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Re-envisioning School Leadership

The Evolving Role of Headteachers in Scotland

What kind of school leadership does Scotland need?





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Congratulations!





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Land Acknowledgement





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The year so far.....

#TalkScottishEducation

Our National Discussion

An Independent Review of Scottish Qualifications and Assessment
Consultation

eis
The Educational Institute of Scotland
#PayAttention
STATUTORY BALLOT RESULT
96%
VOTE FOR STRIKE ACTION
71%
TURNOUT
#PayAttention

Education Scotland
Foghlam Alba

Progressing towards an empowered system

September 2022



and.....





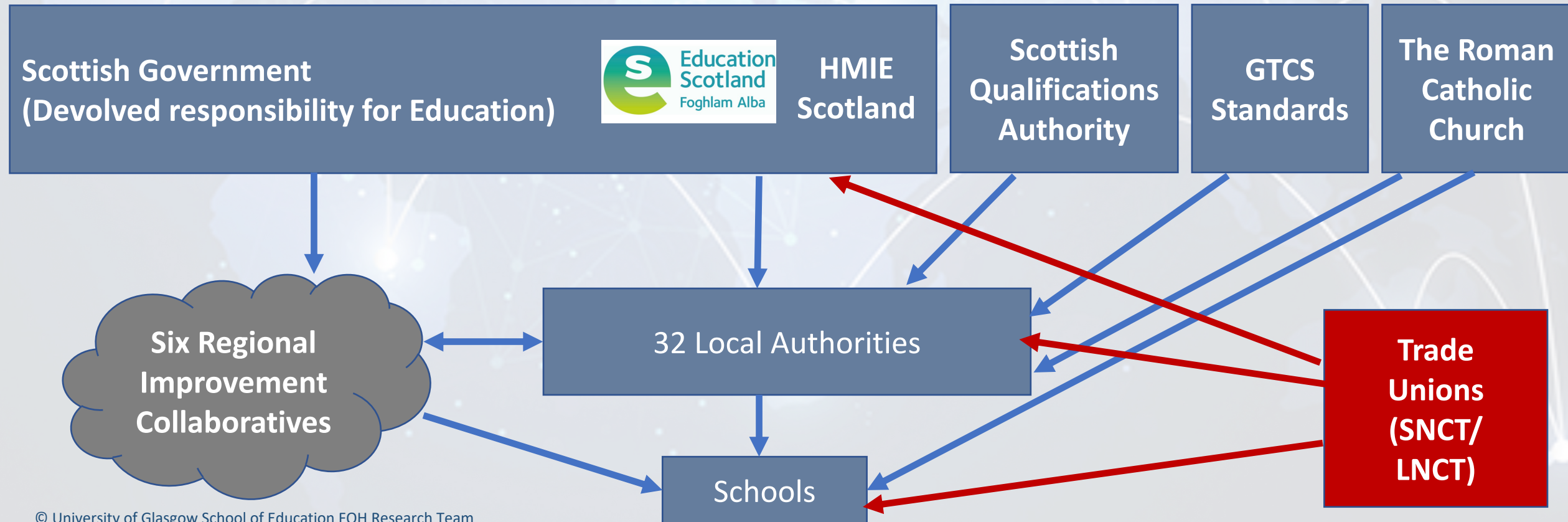
Education Structures



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Decision-making responsibility for policy, regulation and resourcing in Scotland (current).





