



## The Standard for Middle Leadership

An aspirational professional standard  
for Scotland's teachers

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# Introduction

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## Professional Standards for Teachers in Scotland

The Professional Standards, with professional values at the heart, support and promote partnership, leadership, enquiry and professional learning. They describe teacher professionalism in Scotland, our 'way of being'. Professional Standards for teachers in Scotland have multiple purposes:

- to create a shared language for teaching professionals
- as a benchmark for professional competency
- to develop and enhance professionalism
- to support career-long professional growth
- to provide a framework for Initial Teacher Education, probation and leadership pathways and programmes
- to ensure and enhance public trust and confidence in the teaching profession

Professional Standards for teachers were first established in Scotland in 2000. They were reformed in 2012 and enacted in 2013 as a reconceptualised model of teacher professionalism supported by the introduction of **Professional Update**. The discussion to review the 2012 Professional Standards began in 2017 and concluded in a set of refreshed and restructured Professional Standards with an enactment date of 2 August 2021.

The **Standard for Provisional Registration** is the **benchmark** of competence required of all student teachers at the end of Initial Teacher Education who are seeking provisional registration with the General Teaching Council for Scotland (GTC Scotland). **This Professional Standard outlines what is required to become a teacher in Scotland.**

The **Standard for Full Registration** is the foundation of the Professional Standards and is the **benchmark** of competence required of all registered teachers in Scotland. This Professional Standard is the gateway to the profession and constitutes the teaching standards in which learners, parents, the profession itself and the wider community can have confidence. **This Professional Standard encompasses what it is to be a teacher in Scotland.**

The **Standard for Career-Long Professional Learning** provides an **aspirational and developmental** framework for teachers. It describes the advanced professional knowledge and pedagogical expertise that registered teachers could develop and maintain as they continue to progress in teaching and the education profession. **This Professional Standard supports the professional growth of teachers in Scotland.**

The **Standard for Middle Leadership** and **The Standard for Headship** provide aspirational and developmental frameworks for teachers in/or considering leadership roles. They outline the strategic vision, professional knowledge and understanding, interpersonal skills and abilities and professional illustrations that support teachers in leadership roles. **These Professional Standards provide a framework for professional growth for teachers in leadership roles.**

Consequently, they have some additional purposes:

- support for self-evaluation and reflection for teachers in, and aspiring to, formal leadership roles in our schools
- informing the process of recruitment and selection
- contributing to dialogue about leadership and management

The **Standard for Headship** has the additional purpose of being a requirement for teachers permanently employed in local authority Headteacher roles from August 2020.

The suite of Professional Standards is underpinned by the interdependent themes of professional values, Learning for Sustainability and leadership. The Professional Standards provide the framework for all teachers in Scotland to enhance their professionalism and ensure rigour and challenge that supports a resilient and enabled profession confident in the skills, knowledge and values needed to enable Scotland's young people to develop skills for learning, life and work.

Scotland's Professional Standards actively support, embrace and promote the principles and practices of sustainability across all aspects. This means understanding and valuing environment, culture and heritage, developing a sense of place and belonging to the local, national and global community. It also means having a deep connection to the natural world and understanding the significance of the choices we make – now and in the future.

The Professional Standards are organised into interrelated categories with **Professional Values** and **Professional Commitment** at the heart. These elements are inherently linked to each other and one aspect does not exist independently of the others. It is this inter-relationship among all the categories which enables the professionalism of the teacher and leads to appropriate professional action and growth.

# 1 Being a Teacher in Scotland

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Our increasingly interconnected and rapidly changing world faces many social, environmental and economic challenges, and an effective, responsive and inclusive education system is vital if we are to address these. Engaged, reflective, empowered and skilled teachers and learners acknowledge Scotland's place in the world, our history, our differences and diversity, our unique natural environment, and our culture based on social justice. Scotland's teachers help to embed sustainable and socially just practices in order to flourish as a nation.

The **Professional Standards** outline what it means to become, to be and to grow as a teacher in Scotland. A commitment to the **professional values of social justice, trust and respect and integrity** is at the heart of the Professional Standards and underpins our relationships, thinking and professional practice in Scotland.

The educational experiences of all our children and young people are shaped by the professional values and dispositions of all those who work to educate them. Values are complex: they are the ideals by which teachers shape their practice as professionals. Starting with teachers as individuals, values extend to our learners, our colleagues and community and to the world in which we live.

