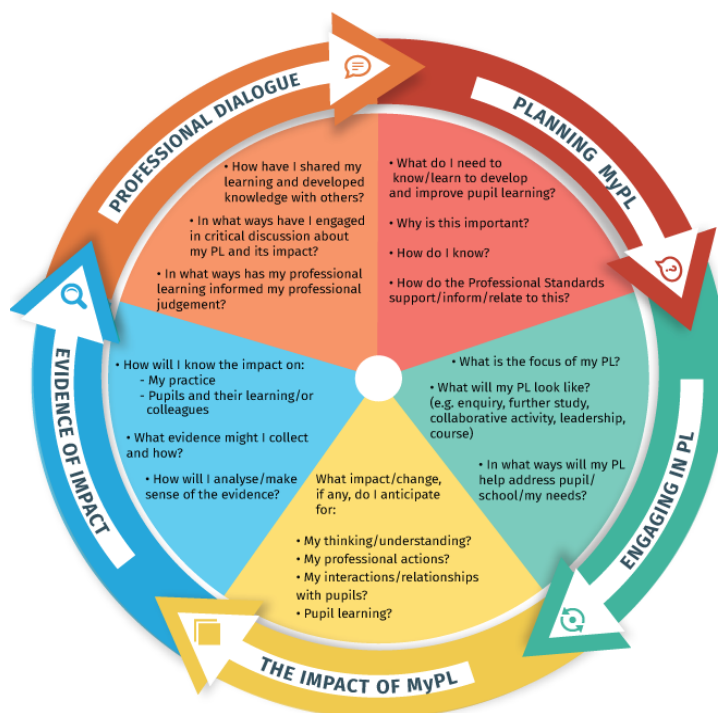
GIRFEC aims to help professionals, our children and young people and their families to make the best-informed decisions for the benefit of our families and communities. This aligns well with the current Scottish Government empowerment agenda for practitioners which can be accessed at:

The GTCS Professional Learning Model

Educational research forms the foundational theoretical underpinning of the GTCS Professional (Leadership and) Learning Model, as seen below. In order to conceptualise and support staff development, the GTCS Professional Learning Model identifies the key principles and features of effective Professional Learning that will build professional capacity and promote collaborative practices. To this end, Learning as Collaboration is working together in an inclusive and engaging manner as when colleagues collaborate their socialisation enhances collaborative learning and encourages colleagues to seek new approaches to their practice in the safe space of a professional collaborative learning group. Learning by Enquiry and Learning that deepens Knowledge and Understanding enables teachers at all levels to display excellent decision-making skills, and the associated inspiring and uplifting leadership and pedagogical expertise. This ensures the necessary skills for life, learning and work, and their associated positive outcomes for our learners.



The GTCS also provides a Professional Learning Planning Cycle so that individuals can plan their Professional Learning effectively, please see below. It provides a scaffold to support teachers in planning and reflecting upon their Professional Learning and the impact upon their professional practice. It is based on an enquiring approach to Professional Learning and identifies key stages of the process. Moray Education's Professional Review and Development processes and guidelines were validated by the GTCS in 2021, and will be reviewed internally in the next year.



The GTCS Professional Learning Planning Cycle – related to the Moray Education PR&D/PU Processes – Toolkit 1

4 - The Moray Standard for Professional Leadership and Learning Identified Priorities

By focusing on six key areas in the Moray Standard for PLL we will prioritise and plan to support practitioner Professional Leadership and Learning needs and solution-based strategies to meet these needs across Moray.

The six key priority areas identified are (updated summer 2022):

- Complete and roll-out the reviewed Professional Learning and Leadership (PLL) Strategy
- Develop and share toolkits to support practitioner engagement at all levels with the PLL Strategy
- Review and further develop all Moray professional learning programmes (NQT, Middle Leadership, Aspiring and Senior Leadership)
- Complete and initiate newly appointed Senior Leader Induction Programme and resources
- Support/extend external professional development programmes and partnerships
- Support empowerment and system leadership through guidance, signposting and facilitation

Our strategic commitment to these six key areas will be based on the needs of our practitioners and will form the basis of a series of action plans, and have a selection of toolkits to enable our staff to ensure that our children and young people achieve and attain the best that they are capable of. Details of how we will deliver these priorities are outlined below.

Priority 1: Complete and roll out the reviewed PLL Strategy

Aim: We will complete and roll out the reviewed PLL Strategy across Moray Education by the end of April 2023 to enable our Moray staff to engage with quality CLPL at all levels of the system. We will do this with a series of online, and where requested, face to face presentations to colleagues. This will be carried out in the context of the Moray Education PLL Cycle of Ambition, please see below.

Priority 2: Develop and share Toolkits (12) to support practitioner engagement at all levels with the PLL Strategy

Aim: We will create, update and share toolkits so that our teachers and other colleagues are able to access high quality support materials to assist with their professional and career development, in particular to develop leadership capacity at all levels. These will be updated as appropriate and will include a review of the Professional Review and Development programme and guidelines to ensure relevant professional self-reflection.

