

**Glasgow City Council****Education, Skills and Early Years City Policy Committee****Report by Executive Director of Education Services****Contact: Carolyn Davren, Alison Mitchell, Andrea Reid
Ext: 70204****EDUCATION SERVICES, UPDATE ON PROGRESS WITH LEADERSHIP
CAPACITY BUILDING AND PROFESSIONAL LEARNING****Purpose of Report:**

To update the committee on progress in Leadership Capacity Building and Professional Learning by Education Services

Recommendations:

The Committee is asked to note the update and progress in taking forward Leadership Capacity Building and Professional Learning by Education Services

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes No consulted: Yes No **PLEASE NOTE THE FOLLOWING:**

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1 Background

- 1.1 A paper was previously brought to the Education, Skills and Early Years Policy City Committee in September 202.
- 1.2 Education Services and schools provide a range of high quality and innovative professional learning opportunities to build leadership capacity at all levels in a networked learning organisation.

'A learning organisation is a place where the beliefs, values and norms of employees are brought to bear in support of sustained learning; where a "learning atmosphere", "learning culture" or "learning climate" is nurtured; and where "learning to learn" is essential for everyone involved.' OECD.

- 1.3 We are committed to this model of networked learning organisations, described as above by the OECD and we are fully committed to modelling and growing learning leadership. Indeed this is one of our challenges described in our [All Learners, All Achieving document](#).
- 1.4 The [General Teaching Council Standards](#) (GTCS) describe teacher professionalism in Scotland i.e. teachers' 'way of being', as they progress through their career. The standards root the notion of being a lead learner and a leader of and for learning as the core of teacher professionalism. The continuum of leadership across every layer: Initial Teacher Education, Newly Qualified Teacher, Early Career Teacher, Middle Leadership, Headship, Education Officers, and Support Practitioners is well recognised and underpins our work in Glasgow.
- 1.5 The resources and guidance available nationally on [an empowered system](#) being one that grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners align with Glasgow's vision and commitments.
- 1.6 We engage closely with national bodies to access materials and [professional learning](#) which support and augment our professional learning and leadership offers.
- 1.7 The national professional learning model offers strategic guidance and shared language on the kind of learning that builds capacity, promotes collaborative practices and supports education professionals to be empowered, enabling them to meet the needs of all learners. We ensure this is woven into our leadership programmes.



- 1.8 Glasgow is unique in having a Head Teacher in Residence who works with both Education Resources and the University of Glasgow and further detail of her work can be found throughout this report.

2 Leadership Rationale

- 2.1 The diagram below provides the rationale behind our Leadership offer:



3 Leadership Strategy Group

- 3.1 The leadership Strategy Group meets to update on business and progress 3 times per year. The Group is chaired by the Senior Education Officer. All leadership workstream leads report to this strategic group. Membership therefore represents all sectors across Education Services. A QIO is responsible for collaborating and leading with workstream leads to take forward strategic priorities.

3.1.1 This session, as part of ongoing refresh and review, the Leadership Strategy Group have been involved in consultation and engagement with practitioners on the leadership offer. The final practitioner Focus groups will take place in August 2024. The Leadership Strategy group vision and focus will be refreshed to reflect this engagement, linking closely with the Education Services Annual Business Plan.

3.1.2 In addition to business meetings, the Leadership Strategy Group also have a focused professional learning and planning day each session. During Session 21/22 this focused on the review and refresh of the Strategy. This session, 22/23 the group are having focused dialogue and professional learning around race cognisant leadership to ensure all leadership programmes look at professional learning with this lens.

4 Leadership Workstream Updates

- 4.1 This session 126 teachers achieved their Apple Professional Learning Coach status through the work of the Digital Strategy Group. 5 schools have been recognized as Apple Distinguished Schools. Our Regional Training Centre Lead, has now been invited to attend training to become an Apple Distinguished Educator this summer. This is an international achievement, and our leader will be one of only a small group worldwide, 5 in Scotland, who are recognised as transformational practitioners and active leaders in education.

“These are the educators who are looking to change the world. They are active leaders from around the world helping other educators rethink what’s possible with iPad and Mac to make learning deeply personal for every student.”