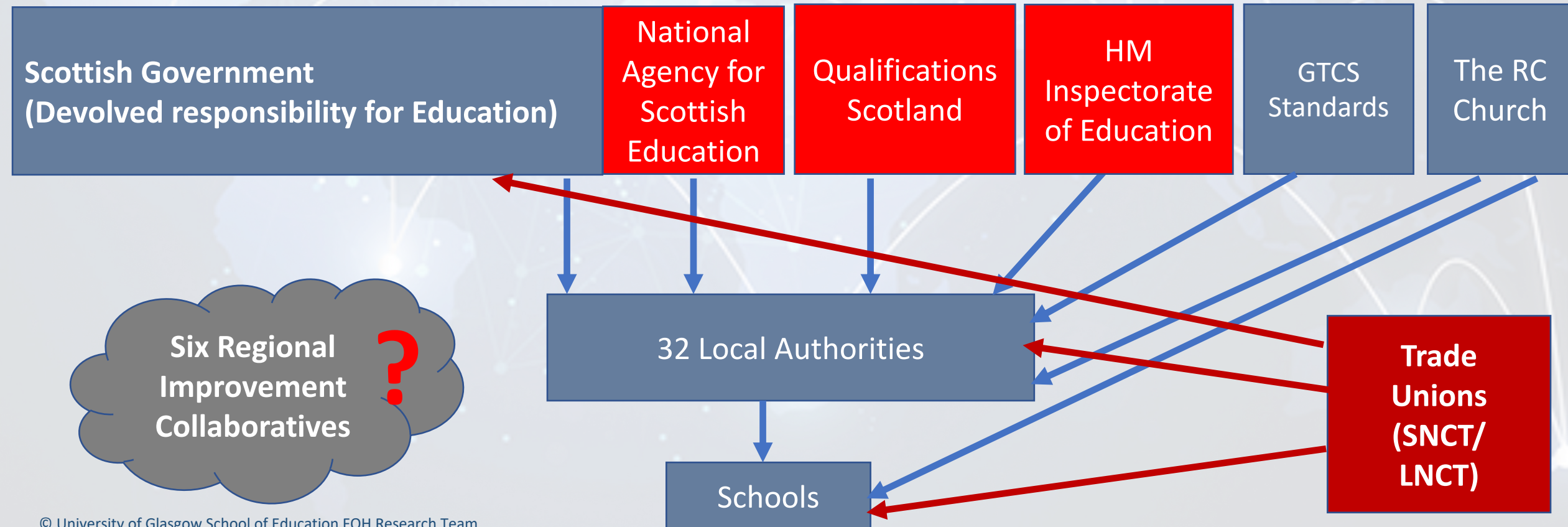
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Decision-making responsibility for policy, regulation and resourcing
Proposed Future Status (Scottish Government 2022)





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Future of Headship Research Strands

- | | |
|----------|----------------------------------|
| 1 | Evolving Role of the Headteacher |
| 2 | School Leadership in Scotland |
| 3 | <i>Into Headship</i> programme |
| 4 | Social Justice Leadership |
| 5 | Role of Middle Leadership |
| 6 | Growing Tomorrow's Leaders |