Professional values help to develop our professional identity and underpin a deep commitment to all learners' cognitive, social and emotional growth and wellbeing. They provide the foundation to support and encourage teachers to see the whole child or young person and their needs. They are integral to, and demonstrated through, all our professional relationships, thinking and actions and all that we do to meet our **professional commitment** as teachers registered with GTC Scotland.

As part of **teacher professionalism**, professional values are required to be enacted in everyday practice both within and outwith the educational establishment. They support us to ask critical questions of educational theories, policies and practices and to examine our own attitudes and beliefs. Values, and the connections between values and actions, require regular reflection over the course of teachers' careers as society and the needs of learners change and as understanding develops. Our commitment to career-long professional learning is a critical part of developing our professionalism. Enquiring and collaborative professionalism is a powerful force in developing teachers' agency and delivering our commitment to engaging children, young people, their families and communities in the education process.

## 1.1 Professional Values

### Social Justice

Social justice is the view that everyone deserves equal economic, political and social rights and opportunities now and in the future.

- Promoting health and wellbeing of self, colleagues and the children and young people in my care.
- Building and fostering positive relationships in the learning community which are respectful of individuals.
- Embracing global educational and social values of sustainability, equality, equity, and justice and recognising children's rights.
- Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported.
- Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.
- Committing to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics, (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality.
- Valuing, as well as respecting, social, ecological, cultural, religious, and racial diversity and promoting the
- principles and practices of sustainable development and local and global citizenship for all learners.
- Demonstrating a commitment to motivating, and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning.
- Demonstrating a commitment to supporting learners who are experiencing or who have experienced trauma and children and young people from a care experienced background, and understanding responsibilities as a corporate parent.
- Understanding and challenging discrimination in all its forms, particularly that which is defined by the Equality Act 2010.

## Trust and Respect

Trust and respect are expectations of positive actions that support authentic relationship building and show care for the needs and feelings of the people involved and respect for our natural world and its limited resources.

- Promoting and engendering a rights respecting culture and the ethical use of authority associated with one's professional roles.
- Acting and behaving in ways that develop a culture of trust and respect for self, others and the natural world.
- Understanding, acknowledging, and respecting the contribution of others in positively influencing the lives of learners.
- Understanding health and wellbeing and the importance of positive and purposeful relationships to provide and ensure a safe and secure environment for all learners and colleagues within a caring and compassionate ethos.
- Respecting individual difference and supporting learners' understanding of themselves, others and their contribution to the development and sustainability of a diverse and inclusive society.

## Integrity

Integrity is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values.

- Demonstrating kindness, honesty, courage, and wisdom.
- Being truthful and trustworthy.
- Critically examining professional beliefs, values and attitudes of self and others in the context of collegiate working.
- Challenging assumptions, biases and professional practice, where appropriate.



## 1.2 Professional Commitment

Making a **professional commitment** to learning and learners that is compatible with the aspiration of achieving a sustainable and equitable world embodies what it is to be a teacher in Scotland. This means teachers commit to living the **professional values** and engage in lifelong learning, reflection, enquiry, leadership of learning and collaborative practice as key aspects of their professionalism. This commitment to professional learning and growth, to the growth of learners, and to helping support that of colleagues, is demonstrated through engagement with all aspects of professional practice. It is demonstrated by working collegially, in English or Gaelic medium with all members of our learning communities with enthusiasm, adaptability, critical thinking and associated constructive, professional dialogue.

A core component of teachers' professional commitment is understanding the needs of all learners. Some children and young people may have a barrier to wellbeing and learning associated with a range of circumstances such as the learning environment, family circumstances, disability or health need, and social and emotional factors. This includes learners with additional support needs such as: Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD), Autism, Developmental Coordination Disorder (Dyspraxia) (DCD), Dyslexia and Tourette syndrome. Teachers recognise, see and acknowledge the value in everyone and have a deep awareness of the need for culturally responsive pedagogies. They promote equality and diversity, paying careful attention to the needs of learners from diverse groups and in upholding children's rights.

Upholding the professional values of social justice, trust and respect and integrity requires a commitment to leadership that inspires confidence and encourages aspiration. This commitment underpins leadership of learning in all contexts and change for improvement. It values the contribution of others, challenges biases and assumptions and applies critical thinking to make effective decisions, in the interests of maintaining and improving the quality of education and leading to improved outcomes for all children and young people in Scotland.