Priority 3: Review and develop all Moray CLPL programmes

Aim: We will review all Moray Education's CLPL programmes with full consultation and develop them in line with the identified needs of our Moray colleagues.

Priority 4: Complete and initiate newly appointed SLT Induction Programme and resources

Aim: We will complete and make available to appropriate staff the newly appointed SLT Induction Programme with full consultation to identify the needs of colleagues.

Priority 5: Support/extend external professional development programmes and partnerships

Aim: We will work positively with external partners, for example, Education Scotland PLL, HEIs, the GTCS etc, to offer professional development opportunities to our Moray colleagues. This will happen especially where issues of capacity mean that we cannot provide these opportunities within Moray.

Priority 6. Support empowerment and system leadership through guidance, signposting and facilitation

Aim: We will encourage and facilitate opportunities for our Moray colleagues to be empowered to lead their own professional development and system improvement across Moray Education and beyond by means of advertising opportunities, encouraging participation and giving guidance for such.

“If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve.”

Professor Dylan Wiliam, Institute of Education, University of London.

The Moray Education PLL Cycle of Ambition



5 – Links to other areas of the Moray Education Strategic Plan

This strategy will link to other Moray Education Strategies as they are finalised by ensuring that there is an offer of appropriate Professional Learning related to their outcomes, as per the Moray Education Cycle of Ambition. We will identify training needs in consultation with practitioners and will work with colleagues who have the required knowledge and skill set to offer appropriate Professional Learning.

6 - How we are going to enact this Strategic Plan

The actions identified in this strategy and associated Officer Work Plans will be delivered during the school years 2022-2025. They will be aligned as below as a broad outline.

Phase 1: Defining and Developing – Building Capacity through Collaborative Practice

The first phase will be focused on defining and developing the actions that result from this PLL Strategy. Drawing on a wide range of professional skills and knowledge our Moray colleagues can all have a significant role in supporting and challenging one another across our Education system, for example:

- School and Central Team staff can assist one another and other partners such as Educational Resources colleagues and HEIs to create and sustain collaborative professional learning communities;
- Partners can assist Schools and Central Team Staff in developing action research and other skills to help them become more skilled in their pedagogy and activities to help raise attainment, increase health and well-being amongst children and adults in the system and help close the poverty related attainment gap;
- School and Central Team staff can positively influence how Moray Education develops and delivers its Professional Leadership and Learning;
- Information and updates will be communicated on the Moray Education PLL Sharepoint site, the Weekly Bulletin, the Headteacher's Weekly Briefing, the one/twice termly PLL Update and by other means, for example, a Padlet and/or Twitter, as appropriate.

Phase 2: Expanding – Creating Consistency

In the second phase, we will seek to create and maintain consistency across Moray Education with the August 2021 GTCS Standards permeating all levels of Professional Learning and Practice. This should lead to a commitment to a culture of Nurture with high quality learning and teaching and a drive for excellent outcomes for our children and young people.

As we look to the future based on recommendations taken from recent Scottish Government publications such as 'The Ken Muir Review', we will encourage colleagues to be forward thinking and to embrace new opportunities and ways of working through collaboratively working at all levels.

Phase 3: Embedding – Supporting a Self-sustaining System of Professional Learning

The third phase will involve supporting a system of Professional Learning, which is self-sustaining within Moray Education and will include review of progress so far and forward planning for the next stage of development based on the Priorities for Moray Education and our learners, families and communities at that time.

Next Steps:

The next steps will be the formation of an action plan for 2022/23 which will be outcome driven to set time-lines. This will be summarised in the PLL Lead Officer's Work Plan with account taken of the number of Moray colleagues gaining promotion within Moray and those participating in professional learning programmes in Moray and beyond with, for example, Education Scotland, the universities and the Northern Alliance.

7. Professional Leadership and Learning Toolkits

All of the following toolkits will become available on the Moray Education Professional Leadership and Learning GLOW Sharepoint site at:

<https://glowscotland.sharepoint.com/sites/MorayCouncil/TMC/PLL/SitePages/Professional-Learning-and-Leadership.aspx>

Toolkit 1 – PR&D/PU Guidelines and Support Materials

Toolkit 2 – GTCS Standards with reflection/self-evaluation wheels etc

Toolkit 3 – 360°/ESCI tools

Toolkit 4 – Leadership/Management CPL in Moray (including SLT Induction)

Toolkit 5 – Leadership/Management CPL outwith Moray

Toolkit 6 – Professional reading/reflection and other learning opportunities

Toolkit 7 – Professional development opportunities and different approaches

Toolkit 8 – Career progression and pathways

Toolkit 9 – PLNs/TLCs and practitioner enquiry and support materials

Toolkit 10 – Moray case studies and approaches

Toolkit 11 – PLL Update and feedback from colleagues

Toolkit 12 – National Updates

W Smit – QIO, Lead Officer for Professional Leadership and Learning
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