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Career-long Professional Learning (CLPL) in Scotland: Questions for the Future

The Future of Headship Research Team

Presenting Author:
Ms Alison Mitchell (Headteacher in Residence)





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The Future of Headship Research Team



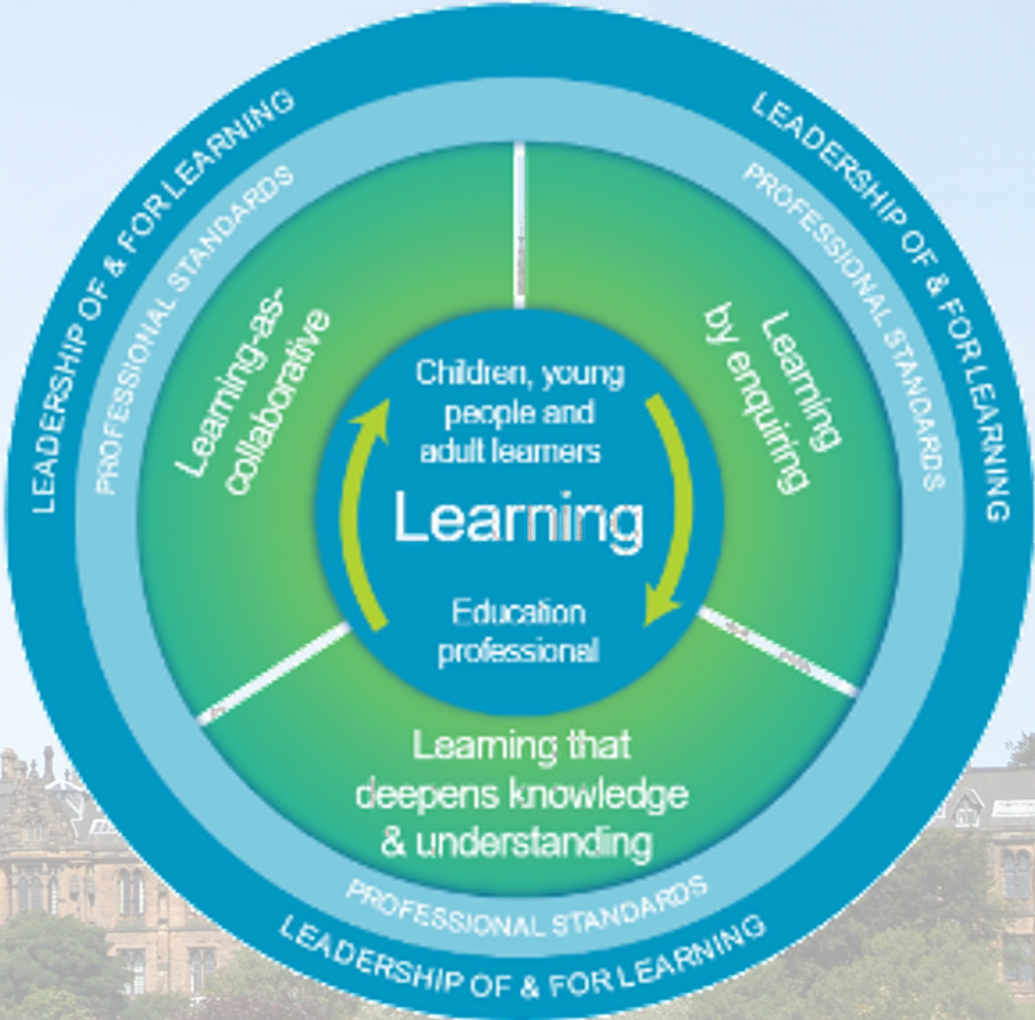
Dr Dee Torrance, Prof Christine Forde, Ms Alison Mitchell, Dr Julie Harvie, Prof. Margery McMahon



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The provision of professional learning is long established in Scottish education, being a contractual obligation and a defining feature of what it means to be a teacher – a core concept in the construction of teacher professionalism (Forde and McMahon 2019).





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Career-long Professional Learning in Scotland:

A policy implementation tool?

About sharing good practice?

Organised and structured by whom/what, for whom/what?

‘Done’ in teachers’ allocated CLPL time (35 hours a year)?

How do we foster collaboration and agency as critical processes/cultures for enriched and sustained forms of career-long professional learning?



