



Members of the Reaccreditation Panel

- [REDACTED], GTC Scotland Education Panel Member (Chair)
- [REDACTED], GTC Scotland Education Panel Member
- [REDACTED], GTC Scotland Education Panel Member
- [REDACTED], GTC Scotland Education Panel Member
- [REDACTED], Association of Directors of Education Scotland
- [REDACTED], South Lanarkshire Council
- [REDACTED], Argyll & Bute Council
- [REDACTED], City of Edinburgh Council
- [REDACTED], University of the West of Scotland
- [REDACTED], GTC Scotland Senior Education Officer (Servicing Officer)

Presentation for Into Headship Programme for Reaccreditation

Universities:

- [REDACTED], Programme Director, University of Stirling
- [REDACTED], Course Organiser, University of Edinburgh
- [REDACTED], Course Leader, University of Dundee
- [REDACTED], Programme Leader, University of Glasgow
- [REDACTED], Senior Lecturer & Director of Leadership, University of Aberdeen
- [REDACTED], Course Leader, University of Strathclyde
- [REDACTED], Director of Teacher Education, University of Edinburgh
- [REDACTED], Programme Leader, University of the Highlands & Islands

Education Scotland:

- Lesley Whelan, Head of Professional Learning and Leadership
- [REDACTED], Lead Specialist – School Leadership

Local Authority Partners:

- [REDACTED], East Ayrshire Council
- [REDACTED], Glasgow City Council
- [REDACTED], West Lothian Council
- [REDACTED], Falkirk Council

1 Commendations

The Panel would offer the following commendations:

- (i) The submission was very clear, well set out and easy to navigate. This enabled the Panel to quickly get an overview of a complex submission and readily access the different elements of the Into Headship programme. The overview document, interwoven with examples from the Universities, really helped outline the structure of this national programme.
- (ii) The clarity of the presentation, engagement with the Panel and the depth, passion and enthusiasm of the partnership group supporting this programme. This is a well-supported programme which is well developed and founded on responsive approaches to meeting the support needs of individual participants.
- (iii) A core strength is the genuine partnership working that is central to the way this professional learning offer is articulated, designed, delivered and supported, given the complexity of the partnerships this is not to be underestimated. The way in which the universities, local authorities

and Education Scotland colleagues work collaboratively together through the design group is at the heart of this, with members of the design group positioning themselves as lead learners, actively modelling learning and shaping strategic thinking.

- (iv) The programme is adaptive, responsive and flexible in offering support processes for participants. This was clearly shown through the move to online working due to Covid while still offering highly individualised learning environments.
- (v) There is a clear focus on health and wellbeing as embedded into the pedagogy of the programme for participants in line with the Standard for Headship 2021. The National conference puts health and wellbeing front and central in launching the programme and each University has well developed pastoral support in place for students. This was also brought to the fore through the responsive adaptations to Covid and the way programme delivery and content was restructured to further emphasis personal wellbeing and resilience.
- (vi) A well-designed programme which has been informed over its history by practitioner voice and a rich range of partnership working. Its rationale is clearly embedded in developing strategic school leadership and the specificity of Headship.
- (vii) A key strength is that the programme is grounded in practice, underpinned by research. This is clearly evidenced through the experiential learning in the Strategic Change Initiative which fosters close links between theory and practice. The programme aims to develop agentic school leaders with the ability to critique the wider global, national, and local policy landscape.
- (viii) The programme is clearly underpinned by the national model of professional learning. A critically informed depth of knowledge is central to the programme, helping participants challenge assumptions, critically engage with policy and research to reflect on themselves as leaders.
- (ix) The support for self-evaluation through the 360 process of the ESCI supported by 1 to 1 coaching at the start of the programme is a real strength. The design group may wish to explore how this could be extended so graduates of Into Headship could revisit this to support their ongoing leadership.
- (x) The work of the design group positions this programme ahead of the curve, drawing upon creative and innovative approaches to programme design and delivery. This again was exemplified well in the responses to Covid where an array of modes of learning were shared in discussion. It may be worth considering some overarching research on the programme to explore and share these innovations.
- (xi) The plans to re-engage with face-to-face delivery as part of this professional learning offer when and where appropriate was welcomed by the panel as part of the blended learning continuum.
- (xii) Graham Donaldson in the GTC Scotland national lecture talked about 'readdressing the need for and implications of career long professional learning including genuine collaboration involving schools, universities and local authorities'. The panel feel that the work of this programme is an excellent example of that genuine collaboration, supported and facilitated by Education Scotland in enabling the development of leadership as one of the key drivers in Scottish education.

2 Recommendations

The Panel suggested the following three recommendations:

- (i) The work of design group has been instrumental in shaping this professional learning, going forward, supported by the new Oversight Board the group should continue to build on the evident strengths in this National programme for aspiring headteachers.
- (ii) A coherent national programme which allows for a localised focus through the taught programme in each University offering a contextualised approach. Really interesting examples of this were brought by the different Universities and the design group should continue to share

these, identifying where appropriate any aspects they believe should perhaps form part of an extended national offer to all participants.

- (iii) Education Scotland may wish to think of how best to support participants with accessing the localised context to some of the core online modules in terms of their local authority settings, helping them to ask questions about local approaches, for example, financial allocation and planning.

3 Conclusion

Panel members were grateful to Education Scotland, the universities and local authority representatives for their presentations and contributions to discussion. Following careful consideration of the programme documentation and the full discussion on the day, the members of the Panel concluded that the programme be accredited unconditionally. Accreditation is for five years or earlier if the programme is subject to any major change.