



**Education  
Scotland**  
Foghlam Alba

# Your professional learning

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For Scotland's learners, with Scotland's educators

# My professional learning



For Scotland's learners, with Scotland's educators

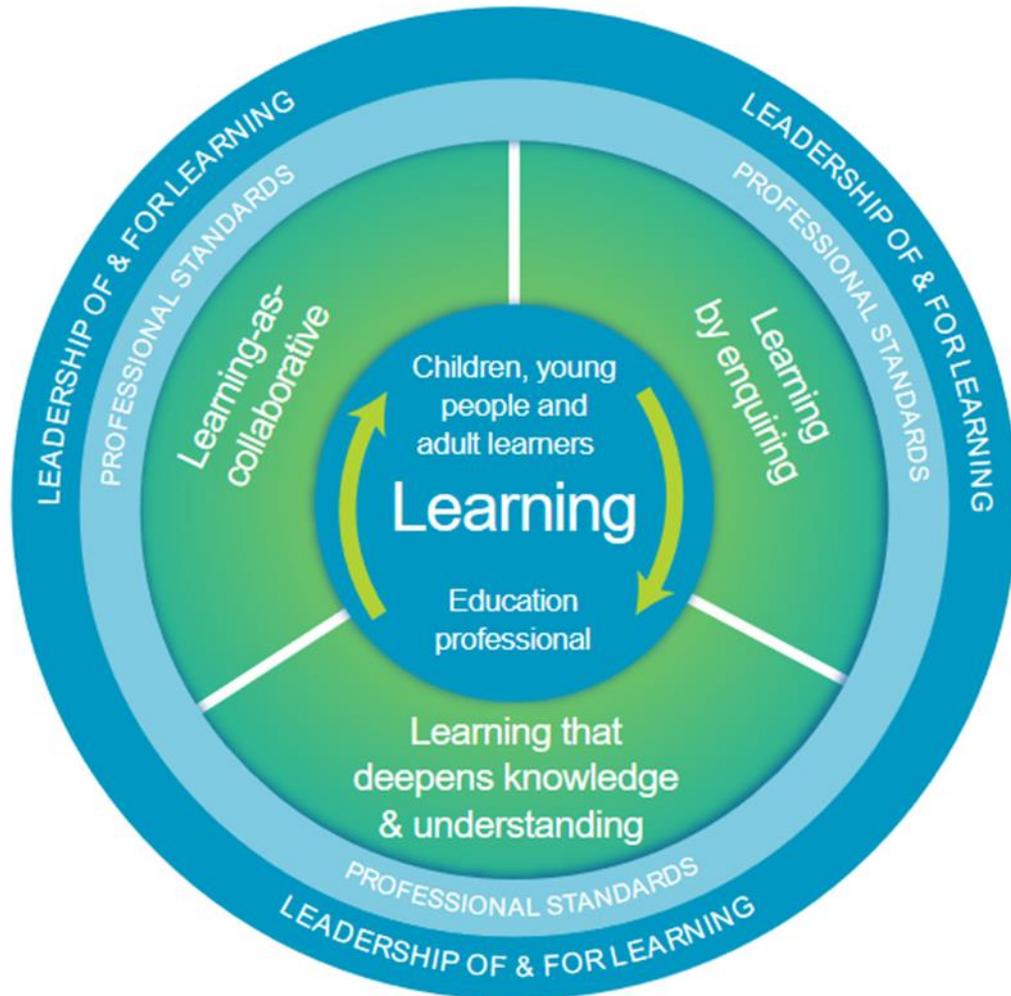
# Context: Decade of development in professional learning and leadership in Scottish Education

2011	Teaching Scotland's Future (TSF) – 50 recommendations focusing on quality of teaching and its leadership
2012	Removal of Chartered Teacher General Teaching Council for Scotland introduce revised Professional Standards Introduction of master level funding c. £1m provided by Scottish Government annually
2014	General Teaching Council for Scotland introduce Professional Update – teacher required to evidence PL Scottish College for Educational Leadership established
2015	OECD review Into Headship – masters level qualification introduced by SCEL
2016	National Improvement Framework – including key drivers of Teacher Professionalism and School Leadership Evaluation of TSF – culture changing – more engaged profession – but time an issue Strategic Board for Teacher Education established to oversee teacher education nationally
2017	Education Governance Review: Next Steps Education Scotland's remit enhanced and reinvigorated to include professional learning and leadership Regional Improvement Collaboratives established
2018	SCEL forms part of Education Scotland Publication of the National Model of professional learning by Education Scotland agreed by SBTE
2019	GTCS– reviewing professional standards Independent Panel on Career Pathways for the teaching profession reports
2020	Standard for Headship which becomes mandatory for all new headteachers GTCS publication of revised professional standards