The professional commitment of teachers in Scotland is to lead learning through:

- developing deep knowledge of learning and teaching
- critically examining how our teaching impacts on learners
- using evidence collaboratively to inform teacher judgement and next steps for learners

## 1.3 Standard for Middle Leadership

The Standard for Middle Leadership recognises that effective leadership depends on the principles of collegiality and that all teachers should have opportunities to be leaders, who lead learning for, and with, all learners. Middle leaders work with, and support the development of, colleagues and other partners. The Standard for Middle Leadership includes a focus on leadership of and for learning, teacher leadership, and working collegially to build leadership capacity in others. Leaders at all levels should actively embrace a robust, demonstrable approach to Learning for Sustainability. This is enabled by teachers planning for Learning for Sustainability across the curriculum, their professional learning both individually and collaboratively.

Professional Values and Professional Commitment are at the core of the Standard for Middle Leadership. They are integral to, and demonstrated through, all our professional relationships and practices. They are about doing well by ourselves, others and the world in which we live. The personal and professional qualities of sustainability and social justice, integrity, trust and respect and professional commitment are crucial if we are to inspire and prepare learners for success in our complex, interdependent and rapidly-changing world.



Learning for Sustainability has been embedded within the Standard for Middle Leadership to support teachers in actively embracing and promoting principles and practices of sustainability in all aspects of their work. In Scotland, Learning for Sustainability is an entitlement for learners. As such, it is a professional requirement for all teachers to demonstrate in their practice the professional values, skills, knowledge and understanding and actions that are compatible with a sustainable and equitable world, as part of an effective whole-school and community commitment.

Those in, or aspiring to, promoted roles within the education system will develop increasing responsibility and capacity, in relation to the kinds of roles outlined here, including enabling and empowering individuals and teams. Middle leaders have a responsibility to actively engage in and promote multi and inter-agency working across the learning community and beyond, particularly by building capacity and capability with colleagues, in order to achieve positive outcomes for every learner and support improvement.

Middle leaders will have different areas of responsibility in addition to enhanced pedagogical skills, which may include curriculum leadership, departmental or faculty leadership, pastoral leadership, leadership in additional support provision, leadership of interdisciplinary teams or projects or leadership of school improvement priorities. They may have line management responsibility for a team, lead a team delivering a specific area of provision, or a team involved in development activities. In taking their particular areas of responsibility forward, middle leaders will work and contribute to the school improvement agenda, particularly in building a culture of high-quality learning and teaching and inclusive practice, while also contributing to the development of colleagues, more generally, across their school and learning community.

Leadership is the ability to:

- develop a vision for change, which leads to improvements in outcomes for learners and is based on shared values and robust evaluation of evidence of current practice and outcomes
- mobilise, enable and support others to develop and follow through on strategies for achieving that change

Management is the operational implementation and maintenance of the practices and systems required to achieve this change.

The Standard for Middle Leadership is designed to support individual self-evaluation and reflection as an integral part of leadership development. It is vital that leadership development is supported by effective and systematic **Professional Review and Development (PRD)** and **Professional Update** processes.

# 2 Professional Knowledge and Understanding

## 2.1 Curriculum, Pedagogy, Leadership and Strategic Vision

### 2.1.1 Understand how to develop and demonstrate a strategic vision

#### Professional Illustrations

As a middle leader you:

- contribute to the shared strategic vision, ethos and aims for the school and learning community and effectively lead these with your team/s and across your area/s of responsibility. You lead and demonstrate this strategic vision, which underpins the work of your team/s in inspiring and motivating every learner, through the adoption of collegial practices and collaborative approaches
- support and contribute to a strategic vision that embraces Learning for Sustainability
- act as a leader of and for learning and are committed to your own on-going professional learning acting as a 'leading learner' to support colleagues and the learning community to enhance practice

### 2.1.2 Have knowledge and understanding of political, economic, sociological, technological, legal and environmental trends and developments to enhance positive outcomes for all learners

#### Professional Illustrations

As a middle leader you:

- regularly share and apply your enhanced knowledge and critical understanding of research and developments in education policy and legislation across the learning community to support positive learning contexts
- ensure you have enhanced knowledge and critical understanding of contemporary developments in education and society (including the role of digital technologies), the environment and the wider global community (including trends and changes in family patterns, work patterns, the media, leisure and politics) and relevant current and emerging legislation

