

Strategic Plan

2016-2017



SCEL

Scottish College for
Educational Leadership

Foreword

Gillian Hamilton Chief Executive



I am delighted to introduce the Scottish College for Educational Leadership's second strategic plan.

Our plan highlights an ambitious programme of activity that we will take forward over the course of this next year, which will build on our successes to date and help deliver clarity and coherence to educational leadership in Scotland. We want to ensure that all teachers and early years practitioners have opportunities to engage with relevant, meaningful and inspiring professional learning and development in leadership.

We are still a relatively new organisation, with a small team of core staff taking forward our vision to work in partnership with the profession and other national organisations to deliver an education system in Scotland where every teacher and early years practitioner benefits from excellent leadership learning and development so as to make a direct difference to young people and society. This strategic plan reflects the work that our highly committed team is doing to drive forward leadership development in Scotland.

In this second year of our operation, you can expect to see us develop our work further across teacher, middle school and system leadership. Amongst the priorities set out in our plan, you will see that we will continue to grow and develop our cadre of SCEL Fellows as champions for leadership in Scotland.

We will deliver a second cohort of the Into Headship programme, working in partnership with our local

authority and university colleagues, and lead the development of the middle leadership and extended induction aspects of this masters pathway. We will enhance our Framework for Educational Leadership with additional high-quality resources and activities, including endorsed programmes delivered by a range of partners. We will use the findings from our recent teacher leadership engagement to extend our programmes and activities.

I hope you will agree that our plan reflects an aspirational and dynamic agenda for improving and supporting leadership learning and development in Scottish education.

Our ambition can only be achieved through strong partnership working, which is a recognised strength of the Scottish education system. We will continue to work with the education profession across Scotland, our Board of Directors, all the organisations represented on our Stakeholder Forum, and our SCEL Fellows and Regional Network Leaders to take all of our work forward.

We thank you for your support and encouragement so far, and we look forward to working with you to help bring our strategic plan to life!

A handwritten signature in black ink that reads "G. Hamilton". The signature is written in a cursive style and is underlined.

Gillian Hamilton Chief Executive



Introduction

The Scottish College for Educational Leadership (SCEL) was established as a Company Limited by Guarantee in 2014 following recommendations in Teaching Scotland's Future (Scottish Government, 2011) and the Report of the National Partnership Group (2012). SCEL aims to support teachers and early years practitioners to make a difference to the outcomes for children and young people through access to innovative and high quality leadership programmes and services.

SCEL receives grant funding from the Scottish Government. This funding is agreed for the initial three years of SCEL's operations, with an expectation that the organisation will generate an increasing amount of funding year on year, moving towards being a self-sustaining organisation.

Our Mission

Our mission is to bring clarity and coherence to educational leadership in Scotland, ensuring that all teachers and early years practitioners engage with the most relevant, meaningful and inspiring professional learning and development.

We will achieve this by:

- Building and growing a new, sustainable organisation that understands and adds real value to teachers, practitioners and pupils in Scotland
- Establishing the expert role of SCEL at home and internationally by building a strong knowledge and research base which ensures ongoing improvement and leading edge learning
- Engaging across and beyond the system - enhancing relationships, networks and communities to identify and share best practice in leadership learning and development
- Providing access to a robust, relevant and fit for purpose suite of leadership learning programmes and opportunities that draw on international best practice to meet unique local and national needs, strengthening individual and collective leadership capacity across Scotland.

Our Vision

Our vision is to work in partnership with the profession and other national organisations to deliver an education system in Scotland where every teacher and early years practitioner benefits from excellent leadership learning and development so as to make a direct difference to young people and society.