Apple

- 4.1.1 English as an Additional Language (EAL) - The ongoing development of the EAL leadership team continues as discussed in the recent EAL paper. Remits have been further clarified and streamlined to build leadership capacity across the service commitments and offers.
- 4.1.2 The PT BAME programme has, this year, been extended from a 12-month secondment opportunity to a 23-month opportunity. This session’s posts have been extended to the full 23 months which will enable the practitioners to further develop skills in terms of strategic leadership at middle leader level.
- 4.1.3 The University of the West of Scotland are working closely with us to review all programmes to ensure a race cognisant lens to support professional learning.
- 4.1.4 There has been a focus on the development of leaders within the Gaelic medium Sector. This session 3 school leaders have successfully been accepted on to next year’s cohort of ‘Into Headship’.
- 4.1.5 70 staff have participated in Coaching for Success and were awarded their certificate from GTCS. 40 participants will complete this in September 2023.
- 4.1.6 A professional learning programme for Early Career Teachers has been developed and is open to all teachers who are joining the city. This is also augmented by our new “Into Glasgow” offer for those practitioners new to the city.
- 4.1.7 This session our Leaders in Learning and Teaching (LiLT) city team of practitioners have worked with the Education and Improvement Service and the link QIO to develop the programme for school leaders of Learning and Teaching. The team of classroom practitioners are seconded for one day weekly. They have been working to upskill and develop confidence in classroom practice and to promote practitioner leadership within their own classrooms. The team have delivered a comprehensive programme to the entire Probationer Cohort with each probationer having two full days of sector led professional learning. The delivery was well received and feedback from the cohort was very positive.

- 4.1.8 The LiLT team have reviewed the former 'Tapestry' programmes which now belongs to Glasgow Education Services and have redesigned and created these as Glasgow Pedagogy materials and professional learning courses. The team continue to deliver to teachers and school leaders on their whole school and department professional learning offer. They have developed a course overview of all aspects of Glasgow Pedagogy for next session. By the end of this academic session, the team will have worked with over 300 school leaders and over 400 probationers.
- 4.1.9 Thinking about Middle leadership Primary and Thinking about Middle Leadership Secondary have been running since August 2022. Candidates have been leading change initiatives within their establishments at Middle leader level and sharing this journey with peers on the course. The successful members will be recognized in an award ceremony in June. June. This session 33 candidates were engaged in the Primary Programmed and 35 in the Secondary Programme. This professional learning offer will now pause as it is important to take some time to reflect and refresh this offer before recruiting for session 22023/ 24.
- 4.1.10 The Senior Leadership course 'Thinking about Senior Leadership' was refreshed recently. Recruitment is rigorous and the Headteachers and Depute Head Teachers who run and organise the course have had very positive feedback from participants. It is worth noting that this course now runs with both Secondary and Primary practitioners together which gives additional depth, insight and collaborative networking opportunities for the practitioners involved. This session the course has run over the year with 47 potential senior leaders participating. They will also be recognised for their achievements at the celebration in June.
- 4.1.11 Headteachers appointed in Scotland are now required, through legislation, to hold the General Teaching Council Scotland, Standard for Headship. For anyone who does not yet have this Standard, it can only now be achieved through the completion of an appropriate academic qualification. Within Scotland, that course is 'Into Headship.' The programme was reviewed last year by Professor Alma Harris, on behalf of the government, to ensure that the qualification was fit for purpose. Professor Harris recognised in her report, Glasgow's unique situation as the authority with a 'Headteacher in Residence' who is based at the University and works alongside both the University and GCC on Into Headship and supports other programmes which Glasgow practitioners engage with. The QIO Leadership, also sits on the National Design group for Into Headship with the Headteacher in Residence and the Senior course leader, Professor Julie Harvie at Glasgow University. Glasgow Into Headship candidates all attend the University of Glasgow and this develops strong internal networks of support throughout the course of their studies and into Headteacher posts in Glasgow.
- 4.1.12 In February 2023 Cohort 7 graduated from the course. Of those 23 graduates, 9 are now in permanent Headteacher posts and 4 are currently in Acting Headteacher posts.

- 4.1.13 Cohort 8 are currently completing their studies; Glasgow has 24 practitioners undertaking this Masters level study, several of whom are now in Acting Headteacher positions.
- 4.1.14 Cohort 9 who will commence their study in August 2023 with 31 participants who are taking up this government funded study.
- 4.1.15 Headteachers in post can complete their Masters study by participating with 'In Headship'. This is also funded by the government.
- 4.1.16 The Headteacher in Residence taken forward 'Headteacher Bitesize' with twilight study and development sessions for our school leaders. These sessions have involved several international Educationalists. This has given our Headteachers unique opportunities to look at education internationally reflecting on learning in our Glasgow context.
- 4.1.17 A Headteacher Talent Pool for Primary is being recruited for those with the Standard for Headship to provide acting opportunities.
- 4.1.18 In August 2022, work began on developing a Headteacher Mentoring Programme. This work has been carried out in collaboration between Glasgow University Education Services and the Centre for School Leadership, Ireland (CSL). The programme has been developed with support from CSL using the model that they have successfully implemented across Ireland to give newly appointed Headteachers a formal mentor programme and support in the early stage of their career as a school leader. In order to ensure the quality of this, the Headteacher Mentors undergo an annual training course to make sure that the Mentors feel able to deliver the Mentoring relationship for the Mentees.
- 4.1.19 A design group of experienced Headteachers, supported by the HT in Residence and EdIS Officers collaborated with CSL to develop the course for our context. Development work was also carried out in partnership with the Archdiocese to support leaders in our denominational schools across the city.
- 4.1.20 The training days for our initial cohort of 40 experienced Headteachers mentors were evaluated. Evaluation of this project will be conducted by Glasgow University.
- 4.1.21 The Headteacher Induction programme is a long-established professional learning offer for our newly appointed Headteachers. The programme has been reviewed this session by a design group of Headteachers who have refreshed the course content and have piloted an introductory 4 sessions of the 8-session course. The course has been well received by the participants with just under 40 newly appointed Headteachers and graduates from Cohort 7 of Into Headship.