- **Challenging, and develop your thinking, skills, knowledge and understanding**
- **Underpinned by developing skills of enquiry and criticality**
- **Interactive, reflective and involve learning with and from others**

# The national model of professional learning



Professional learning must focus on the education professional as a learner and how this is related to, and impacts upon the learning of children, young people and adults.

- Learning by enquiring
- Learning that deepens knowledge and understanding
- Learning-as-collaborative

There is an interactive model and associated resources on our website.

The model underpins all aspects of our work on professional learning and leadership.

# A model for partnership working

The national model of professional learning 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. It also outlines the kinds of learning that empowers and enables you to best meet the needs of learners.

It can be used by those leading, developing, providing and supporting learning in the following ways:

Individuals	School and system leaders	CLPL providers
<ul style="list-style-type: none"><li>• As a starting point for dialogue about professional learning to identify own learning needs</li><li>• To support auditing of possible professional learning to ensure quality and relevance</li><li>• To ensure learning is related to and impacts on the learning of children, young people and adults</li></ul>	<ul style="list-style-type: none"><li>• To support and encourage a strong culture of learning, enquiry and collaboration</li><li>• To inform development of professional learning strategies</li><li>• As a tool to audit and support current provision, engagement and focus ensuring quality and relevant</li><li>• As a guide for planning professional learning provision, policies and practices</li></ul>	<ul style="list-style-type: none"><li>• As a guide for planning learning provision, policies and practices</li><li>• To inform the nature and purpose of learning and how this is structured, mediated and planned for</li><li>• To support communication of the quality of provision to prospective participants</li></ul>

## Leadership of and for learning

Leaders in the widest sense understand that people are the drivers and enactors of change for improvement. Professional learning and development is the means by which this is put into action. As a priority, leaders commit to and invest in their own professional learning and development, creating the conditions where professional learning can thrive – space, time, culture and trust.

- Develop the strategic vision to lead and support learning for all
- Develop a learning culture and ethos based on trust, honesty, challenge and support; one which supports and promotes the growth of professional capital through professional learning
- Support and provide time for meaningful engagement in sustained professional learning and development with opportunities to share
- Lead learning conversations underpinned by coaching approaches to stimulate, challenge and support thinking
- Have professional courage
- Enact collaborative and enquiring approaches to practice
- Encourage, challenge and question to ensure development and progress
- Be committed to and recognise the importance of developing individual and collective knowledge

## Learning as collaborative

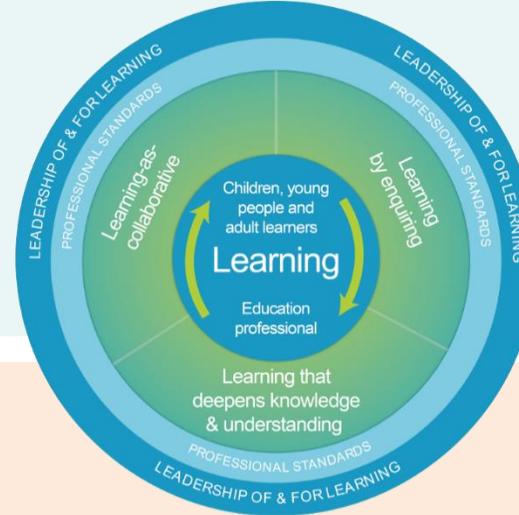
Learning with and from colleagues, partners and learners as part of an active learning community:

- Learning is an interactive and active process
- The educator as learner reflects on professional practice and shares professional learning
- The educator as learner self-evaluates and considers own assumptions, context, relationships with others and is self-aware
- Conversations about learning are:
  - Frequent and prioritised
  - Productive and focused
  - Based on feedback loops between and for educators, learners, colleagues, leaders and relevant partners
- Knowledge is developed by and with educators, learners, family/carers and learning community
  - Engaging learners and their families/carers/relevant partners
  - External knowledge and other expertise and perspectives
  - Learning with and from colleagues, learners and others

## Education professional as learner

There is a dynamic relationship between learners (the learning of children, young people and adults) and the educator's professional learning. These are deeply interconnected through the learning feedback loop at the heart of the model.