Our Values

We have a shared set of values that show who we are, how we aspire to work as a team and how we want to be seen as a national organisation. Our values are:



Quality



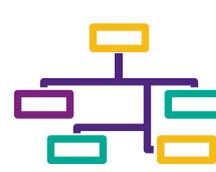
Confidence



Creativity



Courage

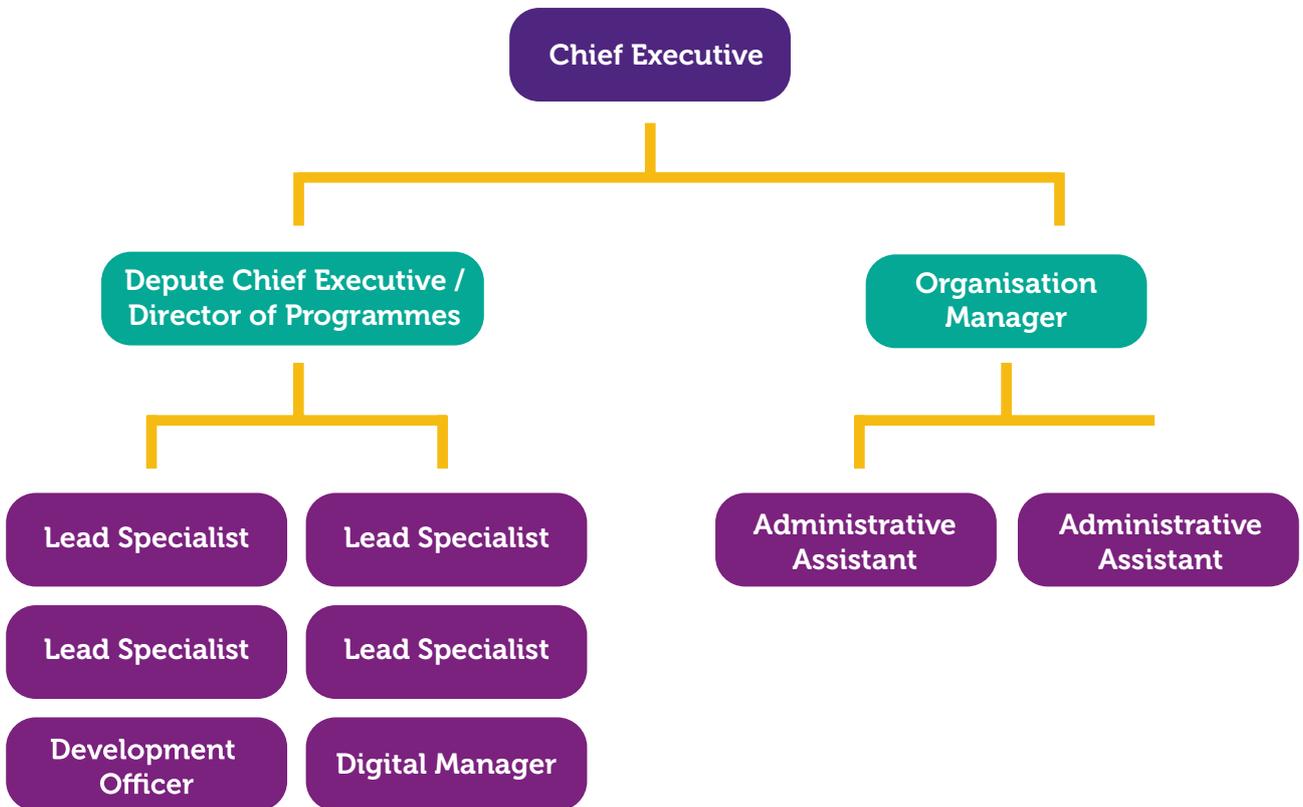


Equity

We respect these values in our day-to-day work and in our interaction with one another and with stakeholders. We endeavour to:

- Have quality at the heart of everything we do
- Act with confidence and courage in all of our work
- Use creative approaches and solutions across all of our developing programmes and services
- Ensure equitable practices in our work, working collaboratively at all times.

Organisational Chart



Our Strategic Objectives

The Scottish College for Educational Leadership has the following strategic objectives:

1

To build awareness of the work of SCEL among the education sector in Scotland and beyond and to develop its brand.

2

To develop strong partnership working with other key stakeholders across and beyond the education sector.

3

To oversee the development, delivery and co-ordination of leadership programmes and systems which meet the needs of the education sector in Scotland.

4

To ensure that both equity of access and equality are built into the programmes and opportunities offered by SCEL.

5

To ensure that appropriate governance, staffing, financial and other arrangements are put in place to enable SCEL to function as an effective and sustainable organisation.

6

To promote SCEL's work on an international basis, developing strong partnership agreements and generating business opportunities.