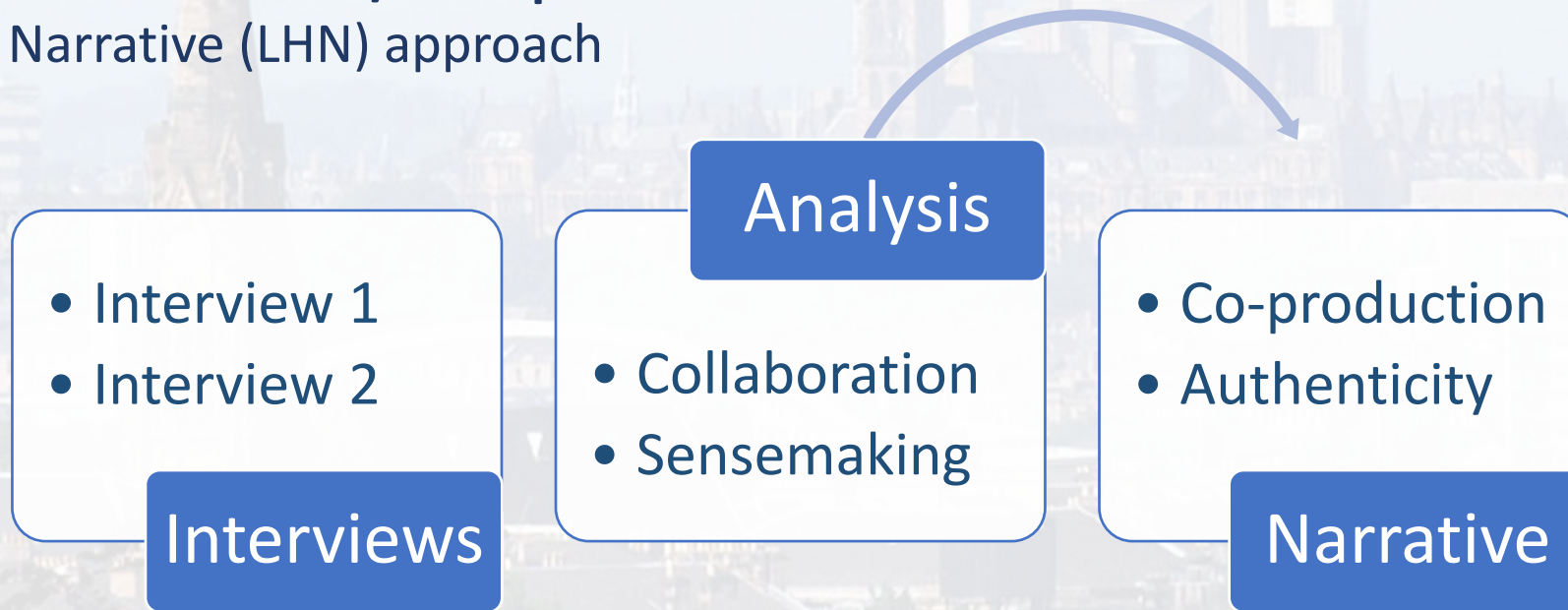


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Research with Headteachers/Principals: Life History Narrative (LHN) approach



Relationships	Roles and Rights	Responsibilities	Research Design
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Recovery: Returning or Reimagining?

Research Strands

- 1 Evolving Role of the Headteacher
- 2 School Leadership in Scotland

Impact on the school leader role

Longer-term impact of the pandemic

The learning: *Reimagining the future*



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The Learning:
Reimagining the Future





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Reifying Core Values

“Within their schools, the values, attitudes and **moral imperatives** of headteachers invoked a strong sense of **emotional leadership** of all members of the school community.... ‘**commitment to a humane way of working**’ was very evident in headteachers’ thinking”.

Beauchamp et al., 2021, p.338



Source: Microsoft 365 stock image (University of Glasgow subscription)

What is our
purpose; our
Why?
What makes
the difference?



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What makes the difference?

*“You realise absolutely **what’s important** for your school community and I have a **responsibility** to focus on **what’s important**”*

*“We have **condensed what we’re asking of staff** - if it’s not **making a difference to young people**”*

*“**People matter. Relationships matter. People’s hopes and fears matter...** genuinely **caaring** for a team of people for whom you have **responsibility** and wanting them to **be able to do their best job**”*





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Recovery or Returning

I feel differently.... when you know what's at stake and you know what you could lose, you value it even more.





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The Purpose of Education: Four Broad Ideologies or Orientations

Academic Rationalism

Traditional/Liberal forms of
knowledge/content-led
education

Social Efficiency

Preparation of future
citizens and learners.
Technical/rational

Humanism

Focussed on human
development. Child/young
person centred

Social

Reconstructionism

Social justice. Challenging
inequality. Redistribution.

Liberation (An Act of Freedom)

(Rincón-Gallardo, 2023)

Deng & Luke (2008), cited in Priestley (2023)





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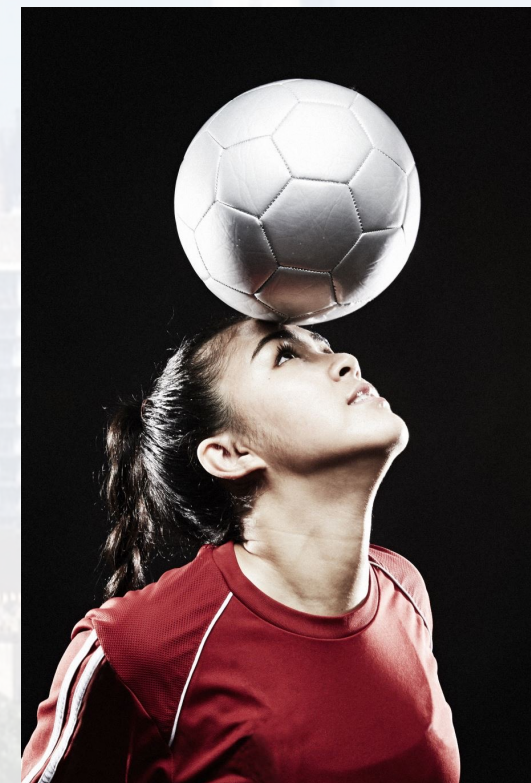
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Think of something you're very good at.

- How did you learn it?
- How did you get good at it?
- What supports or conditions were helpful?

Share your chosen experience in groups.

