

Local authority co-ordinator specification

Into Headship programme

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For Scotland's learners, with Scotland's educators

An important aspect of the Into Headship programme is the combination of various perspectives based on a model of professional learning where practice-based learning sits as the central concept. This model includes four interdependent dimensions and is closely related to the [national model of professional learning](#):

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

Underpinning the programme are sets of relationships that build a comprehensive process of professional learning necessary to demonstrate the Standards for Leadership and Management (Standard for Headship):

- academic and professional;
- theory and practice;
- school / community and programme;
- practice based learning and building knowledge;
- individual development and school improvement; and
- building individual skill and school / community capability.

These relationships are facilitated through a number of support roles.

Local authority co-ordinator responsibilities

The local authority co-ordinator role in this particular programme includes:

- co-ordinating the criterion-led selection process using nationally agreed documentation, informing Education Scotland and higher education institutions (HEIs) of the outcome, involving existing participants where appropriate;
- supporting unsuccessful applicants;
- forward planning, especially in projections for succession planning and headship recruitment;

- liaising with Education Scotland on key developments, quality assurance and co-ordination of training needs;
- liaising with the participants, Education Scotland and the HEI tutor to ensure the effective delivery of the programme;
- co-ordinating and supporting HT mentors;
- having a good knowledge of the Into Headship programme;
- arranging regular network meetings with their Into Headship cohort which will complement the networks created through the HEI cohorts;
- building local and regional learning communities enabling and facilitating group discussion;
- supporting participants to build a local knowledge of processes and practices of the management areas of the Standard for Headship including finance and legal frameworks for schools; and
- organising events, opportunities and resources related to identified professional learning needs of the cohort.

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