### 2.1.3 Have an enhanced and critically informed understanding of Curriculum

#### Professional Illustrations

As a middle leader you:

- engage critically with research and developments in curriculum and work collaboratively with others to ensure this learning is creatively applied to improve outcomes for every learner in the learning community where appropriate taking account of Gaelic medium
- promote and support learning beyond curricular areas/ subject boundaries and of cross curricular subjects, e.g. literacy, numeracy and health and wellbeing, Learning for Sustainability, interdisciplinary learning and digital literacy
- enable digital literacy and the use of digital technologies to enhance teaching and learning
- ensure effective learning experiences for learners with additional support needs

### 2.1.4 Have knowledge and understanding of Leadership and Management related to your context

#### Professional Illustrations

As a middle leader you:

- continuously widen your knowledge and critical understanding of leadership and management concepts and practices related to your context and work collegially and collaboratively with others to ensure this is embodied in practice
- consider the implications for your leadership and impact on the learning community in terms of respectful relationships across the learning community in support of attainment and achievement, curriculum design and content
- in both your personal and professional life, and in the way you lead and empower the learning community, exemplify the vision and culture you seek to develop throughout the learning community and across teams

## 2.2 Professional Responsibilities

### 2.2.1 Understand and demonstrate Political Insight

#### Professional Illustrations

As a middle leader you:

- have an insight and understanding of the dynamics of political power and influence in the relationship between schools and society in general and the local community and context
- have an insight and understanding of the dynamics of political power and influences and how this aligns with your Professional Values and expectations
- understand the impact and implications of political insight for your leadership and management practices and the work of school and learning community

### 2.2.2 Understand and demonstrate self-awareness and inspire and motivate others

#### Professional Illustrations

As a middle leader you:

- continually develop self-awareness
- regularly challenge your thinking and practice through critical reflection and enquiry
- manage yourself and others effectively, supporting and enabling teacher professionalism through a commitment to collegial and collaborative practice
- build and sustain professional and personal credibility by modelling your commitment to on-going professional learning, integrity and ethical practice, and Learning for Sustainability
- support and enable a culture of trust and respect
- use cultural and emotional intelligence to explore bias, through questioning your own assumptions and identifying how these influence your work and relationships
- use insight of any personal bias and strategic leadership to mitigate the negative impact of bias and ensure equity of access, opportunity and support
- display confidence and courage in the way you deal with criticism and conflict
- encourage and enable the development of leadership skills and capacities in others and cultivate trust and respect among colleagues by creating leadership opportunities across and beyond the school
- work co-operatively and strategically to develop trusting relationships with parents/carers and families and a wide range of partners to support partnerships in learning

### 2.2.3 Judge wisely and decide appropriately

#### Professional Illustrations

As a middle leader you:

- analyse and define situations clearly
- take a positive solution-focused approach to your work
- know how and when to make decisions and use a wide range of robust and credible data to support and inform your judgements
- actively engage in professional debate and dialogue and actively encourage and seek views from across the learning community – from colleagues, parents/carers and families, children and young people, partners, other schools and the Local Authority/employer to inform your professional judgement and decision-making
- create, design and share approaches to achieving improvement and display an awareness of the positive and ethical use of power and authority

### 2.2.4 Communicate effectively

#### Professional Illustrations

As a middle leader you:

- regularly display and communicate your deep commitment to the education, wellbeing and inclusion of every learner through your everyday thinking and practice
- communicate effectively and actively build positive working relationships and inclusive practices within the school, learning community, with colleagues, parents/carers/families and partners
- support, encourage and facilitate learners' participation in decisions about their own learning and the life of the learning community and its environment
- listen attentively and purposefully and express your ideas and feelings clearly
- engage in professional dialogue, provide constructive feedback and show commitment to the development and implementation of effective communication in and beyond the school
- demonstrate your commitment to openness and honesty with others through your effective use of a variety of means of communication including, as appropriate, social media
- have a clear and critically informed understanding of – and respect for – confidentiality and consistently apply this knowledge and insight to all engagements, practices and procedures

# 3 Professional Skills and Abilities

## 3.1 Curriculum, Pedagogy, Leadership and Strategic Vision

Middle leaders, with colleagues and within their specific area/s of responsibility, contribute to designing and building the curriculum (i.e. through the practices that take place in learning communities in developing content, pedagogy, assessment and provision, as educational programmes are planned, enacted and evaluated). They critically engage with policy, research and practice to inform their knowledge and understanding of curriculum.