Rincón-Gallardo (2023)



Source: Microsoft 365 stock image (University of Glasgow subscription)



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Schools and their **communities**;
communities and their **schools**.



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Collaboration
Trust & Agency
Relationships
Care and
Connection



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A community where agency and expertise is fostered.

COVID had provided an opportunity to look at things differently and the **freedom** to act in alternative, **context specific** ways.

*“more **partnership working** with people who are providing **support for families**, with families themselves...bigger focus on **relationships, care, community, the young person and their family.**”*

*“all the different community groups and everybody in the area, we had been working with them for years, so it just, kind of, **felt natural to respond in the way we responded**”*

“We are strong”





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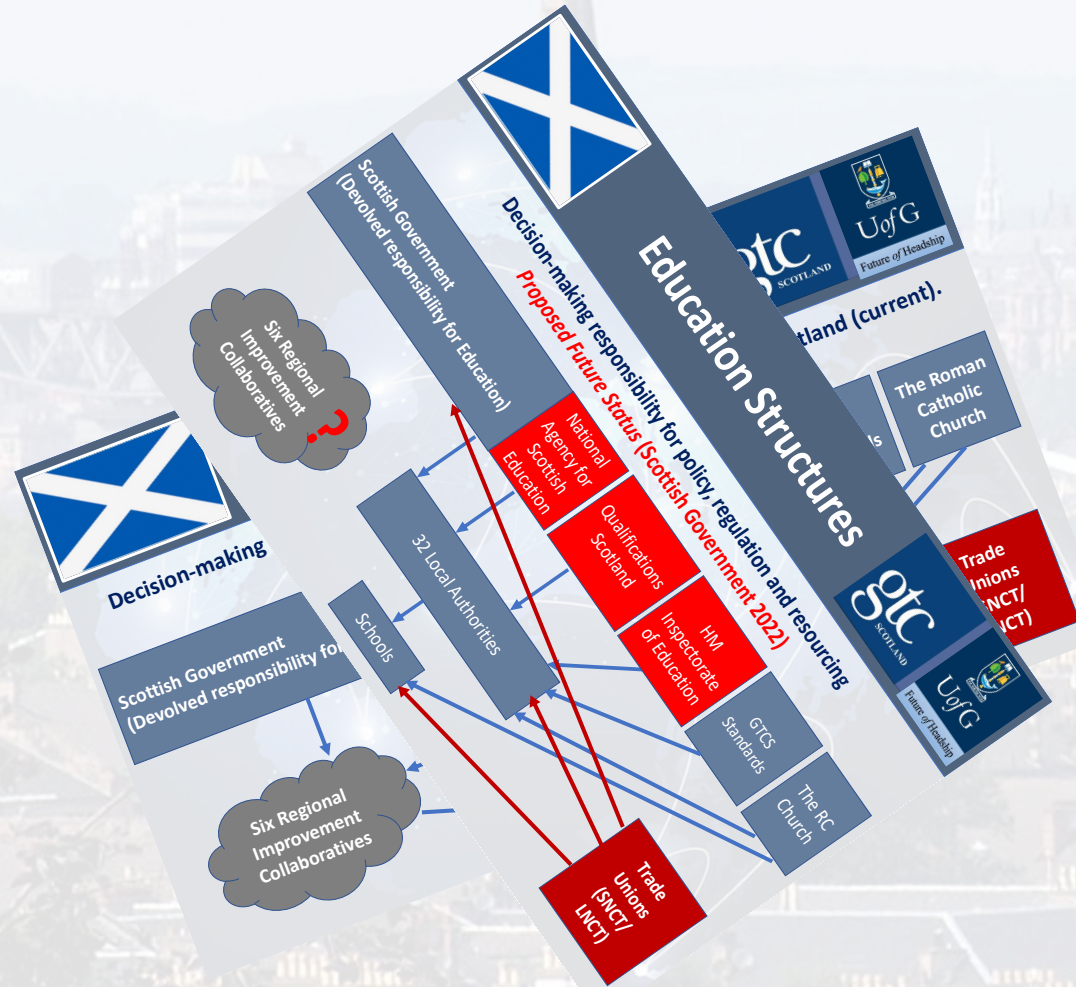


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To what extent does our 'system' (all levels) support or undermine what we understand to be the purpose of education?

What am I doing about this?