SCEL
Scottish College for
Educational Leadership

Inspiring professional
learning and development
for educational leaders

THE GENERAL
TEACHING COUNCIL
FOR SCOTLAND
gtc
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Our Priorities and Themes

These priorities and themes were identified by the SCEL Scoping Team in their report of September 2013, endorsed by the National Implementation Board and agreed by the SCEL Shadow Board and SCEL Board of Directors.

- Teacher leadership
- Middle leadership
- Preparation for senior leadership
- Headship preparation programmes (Into Headship)
- Headship programmes for new heads (Extended Induction programme)
- Serving heads/Fellowship programme
- Early Years Leaders and Practitioners
- National Leadership Conference and enhancing the profile of SCEL
- Register of providers and experts
- Regional Network Leaders



Coherence across the national policy context



SCEL has an important role to play in working with partners and stakeholders to improve the quality and outcomes for all learners in Scotland.

The Scottish Government's purpose is to create a more successful Scotland, with an overarching objective to do so through increasing sustainable economic growth. This is underpinned by five strategic objectives that include a smarter Scotland that will contribute to a more skilled and flexible workforce delivered through more efficient public services. The Scottish Government fully supports the establishment and work of SCEL and sees this as an important step in providing the support to the education system to build and improve their leadership capability. SCEL receives grant funding from the Scottish Government to support the delivery of its strategic priorities. Teacher quality is evidenced as a critical factor in improving attainment of children and young people. Improved leadership will bring benefits to the education system and ultimately positively impact on pupils' attainment. This work is directly linked to the Scottish Government's recent announcements regarding Scotland's Attainment Challenge, the Challenge Schools Programme and the Innovation Fund.



Teaching Scotland's Future (Scottish Government, 2011) made 50 recommendations relating to teacher professional learning and leadership with an explicit focus on career-long professional learning. **The National Partnership Group** and the **National Implementation Board** actioned a number of these recommendations which underpin the work of SCEL, including an explicit focus on career-long professional learning, the revised GTC Scotland Professional Standards and the development of the Framework for Educational Leadership. The Chief Executive of SCEL represents the organisation on the newly-formed Strategic Teacher Education Board, which replaced the National Implementation Board.

The GTC Scotland Professional Standards (GTCS, 2012) were developed to promote and support self-evaluation and high-quality professional learning across the teaching profession.

The standards recognise that all teachers should have opportunities to be leaders. They lead learning for, and with, all learners with whom they engage.

They also work with, and support the development of colleagues and other partners. Therefore, leadership has been embedded across the Professional Standards.

The Standards for Registration include a focus on leadership for learning. The Standard for Career-Long Professional Learning includes a focus on teacher leadership and leadership for learning. The Standards for Leadership and Management include a focus on leadership for learning, teacher leadership, and working collegially to build leadership capacity in others.

Engagement in the GTCS Professional Update process became a requirement for all registered teachers from August 2014.

The key purposes of Professional Update are:

- To maintain and improve the quality of our teachers as outlined in the relevant Professional Standards and to enhance the impact that they have on pupils' learning
- To support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland.

Through its work in teacher education and school improvement **Education Scotland** highlights high-quality educational leadership as essential to securing strong outcomes for all children, young people and their families. The quality indicator frameworks 'How good is our school 4?' (2015) and *How good is our early learning and childcare?* (To be published 2016) include illustrations of highly-effective practice in leadership and management. These and other self-evaluation frameworks in the *How good is...?* series recognise the necessity for all practitioners, regardless of their different roles, to demonstrate sound commitment to career long professional learning and leadership development. The quality indicators for leadership and management support effective self-evaluation as the starting point for individual, school and system-wide improvement.



Getting It Right for Every Child (GIRFEC) recognises the need to provide leadership and strategic support to implement the changes in culture, systems and practice required within and across agencies to implement GIRFEC. The Children and Young People's Act (2014) enshrines elements of the GIRFEC approach in law.

Developing Scotland's Young Workforce (Wood, 2014) recognised that the recommendations contained in the report will need strong leadership and firm commitments across the education and business sectors and in national and local government to deliver the changes. The report made specific reference to SCEL in Recommendation 16: "Scotland's leading industry sector groups and companies should be encouraged to work with the Scottish College for Educational Leadership to develop a programme to provide emerging school staff leaders with a wide ranging understanding of industry and careers." SCEL is now represented on the DYW Strategic Leaders (National) Group and will work with other partners on this group to support the delivery of specific recommendations.