### 3.1.1 Support the design and provision of a curriculum informed by theoretical principles of curriculum design and purposes of education

#### Professional Illustrations

As a middle leader, through individual and collegial activities, you lead and work collaboratively to:

- develop understanding and help promote collective responsibility for school-based decisions which are in accordance with the principles of the purpose of education, good curriculum design and address learners' entitlement to Learning for Sustainability
- critically engage with policy, research and practice to inform the planning, development and assessment of learning to meet the learning and health and wellbeing needs of every learner, including Gaelic medium education where appropriate
- support and lead change effectively within your specific area/s of responsibility
- model and develop, within and beyond your area of responsibility, clear standards in your practice in relation to enacting the principles of inclusion, sustainability, equality and social justice through the curriculum
- develop understanding and promote collective responsibility for curriculum design and planning processes that enhance the learning experience for learners with additional support needs
- develop curricular frameworks to ensure appropriate personalisation and choice through individualised pathways

### **3.1.2 Enable and sustain a coherent approach to the development and improvement of curriculum practices (including pedagogy and assessment) in line with agreed strategic and operational priorities**

#### **Professional Illustrations**

As a middle leader, through individual and collegial activities, you lead and work collaboratively to:

- facilitate a culture which promotes and sustains high-quality curriculum practices (including pedagogy and assessment)
- model and support, high expectations of curriculum in order to provide all learners with creative and consistently high-quality learning experiences and pathways and opportunities for learning to be transformative in terms of challenging assumptions and expanding world views
- ensure all learners and colleagues meaningfully participate in decisions related to the development and planning of learning opportunities
- engage with partners to support access to appropriate learning opportunities including outdoor learning within and beyond the school and resources across the wider learning community
- establish and develop processes to systematically gather, analyse and make effective use of assessment feedback and learners' progress data to evaluate, inform and plan future learning which meet the learning and wellbeing needs of every learner
- develop, enhance and share practices which promote improvements in curriculum practices, ensuring and maintaining a focus on the interests of children and young people



### **3.1.3 Enable and sustain processes which actively promote professional dialogue, critical reflection and collegial practice as a way of evaluating and enhancing curriculum practices (including pedagogy and assessment practices) and wellbeing**

#### **Professional Illustrations**

As a middle leader, through individual and collegial activities, you lead and work collaboratively to:

- model and support the development of a culture of mutual trust, respect and accountability through the development and enactment of the curriculum
- actively promote and engage in collaborative professional dialogue, critical reflection and self-evaluation with your team or teams across the school, as a way of proactively monitoring and reviewing pedagogy
- establish approaches to review curriculum practices which gathers views from colleagues and others across the learning community
- support a range of peer learning approaches which enable teams to work collaboratively and provide systematic opportunities to enhance and refresh teachers' pedagogic and assessment practices
- agree, develop and establish processes to validate and enhance the quality of curriculum practices (including pedagogy and assessment practices)

## 3.2 The Learning Context

Middle leaders, with colleagues and within their specific area/s of responsibility, help promote a culture of wellbeing for all. In line with their identified strategic and operational priorities, they enable and sustain positive and purposeful relationships and partnerships with colleagues, learners, and others across the learning community to meet the identified needs of all learners. They critically engage with policy, research and practice to inform their knowledge and understanding of the learning environment.

### 3.2.1 Lead and support the vision, values, ethos and aims of the learning community with colleagues, learners, parents/carers and families and wider community

#### Professional Illustrations

As a middle leader, through individual and collegial activities, you lead and work collaboratively to:

- help co-create, model and share the vision, values, ethos and aims of the learning community with all learners, colleagues, parents/carers and families and wider community including Gaelic medium ethos where appropriate, and embracing Learning for Sustainability
- enable your teams to promote and sustain a culture of wellbeing for all through modelling and supporting sustainable processes and practices for working and learning
- create and sustain a learning culture where additional support needs are integral to the learning community ethos
- support and sustain colleagues in creating safe, caring and purposeful learning environments which are welcoming and inclusive, well managed and well organised

### **3.2.2 Encourage and facilitate learner participation in planning and deciding about their own learning and the wider decision-making within the learning community**

