



SCEL

Scottish College for
Educational Leadership

Into Headship Programme

2017 / 2018

Professional verifier specification

www: www.scelscotland.org.uk

e-mail: enquiries@scelscotland.org.uk

telephone: 0141 548 8032

twitter: @teamSCEL

Professional verifier specification

Professional Verifiers (PVs) are head teachers or, in some cases, Local Authority (LA)/Scottish Council of Independent Schools (SCIS) personnel with senior leadership experience who are currently employed and have completed training to enable them to carry out professional verification.

A key principle of the Into Headship programme is the model of professional learning in which practice-based learning is an integrating concept. This model includes four interdependent dimensions:

- reflection on practice;
- cognitive development: building knowledge;
- experiential learning: learning through structured experiences including practice and peer learning processes; and
- social learning: engaging in the processes of learning and learning improvement engaging with cohort peers, staff in school and colleagues in partner schools and agencies.

Practice-based learning embraces a range of dimensions including academic and professional learning, the integration of theory and practice, school improvement, and building capability and capacity. Practice-based learning is facilitated through a network of relationships formalised through a number of support roles including the professional verifier.

The training for professional verification will be provided by the Higher Education Institutions (HEIs). Professional verifiers, who will be selected by the LA Coordinator or SCIS personnel, will generally be from the same LA as the participant, unless there is a potential conflict of interest or capacity issue. Professional verifiers may work across LAs and sectors. SCEL will retain a database of all trained PVs.

The core of the programme is practice-based learning where participants demonstrate their achievement of the Standards for Leadership and Management (Standard for Headship). Therefore, a dimension of assessment has to be about the quality and impact of the participant's leadership practice in school/community through demonstrating competence in their professional actions. As a vital element in the professional verification process in the Into Headship programme the professional verification process is an opportunity to verify the school/education community-based element.

Professional verification takes place in the final stages of the programme once the participant has submitted the final assessment for Into Headship Course 2 which sets out a long term strategic change programme.

PVs and HEI tutors consult prior to the visit to draw up an agenda of points for discussion based on the assessment material submitted. Professional verifiers visit the participant's school as part of the summative assessment of Course 2 of the programme.

A range of ethical and procedural issues arise in relation to the collegial assessment process within the Into Headship programme. These have important implications for all verifiers and assessors. It is therefore essential that all verifiers and assessors should commit themselves to observing the following principles:

- Confidentiality is of the utmost importance and should be respected at all times.
- To ensure objectivity and consistency of assessment procedures, all verifications must be based on evidence that is directly related to the criteria provided. Verifiers should concentrate on the evidence provided.
- Due consideration should be given by Verifiers to the school context within which each participant is working. Again, this must be done consistently and with sensitivity.

Detailed guidance on the procedures, criteria and reporting format will be provided by the HEI tutor with whom the PV will work.