Learning and Leadership for Sustainability which is embedded across the Professional Standards, foregrounds the work of SCEL and is a key organisational priority. As SCEL develops an increasing range of programmes and activities, we will work with partners to ensure that elements of the leadership learning link explicitly to the learning for sustainability agenda.

The Scottish Government announced in February 2015 that the Into Headship qualification, the development of which was led by SCEL, will be mandatory for all new head teachers from session 2018/2019.

The Scottish Government published the **National Improvement Framework** in January 2016. The Framework recognises leadership as one of the most important aspects of the success of any school. "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. This in turn helps to ensure that all children achieve the best possible outcomes."(p10)

Improving Schools in Scotland: An OECD Perspective (2016) was commissioned by the Scottish Government to inform the ongoing development of education policy, practice and leadership in Scotland. The report provides an independent review of the direction of the Curriculum for Excellence (CfE) and emerging impacts seen in quality and equity in Scottish schooling. The review calls for a strengthened 'middle' operating through networks and collaboratives among schools, and in and across local authorities. It also recommends the development of a coherent strategy for building teacher and leadership social capital.

Stakeholder Forum

In order to ensure close working with all of our partners, SCEL has established a Stakeholder Forum. This group meets quarterly, and provides the opportunity for SCEL to offer progress updates, consult on key priorities and remain focused on developing and sustaining strong partnership working to achieve our outcomes.

The following organisations are represented on SCEL's Stakeholder Forum:



Completed Work Plan

Activities and Actions from Shadow Board Strategic Plan completed during 2014:

- SCEL established as a company limited by guarantee (Apr 2014)
Organisation premises secured (Apr 2014)
- Pilot of Fellowship Programme for serving headteachers underway (first cohort underway Apr 2014, completed Feb 2015)
- Headship Development Strategic Group established (May 2014)
- Appointment of Chair of Board of Directors and Chief Executive Officer (June 2014)
- Framework for Educational Leadership (FEL) migrated to SCEL website (October 2014)
- Report submitted to the SCEL Shadow Board and the NIB with proposals for a national development programme for aspiring headteachers (October 2014)
- Consultation on national leadership pathways and a national headship programme launched (October 2014)
- Presentations at various education conferences and events to raise the profile of SCEL (ongoing)
- Board of Directors' appointments process complete and Board established (Nov 2014)
- Organise a national conference for approximately 200 delegates from across all stakeholders in Scottish Education by October 2014. (Uplifting Leadership Conference, Nov 2014 – in partnership with ADES and VSC)

Activities and Actions from SCEL's strategic plan completed during 2015 / 2016:

- Establish Board processes and implement cycle of Board meetings, ensuring that all SCEL Directors are informed about the operational processes and the key priorities and impacts of SCEL (Training for Board members on governance and finance completed Feb 2015, SCEL sub-committees established Aug 2015, required policies and processes in place Jun 2015, Board evaluation process in place for Jan 16)
- Build organisational capacity and processes through a planned recruitment process and systematic staff and organisational development (employee handbook in place Feb 15, first stage of recruitment process completed by Apr 15, second stage of recruitment process completed Mar16)
- Establish mechanisms to encourage strong partnership and collaborative working across and beyond the Scottish educational landscape to include the wider public services and activity related to Workforce Scotland (Stakeholder and Provider Forums established, International Advisory Board established, series of successful joint events delivered in partnership with LAs and national organisations)
- Undertake digital analysis on the SCEL's on-line presence and needs and develop web presence accordingly. Develop Communication and Social Media Strategy to support this area of work. (Website launched Mar 16)
- Re-design, promote and develop the Framework for Educational Leadership (FEL) as a self-directed learning resource to support teachers' and early years practitioners' professional development and learning for leadership. (Framework launched Sep 15)
- Develop an endorsement process that will enable publication of a list of providers and experts in educational leadership that have been approved to work with SCEL. (Endorsement processes underway Aug 15)
- Agree the structure and framework for a national development programme for aspiring head teachers by the end of 2014, with delivery of this programme available by August 2015. (Into Headship launched Sep 15)
- Evaluate the pilot of the SCEL Fellowship Programme by March 2015, and develop and disseminate papers and resources from individual projects by March 2015. Recruit and deliver second cohort of Fellowship Programme for serving head teachers and heads of establishments providing senior level, high quality professional learning and through this continue to build a community of head teacher experts to lead and support system level initiatives and developments. (Evaluation completed and used to inform the delivery of the second cohort. Recruitment for third cohort completed Mar 16)
- Establish and support a team of 7 Regional Network Leaders (RNLs) to represent SCEL across geographical groups of local authorities, in order to build engagement with SCEL at a local level with the wider educational community (Recruitment process complete Feb 16, induction programme underway Mar 16)
- Carry out a scoping exercise looking specifically at the needs of early years practitioners, identifying areas of work that require to be addressed to ensure that SCEL programmes and activities meet the needs of this group. (Scoping exercise complete, published Sep 15)