#### **Professional Illustrations**

As a middle leader, through individual and collegial activities, you lead and work collaboratively to:

- enable a collegial culture of mutual respect and trust where all learners participate meaningfully in decisions related to their learning, their school and the wider learning community
- establish and enhance opportunities which enable every learner to participate meaningfully in the planning, evaluation and decision-making related to their learning and progress, their school and the wider learning community
- provide opportunities for learners and colleagues to plan and discuss learning, ensuring appropriate opportunities for personalisation and choice

### **3.2.3 Lead individual and collegial activities to help establish, enable and sustain trusting relationships with parents/carers and families**

#### **Professional Illustrations**

As a middle leader, through individual and collegial activities, you lead and work collaboratively to:

- support and enable a collegial culture of mutual respect and trust to build and facilitate partnerships between parents/carers and families, learners and the school and wider learning community
- develop trusting relationships with parents/carers and families which help them to value the importance of education and learning in the home, the school and in the wider learning community
- seek regular opportunities to keep parents/carers and families informed about their child's progress and developments in the curriculum and learning and teaching approaches
- help build and sustain this culture to enable all parents/carers and families to have a range of opportunities to engage in partnership activities and processes related to learning, the life of the school and the wider learning community

### **3.2.4 Help promote and support partnership working with colleagues, parents/carers and families, other professionals and agencies to support the rights and wellbeing of every learner**

#### **Professional Illustrations**

As a middle leader, through individual and collegial activities, you lead and work collaboratively to:

- understand your own and others' responsibilities for implementing national and local child protection policies and procedures to ensure the care and welfare of every learner
- understand your own and others' responsibilities for supporting the wellbeing of every child or young person to inform practices in the school and wider learning community
- draw upon knowledge and expertise from other partners to enhance programmes for learners and ensure appropriate information is shared with partners to inform decision-making
- use and support systems which enable all partners to contribute to, and support, the diverse needs of every learner in line with local and national policy and legislation
- support the provision of regular access to and education in the natural world for all learners
- use a range of processes and approaches for the regular review and identification of learners' needs through use of appropriate diagnostic tools to review learners' progress, communicating outcomes with all relevant partners
- ensure planning and provision for learning is underpinned by the principles of equality and social justice

## 3.3 Professional Learning

Middle leaders, with colleagues and within their specific area/s of responsibility, model, lead and promote a collaborative culture of professional learning. They critically engage with policy, research and practice to inform their knowledge and understanding of professional learning.

### 3.3.1 Lead and promote a culture of career-long professional learning which builds and sustains individual and team capacity and supports identified and agreed priorities

#### Professional Illustrations

As a middle leader, through individual and collegial activities, you lead and work collaboratively to:

- take responsibility for, and engage actively in, career-long professional learning to deepen your knowledge, understanding and skills
- critically engage with literature, research and policy to challenge and inform decision-making and professional practice
- develop and engage in professional enquiry as a key element of a sustainable professional learning culture
- set high expectations of career-long professional learning for self and colleagues, as appropriate, and support a wide range of opportunities which enable this
- create and utilise opportunities and activities for colleagues to engage in collaborative professional learning and develop leadership practices across and beyond the school

### **3.3.2 Enable and sustain approaches and processes which support colleagues to engage in critically reflective practice as an integral part of career-long professional learning**

#### **Professional Illustrations**

As a middle leader, through individual and collegial activities, you lead and work collaboratively to:

- use agreed processes, including for PRD, which identify strengths and development opportunities and support career-long professional learning
- develop coaching and mentoring skills and promote the use of coaching and mentoring principles and approaches which support professional learning and foster a culture of peer support, commitment and collegiality
- support colleagues in taking ownership and responsibility for their professional learning and PRD using relevant professional standards to support self-evaluation and critical reflection
- ensure that purposeful ongoing professional learning and PRD takes place regularly and that the outcomes of the processes contribute to improvement of professional practice
- critically reflect on and evaluate the impact of individual and collective professional learning provision on agreed priorities, within your areas of responsibility
- support equal access to professional learning opportunities for all
- support effective engagement of the Professional Update process

## 3.4 Self-Evaluation

Middle leaders, with colleagues and within their specific area/s of responsibility, contribute to and sustain a culture of self-evaluation for school and learning community improvement to evaluate the impact on every learner. They critically engage with policy, research and practice to inform their knowledge and understanding of self-evaluation.