- 4.1.22 The programme will resume in August 2023 and run monthly until April next session as the Design group recognised the challenges on Headteachers time in the final term of school.
- 4.1.23 The offer from the Regional Improvement Collaborative, The West Partnership, this academic session has been a coaching offer for school leaders at all levels. This has been with the Mudd Partnership. This has included One to One coaching, Peer Coaching and Group Coaching.
- 4.1.24 Additionally, the West Partnership also offers the programme 'Thinking about Headship' for several of our potential senior leaders which supports Depute Head Teachers who are considering taking the step of applying for Into Headship. This course is a good foundation for potential future Headteachers and often candidates who complete this will then take the next step of applying for 'Into Headship'.
- 4.1.25 Glasgow's Improvement Challenge supports our school leaders across the city with a focus on the poverty related attainment gap, excellence, and equity. Their work includes developing leadership practice in dialogue to support and challenge practice resulting in improved learner outcomes. This work has been supported by the Head Teacher QA team member. Glasgow's Improvement Challenge have also taken forward a primary DHT Induction Network, Head Teacher Inductions to core work such as maths counts, literacy for all, Head Teachers Conversation Cafes and training in a range of strategies for leaders to make best use of data for improvement (Fact, Story, Action).
- 4.1.26 The Glasgow Schools Forum continues to run on a monthly basis, bringing in children and young people from across the city. Schools are all invited to send up to 4 young people to the Forum meetings in the banqueting Hall. The Primary Forum has had up to 107 schools attend the session this year and the Secondary BGE forum has had up to 25 of our Secondary schools attend. We have groups from our ASL establishments at all sessions and they are supported to attend with mainstream peers. More information on this and other Pupil leadership work is available within a recent committee paper.
- 4.1.27 This session we have also had Senior Phase Parliament meeting. This group of young people have met after school and have had the opportunity to meet the Director of Education and engage directly on key issues.

5 Next Steps

- Finalise leadership offers on Glasgow Online for next session ensuring communication on professional learning at all levels is updated.
- Continue to review probationer programme annually.
- Progress early career professional learning offer.

- Review middle leadership programmes – notes of interest will be sought for senior leaders to develop a design group to take this forward.
- Update milestones and actions related to leadership, on the Education Service Annual Business Plan ensuring workstreams and the leadership strategy group are progressed appropriately.
- Engage in research on the impact of the new Heads Mentor Programme and publish findings.
- Investigate further mentoring and shadowing opportunities to continue to build leadership capacity.
- Ensure all programmes are refreshed to ensure a focused lens on core values and Education Services priorities/challenges.
- Continue to Focus on networked learning organisation developments across schools, learning communities and wider Education Services. Networked learning organisations are more able to adapt, change and grow. We are committed to the model described by the OECD/UNICEF within our All Learners. All Achieving document.
- Continue dialogue and partnership with University of Glasgow and our Head in residence on a range of inputs and projects to support improvement in our establishments.

6 Policy and Resource Implications

Resource Implications:

Financial: Within current resourcing.

Legal: None.

Personnel: Within current resourcing.

Procurement: Within current resourcing.

Council Strategic Plan: Specify which Grand Challenge (s) and Mission (s) the proposal supports. Where appropriate the relevant Commitment can also be listed.
 GC Reduce poverty and inequality in our communities.
 GC Increase opportunity and prosperity for all our citizens.
 GC Enable staff to deliver essential services in a sustainable, innovative, and efficient way for our communities.

Commitments:

All Education commitments within the council plan are now aligned within the action plan which has aligned to All Learners All Achieving. On occasion commitments with the wider council family are also written up within the action plan as actions.

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify. Yes, and links with all protected characteristics work across Education Services.

What are the potential equality impacts as a result of this report? Positive impact.

Please highlight if the policy/proposal will help address socio-economic disadvantage. Raised attainment providing improved life chances and choice.

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify: N/A

What are the potential climate impacts as a result of this proposal? N/A

Will the proposal contribute to Glasgow's net zero carbon target? N/A

Privacy and Data Protection Impacts:

Are there any potential data protection impacts as a result of this report N

If Yes, please confirm that a Data Protection Impact Assessment (DPIA) has been carried out

7 Recommendations

- 7.1 The Committee is asked to note the update and progress in taking forward Leadership Capacity Building and Professional Learning by Education Services