Strategic Priorities

2016 - 2017

1

Build upon the mechanisms established to date to encourage strong partnership and collaborative working across and beyond the Scottish educational landscape to include wider public services and activity related to Workforce Scotland.

2

Continue to develop and promote the Framework for Educational Leadership as the hub of SCEL's work. Ensure that teachers and early years practitioners see the Framework as a self-directed learning resource central to developing individual and collective leadership capacity, and have increasing access to a growing range of high quality professional learning activities (PLAs), key areas of focus, resources and endorsed programmes.

3

Deliver the recommendations from SCEL's Early Years scoping exercise, including the development and enhancement of the Framework for Educational Leadership, to meet the professional learning in leadership needs of early years practitioners. Undertake the Primary HT scoping exercise as per the recommendations of the Siraj review, at the request of the Scottish Government.

4

Revise and enhance the SCEL endorsement process, ensuring that all providers (LAs, universities, private providers) are aware of the benefits and seek to apply for endorsement of programmes. Increase number of endorsed programmes available on Framework for Educational Leadership, bringing greater coherence to leadership development opportunities across Scotland.

5

Continue to develop and promote the Into Headship qualification for aspiring Head Teachers. Undertake a review of the first cohort and its component parts. Recruit and begin delivery of a second cohort to the programme.

6

Confirm arrangements for all elements of the Masters pathway for the Specialist Qualification for Headship including middle leadership and extended induction, ensuring there is a national support programme for newly appointed head teachers available by December 2016.

- 7** Confirm the SCEL Fellow role expectations and continue to build a community of Head Teacher / Head of Establishment experts to lead and support system level initiatives and developments through a combination of high quality professional learning and development opportunities and Fellow engagement in system improvement.
- 8** Utilising the confirmed role of SCEL Fellows, revise the Fellowship Programme to ensure the development route to becoming a SCEL Fellow has an explicit emphasis on system leadership. Recruit and deliver a third cohort of the Fellowship Programme.
- 9** Develop a comprehensive and coherent suite of SCEL programmes working with a range of stakeholders, partners and providers to ensure quality and relevance. Establish effective marketing and promotional strategies to support engagement of leaders at every level.
- 10** Continue to build SCEL's research profile, including information and access to research on SCEL's website, SCEL involvement in research and development, aligning this work to related developments led by the Strategic Teacher Education Board, GTC Scotland and Education Scotland.
- 11** Establish and support a team of 7 Regional Network Leaders (RNLs) to represent SCEL across geographical groups of local authorities, in order to build engagement with SCEL at a local level with the wider educational community.
- 12** Continue to develop SCEL's Board of Directors, ensuring that all Directors are informed about the operational processes and the key priorities and impact of SCEL and are able to provide appropriate governance support and scrutiny.
- 13** Continue to build SCEL's organisational capacity through a planned recruitment process and systematic staff and organisational development, ensuring that we have a knowledgeable and experienced staff team able to contribute to the growth of the organisation and deliver across SCEL's strategic priorities.
- 14** Undertake premises review, confirming SCEL's location for the next two years in order to meet the growing needs of the organisation and to ensure that the staff team are working in premises that are fit for purpose so that they are able to effectively deliver the organisation's strategic priorities.
- 15** Develop a business and financial strategy to enable the organisation to work towards a sustainable income model.





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