



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 25 JANUARY 2023**

**SUBJECT: EDUCATION - PROFESSIONAL LEADERSHIP AND LEARNING
STRATEGY**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND
ORGANISATIONAL DEVELOPMENT)**

1. REASON FOR REPORT

- 1.1 To ask the Committee to agree the updated Professional Leadership and Learning Strategy.
- 1.2 This report is submitted to the Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to exercising all functions of the Council as an Education Authority.

2. RECOMMENDATION

- 2.1 **It is recommended that Committee agree the Professional Leadership and Learning Strategy.**

3. BACKGROUND

- 3.1 The Professional Leadership and Learning Strategy (**Appendix 1**) is the overarching strategy for the professional development of teachers in Moray and is based on the previous Strategy which was agreed in 2014. An update is timely due to the updated GTCS Standards for Registration which were enacted in August 2021 as well as the ongoing academic research and legislative changes which inform educational thinking and practice in the light of the challenges which have impacted society and schools lately. Within any educational setting, 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. The Professional Leadership and Learning Strategy aims to provide a framework around which practitioners can plan their career and professional development. The Strategy offers relevant advice and twelve toolkits to enhance the process of professional development. This will support professional thinking and practice and lead to improved outcomes for Moray children and young people by encouraging colleagues in Education to reflect on their practice to foster improvements.

- 3.2 The Strategy was written collaboratively by a working group of central officers, education establishment staff with inputs from colleagues in Educational Resources over the period of the pandemic. The Strategy provides a framework, a toolkit and advice to all Moray learning communities to further professional leadership and learning by encouraging staff to use the Professional Review and Development (PR&D) processes by means of coaching, and teacher self-reflection to further their professional development and career aspirations.
- 3.3 The Strategy has been developed in line with the National Model of Professional Learning across Scotland under the auspices of the General Teaching Council for Scotland (GTCS), Education Scotland Professional Leadership and Learning (EDSPLL), the Northern Alliance Regional Improvement Collaborative (RIC), university partners – UHI and Aberdeen University and home-grown expertise from a talented and committed workforce. The most important of these are outlined in the links at the end of this report. This wide-ranging perspective means that teaching staff in Moray can draw from a vast array of sources to enhance their professional thinking and practice for the good of children and young people. By embedding the Strategy through introducing the Moray Standard for Professional Leadership and Learning, all teaching staff will be encouraged to take the opportunities to improve their thinking and practice.
- 3.4 Following consultation with the wider teams of those working group members noted in para 3.2 above, the following six areas were identified as areas for development and improvement and form the basis of the Lead Officer for Professional Leadership and Learning's work plan which is outcome and time bound:
- 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
- 3.5 Familiarisation and training will be offered by the Lead Officer for Professional Leadership and Learning along with other colleagues to ensure that all are aware of the opportunities which exist in the busy Scottish professional learning landscape. There is also a desire to ensure the sustainability of relevant, high quality professional learning in Moray, and so knowledgeable and experienced colleagues will be asked to volunteer to provide professional learning for their peers through a variety of programmes.
- 3.6 It was established that there was a need for a written document to outline the Moray Standard for Professional Leadership and Learning that will be

delivered in Moray's learning communities, and having this Strategy will enable the assessment of progress in the professional leadership and learning journey by means of the numbers of staff who attend internal and external Career Long Professional Learning (CLPL) programmes.

- 3.7 The Strategy aims to ensure the best futures for Moray children and young people and it lays out the Why?, the What? and the How? of the design and implementation of professional learning, bearing in mind that the actions will be based on the evolving needs of the service and its staff. This will mean working closely with other Education and Education Resources colleagues to ensure that the training needs of Moray staff are identified and addressed with relevant and current educational thinking and professional learning experiences. This Strategy with its twelve toolkits includes the thinking and consequent actions which will be required to face the challenges of the next few years and seeks to empower colleagues to work within an ethos of uplifting leadership for their own good and the benefit of the Moray children and young people in their care.
- 3.8 The Professional Leadership and Learning Working Group will help identify the training needs of the service and work with staff to design appropriate programmes and review these on an annual basis, as is the current practice. Feedback from other sources such as School Improvement visits, School Self-evaluation Profiles and Education Scotland feedback will inform our future direction. Progress reports will be brought back to Committee for scrutiny as requested.
- 3.9 The Professional Leadership and Learning Working Group will undertake participant evaluation reviews on an ongoing basis as they complete programmes to ensure that training to be offered is relevant, of high quality and based on the needs of colleagues in Moray, as well as taking into account emerging national priorities.
- 3.10 The impact of this Strategy will be measured on the numbers of colleagues on a variety of professional leadership and learning programmes. At present a tally is kept of the number of Moray colleagues participating in a variety of Education Scotland and Moray Education PLL programmes as well as those gaining promotion within Moray. Recent figures are noted in the tables below:

Education Scotland programmes

Into Headship/Year	Number of Moray participants
2020/21	4
2021/22	8 (7 completed)
2022/23	5 (1 carried over from 2021/22)

In Headship/Year	Number of Moray participants
2020/21	0
2021/22	0
2022/23	1

Excellence in Headship/Year	Number of Moray participants
2020/21	4
2021/22	2
2022/23	6

Towards Headship/Year	Number of Moray participants
2020/21	0
2021/22	1
2022/23	1

Middle Leadership – 2 programmes/Year	Number of Moray participants
2021/22	20
2022/23	tbc

Moray Education Leadership Programme – restarted in January 2021

Year	Number of Moray participants
2020/21	21
2021/22	14
2022/23	TBC – there will be two cohorts running from February 2023 to better meet the needs of participants, co-led by a secondary school deputy headteacher.

Number of Moray colleagues gaining promotion – new measure this year

Year	Number of Moray colleagues gaining promotion over the year	Number of Moray colleagues moving down from acting posts
2021/22	36	11
2022/23 (as at Nov 2022)	24	3

4. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))

The Professional Leadership and Learning Strategy is aligned to the priorities within the Corporate Plan and LOIP. In particular Our People: Provide opportunities where young people can achieve their potential to be the best they can be.

(b) Policy and Legal

There are no legal implications arising directly from this report.

- (c) **Financial implications**
There are no financial implications arising directly from this report.
- (d) **Risk Implications**
There are no risk implications arising directly from this report.
- (e) **Staffing Implications**
There are no staffing implications arising directly from this report.
- (f) **Property**
There are no property implications arising directly from this report.
- (g) **Equalities/Socio Economic Impact**
The plan is aimed at promoting:
Article 29 of the UNCRC which states the children “have the right to education, which tries to develop your personality and abilities as much as possible and encourages you to respect other people’s rights and values and to respect the environment.”
Article 3: “All adults should always do what is best for you.”
- (h) **Climate Change and Biodiversity Impacts**
There are no climate change or biodiversity implications arising directly from this report.
- (i) **Consultations**
Senior Officers in Education and Education Resources, School Estates Manager, Chief Financial Officer, Tracey Sutherland, Committee Services Officer, Senior Human Resources Adviser and Equal Opportunities Officer. It should be noted that this Strategy was written and consulted on before it was agreed that elected members should be consulted through working groups.

5. **CONCLUSION**

5.1 **That the Committee notes the contents of this report and agrees the Moray Education Professional Leadership and Learning Strategy providing the framework and impetus to support the development of Moray staff for the benefit of our children and young people.**

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Background Papers: SPAN1315769894-118 / SPAN1315769894-119

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/

Ref: SPAN-1315769894-377 / SPAN-1315769894-376