- The educator's professional learning should be informed by the learner's experience, voice and needs. In turn, the professional learning of the educator should impact positively upon the experiences of learners
- Professional learning should take account of and reflect the unique circumstances of the learning community.



## Learning by enquiring

There is an ethical prerogative to taking an enquiry stance, to try to improve outcomes for children, young people and adult learners:

- Asking critical questions about self, and learners within your context
- Reflecting on professional practice, learning and the learning of learners within your context encourages metacognitive knowledge and skills
- Supporting dispositions around risk-taking, being open to change and ready to innovate
- Critically examining a wide range of sources of information to inform knowledge and understanding
- Asking questions about impact, about the progress of learners and their learning
- Enquiry based professional learning encourages informed decision making and clearer articulation of 'why' we are teaching and learning in the way we are, promoting voice around the 'so what?' and 'what now?'
- Develops professional agency and voice – educators as leaders of change

## Professional standards and policy

Professional standards and educational policies both support and inform professional learning. It is important to examine and consider them in action and understand the connections and coherence across educational policies and the professional standards. Should be used:

- To self-evaluate and engage in critically reflective thinking about practice as part of regular, planned and ongoing professional learning dialogues and development
- To support professional growth and agency
- To ask critical questions of self, school or organisation and system
- As a catalyst for learning
- To frame and support thinking and practice
- As a way to signpost and plan learning
- To challenge and consider beliefs, values and professional actions
- To explore professional identity

## Learning that deepens knowledge and understanding

Professional learning should inform, challenge and help to understand why we do what we do. Enquiry is the basis for reflective and strategic thinking (metacognition) about practice and becomes the methodology for professional learning.

- Understanding and developing self as a learner and as a professional:
  - What interests, informs and influences you?
  - How do you examine your own assumptions and beliefs?
  - How is your professional voice shaped by professional values?
- Developing depth of knowledge about:
  - Learning and teaching
  - Subject, curriculum and policy
  - Own assumptions, values and beliefs
  - Self as a learner
- Developing skills, expertise and experience
- Regarding problems and failures as learning opportunities
- Seeking solution focused approaches from an informed, problem solving perspective

# Education Scotland Leadership Programmes



Our prospectus is available for download from our website [www.education.gov.scot/professionallearning](http://www.education.gov.scot/professionallearning)

- Teacher Leadership
- Supporting Teacher Leadership
- Middle Leaders Leading Change
- Collaborative Middle Leadership
- Into Headship
- In Headship
- Excellence in Headship
- Leading Systems Change
- Evolving Systems Thinking
  
- Programme Endorsement
- Professional Learning Activities



scan me to  
download the  
prospectus

# The online resource supporting professional learning and leadership in Scotland

[www.education.gov.scot/professionallearning](http://www.education.gov.scot/professionallearning)



## LEARN

- online learning activities
- endorsed programmes

## EXPLORE

- national model of professional learning
- research and enquiry

## CONNECT

- national policy and standards
- National Improvement Hub

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## Teacher leadership

### TEACHER LEADERSHIP PROGRAMME

#### Who is it for?

Designed for all post-probation teachers in Scotland, you will benefit most from this programme if you wish to develop leadership of and for learning in your context.

#### What's involved?

The Teacher Leadership Programme reflects the national model of professional learning and is planned to support and challenge teachers to become confident leaders of and for learning in their classrooms, as well as to develop against the GTCS Professional Standards.

The programme is accessed online through GLOW and you will be supported and challenged in your learning by a group of peers within your regional collaborative, as well as a programme lead and critical friends.

You will also attend two regional induction events and one national event to enable you to learn and share in person.

The central feature of your learning comes from undertaking a practitioner enquiry into an aspect of your own teaching and learning practice.