### **3.4.1 Develop and sustain a range of inclusive and supportive relationships, processes and practices which promote a culture of self-evaluation in line with agreed strategic and operational priorities**

#### **Professional Illustrations**

As a middle leader, through individual and collegial activities you lead and work collaboratively to:

- enable and sustain a culture of trust and mutual respect where colleagues, learners and the learning community engage in self-evaluation with confidence and integrity
- contribute to an inclusive, resilient and adaptive culture of improvement using critically informed leadership practices and approaches
- facilitate an open, honest and critical stance through modelling and promoting good practice in self-evaluation
- build supportive relationships which promote and support the culture of self-evaluation

### **3.4.2 Develop and sustain the effective use of a wide range of robust and credible information to support and inform decisions and improvements across the school and learning community in line with agreed strategic and operational priorities**

#### **Professional Illustrations**

As a middle leader, through individual and collegial activities you lead and work collaboratively to:

- promote and contribute to a culture of critically informed practice using evidence, including research, and analysis against relevant benchmarks
- gather information systematically from a wide range of sources and partners using valid, reliable and innovative approaches to engage all groups
- use the information, qualitative and quantitative, to inform decision-making and identify priorities to shape and improve practices
- enable and support colleagues in using the information to plan curriculum (pedagogy, assessment and reporting) with a focus on improving outcomes for all learners
- ensure assessment and evidence of assessments are robust and appropriate for internal and external purposes

### **3.4.3 Collaborate with colleagues, learners, parents/carers and families and the wider learning community in identifying, agreeing and implementing improvement priorities**

#### **Professional Illustrations**

As a middle leader, through individual and collegial activities, you lead and work collaboratively to:

- help create regular opportunities to engage colleagues, learners and the wider learning community to identify key priorities for improvement using the evidence gathered
- support a culture where all learners, colleagues, parents/ carers and families are involved in meaningful decision-making about the planning and enhancement of learning and in wider school and learning community improvement
- facilitate opportunities for groups to work collaboratively to take forward improvement priorities

### **3.4.4 Utilise and support systems for ongoing monitoring and review of the school and learning community improvement agenda**

#### **Professional Illustrations**

As a middle leader, through individual and collegial activities you lead and work collaboratively to:

- adopt a range of approaches to enable and support colleagues to undertake regular and systematic review of progress towards team, school and learning community priorities, including resourcing decisions, to evaluate the impact on every learner
- undertake regular and systematic review of a range of processes which enable colleagues to contribute to the overall monitoring and review of change through the improvement planning cycle
- systematically use a wide range of evidence to review and inform an improvement cycle which impacts on the development of the learning environment



## 3.5 Resources

Middle leaders, with colleagues and within their specific area/s of responsibility, manage allocated resources in a fair, transparent and equitable manner in line with identified strategic and operational priorities. They critically engage with policy, research and practice to inform their knowledge and understanding of equitable and sustainable use of resources.

### **3.5.1 Make best operational use of all available resources in line with identified strategic and operational priorities, ensuring and maintaining a clear focus on the interests of learners**

#### **Professional Illustrations**

As a middle leader, through individual and collegial activities, you lead and work collaboratively to:

- identify with colleagues appropriate use of resources to sustain and enhance the learning environment to support the needs of every learner
- ensure resourcing decisions are taken in fair, transparent and equitable ways taking account of identified priorities
- develop understanding and promote collective responsibility for the sustainable use of resources
- use and contribute to systems to monitor, critically evaluate and review the use of resources
- be accountable for allocated budget and resources through utilising appropriate procedures and all available supports

### **3.5.2 Work within the structure of employment legislation, national and local agreements and policies governing employment in line with identified strategic and operational priorities**

#### **Professional Illustrations**

As a middle leader, through individual and collegial activities, you lead and work collaboratively to:

- take due account of employment legislation, national and local agreements and school policies with regard to working relationships and in the best interests of children and young people
- work within clearly defined roles, responsibilities and accountabilities, to support, supervise and contribute to the development of a professional school team to meet the needs of the learning community
- take due account of the legislative framework related to equality and social inclusion, to promote an inclusive community which values diversity and challenges discrimination
- take due account of Health and Safety legislation to ensure the safety and welfare of all



## **The General Teaching Council for Scotland**

We are the independent regulator for teachers in Scotland. We work in the public interest to enhance trust in teachers by setting, upholding and promoting high standards.

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