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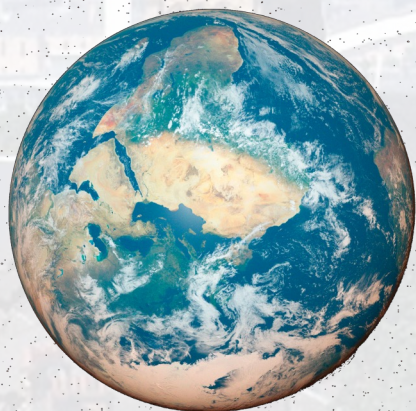
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The Future of our Education System(s)



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Hope
Courage
Audacity



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Courage to co-create a better future for education?

“There’s a narrative that could develop about what COVID has done, which could set us back. And I think we need to be really, really careful of falling into that trap. ... So, I’m hopeful about it. I’m genuinely hopeful about it.”

“And I’m probably even bolder now in terms of doing the right thing for the school, even if it doesn’t make us look even better in terms of how we’re judged externally. And I think that’s something that needs to change about Scottish education ...”

Courage to challenge what undermines our “Why”?

Source: Microsoft 365 stock image (University of Glasgow subscription)





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Your role is *not to enforce* government policy, but to *leverage* it.



How can we leverage and influence the political and policy environments to get closer to our aspirations for our students?

Rincón-Gallardo (2023)



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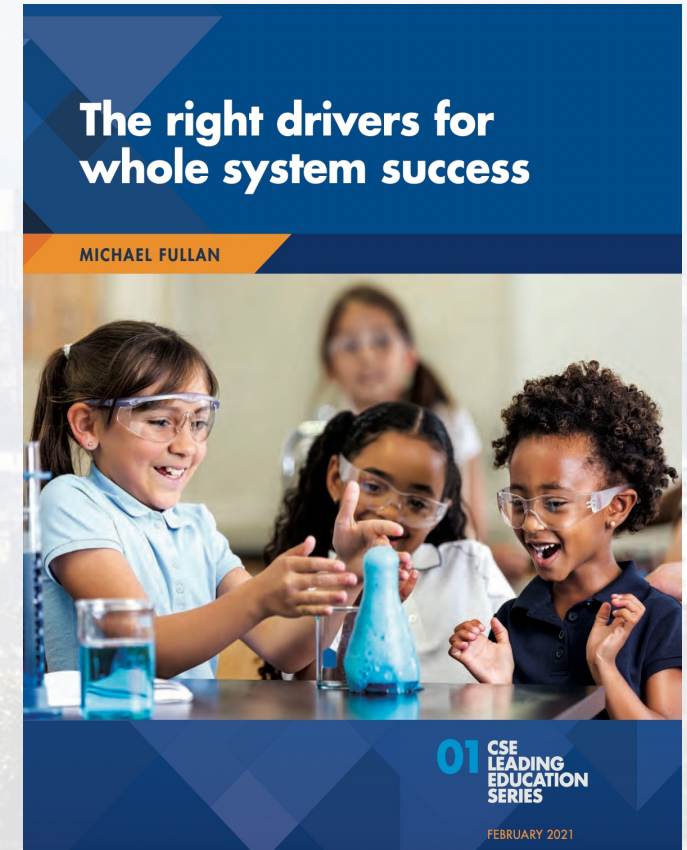
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Hope with ‘tangibility’; ‘nested purpose’: In short, hope can be a strategy if it is hitched to a compelling vision that is *experienced*. The right drivers provide many opportunities for creating new instances of individual, and collective ‘learned hopefulness’ with others.

Fullan (2021)





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Recovery: Returning or Re-envisioning?
What does 'recovery' represent for our system(s)?



What do you imagine for the future of our education system?
Do you/we have the courage to realise this on a local and national scale?



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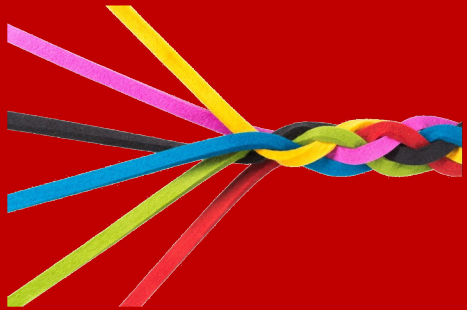


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Thank you
Tapadh leat

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