#### KEY DATES



#### Recruitment

January to March

#### Learning

August to June

#### Duration

One academic session

### SUPPORTING TEACHER LEADERSHIP PROGRAMME

#### Who is it for?

Designed for teachers in Scotland with significant experience in practitioner enquiry, you will benefit most from this programme if you wish to support colleagues to take an enquiring approach to their practice.

#### What's involved?

The programme supports you to work collaboratively, using your prior experience of practitioner enquiry to develop approaches to supporting teacher leadership. You will then plan and implement an approach in your context.

Throughout the programme you will be supported to reflect and share your learning and also explore becoming a facilitator of future professional learning.

#### KEY DATES



#### Recruitment

Flexible

#### Learning

Flexible

#### Duration

6 months

The Teacher Leadership Programme is fully funded for teachers in Scotland.

- 1 Day Induction
- 1 Day Recall
- 1 Day Summit

The programme is developed around enquiry.

There is no pass or fail.

It runs throughout one academic year and is facilitated online via Glow.

Applications are now open for August 2020

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# The Online Resource

This resource enables you to engage with learning activities, search for high quality programmes of learning and access materials that support professional learning and leadership.



## Browse all learning activities

Activities are designed to provide relevant and appropriate learning across a broad range of themes, as well as stimulate reflection on your professional practice with an emphasis on the positive impact of the learning on children, young people and adult learners.

[Go to browse all learning activities](#)



## Programmes

Programmes of professional learning have been endorsed by Education Scotland. Endorsement ensures confidence in the quality of learning offered to educators. You'll find leadership programmes facilitated by Education Scotland, as well as those offered by recognised organisations such as local authorities and universities.

[Go to programmes](#)



## Events

Search for opportunities related to Education Scotland leadership programmes, regional improvement collaboratives, local authorities and selected partner organisations.

[Go to events](#)



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# Reflections on your learning

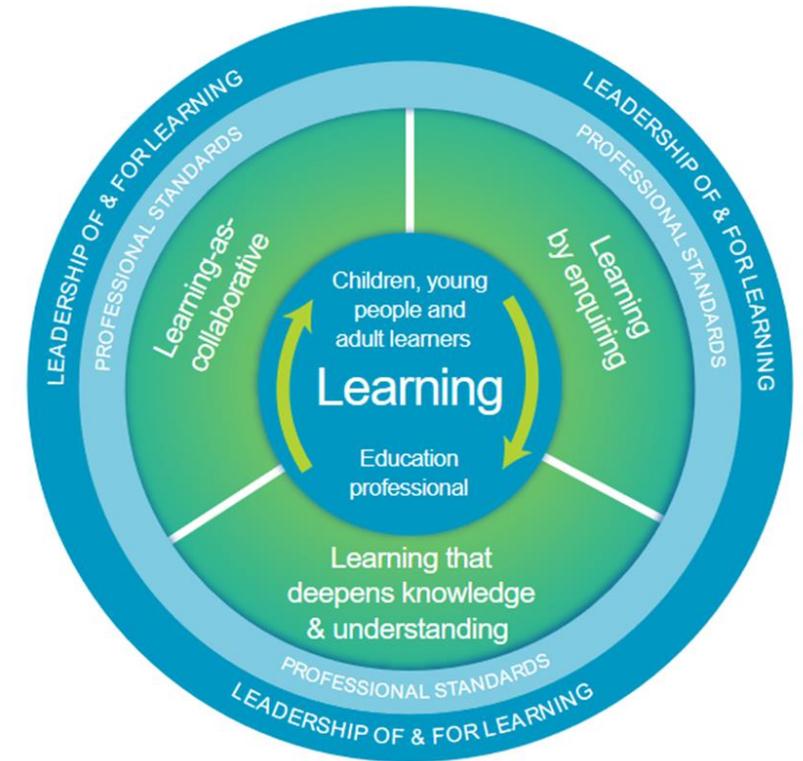
In what ways in the last year or so has your professional learning been ...

- challenging and developed your thinking, knowledge, skills and understanding?
- underpinned by developing skills of enquiry and criticality?
- interactive, reflective and involved learning with and from others?
- informed and supported by professional standards and education policy?
- well supported, promoted and sustained?



# Reflecting on the model – a shared language and aspiration

- What do you see as the impact of the national model for professional learning on your role and setting?
- What support would be helpful?
- How will you help colleagues with this?
- What barriers might there be?
- What is the role of Education Scotland here?





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