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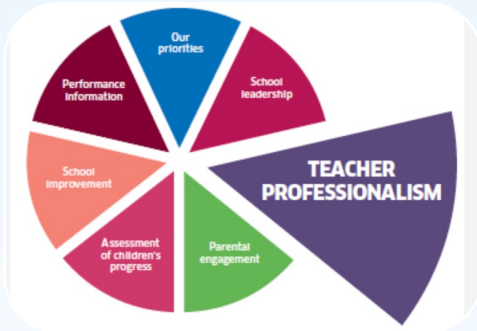
Career-long Professional Learning in Scotland Presentation Overview



The Scottish System



Milestones in the CLPL journey



Regulation and Provision



Building CLPL



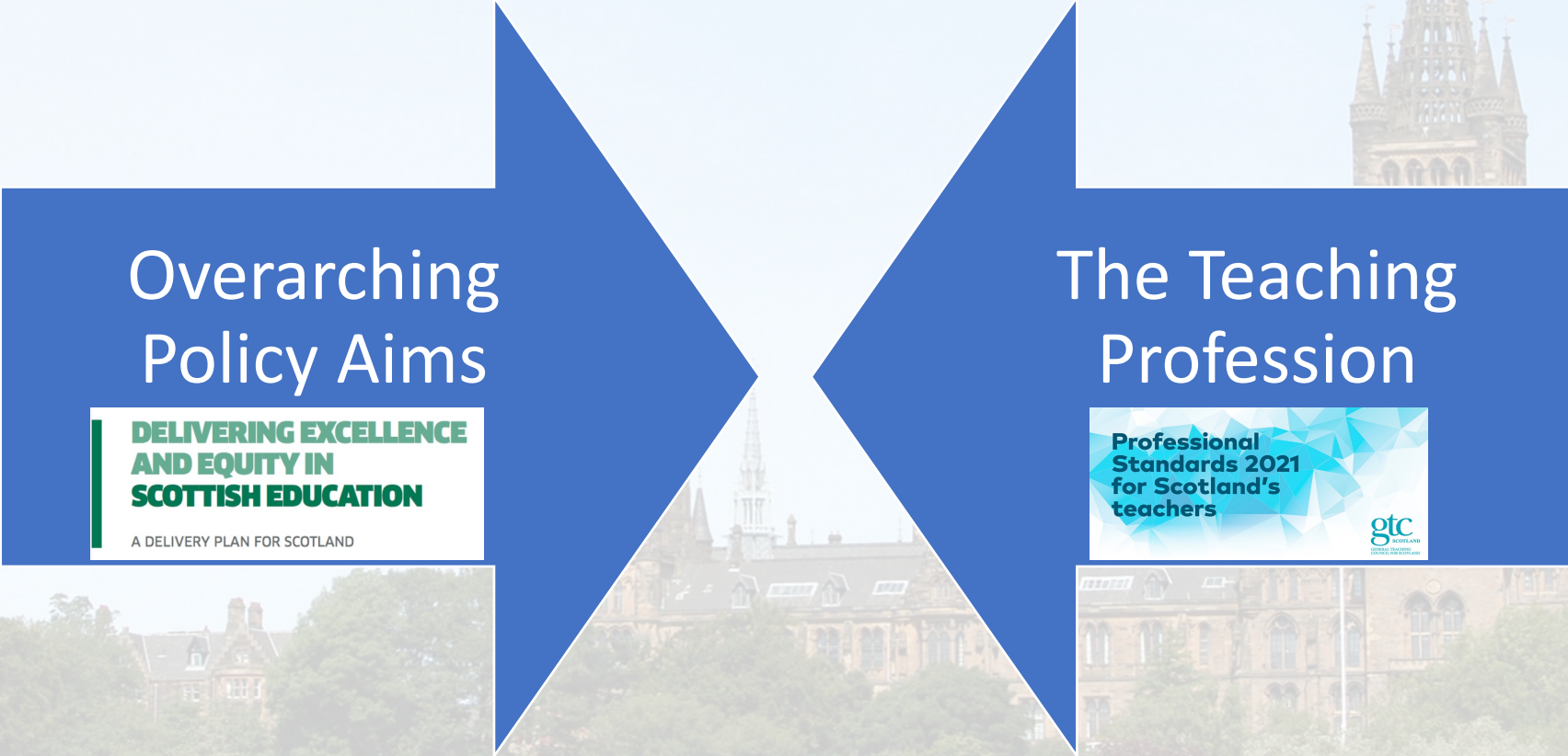
Questions for the Future



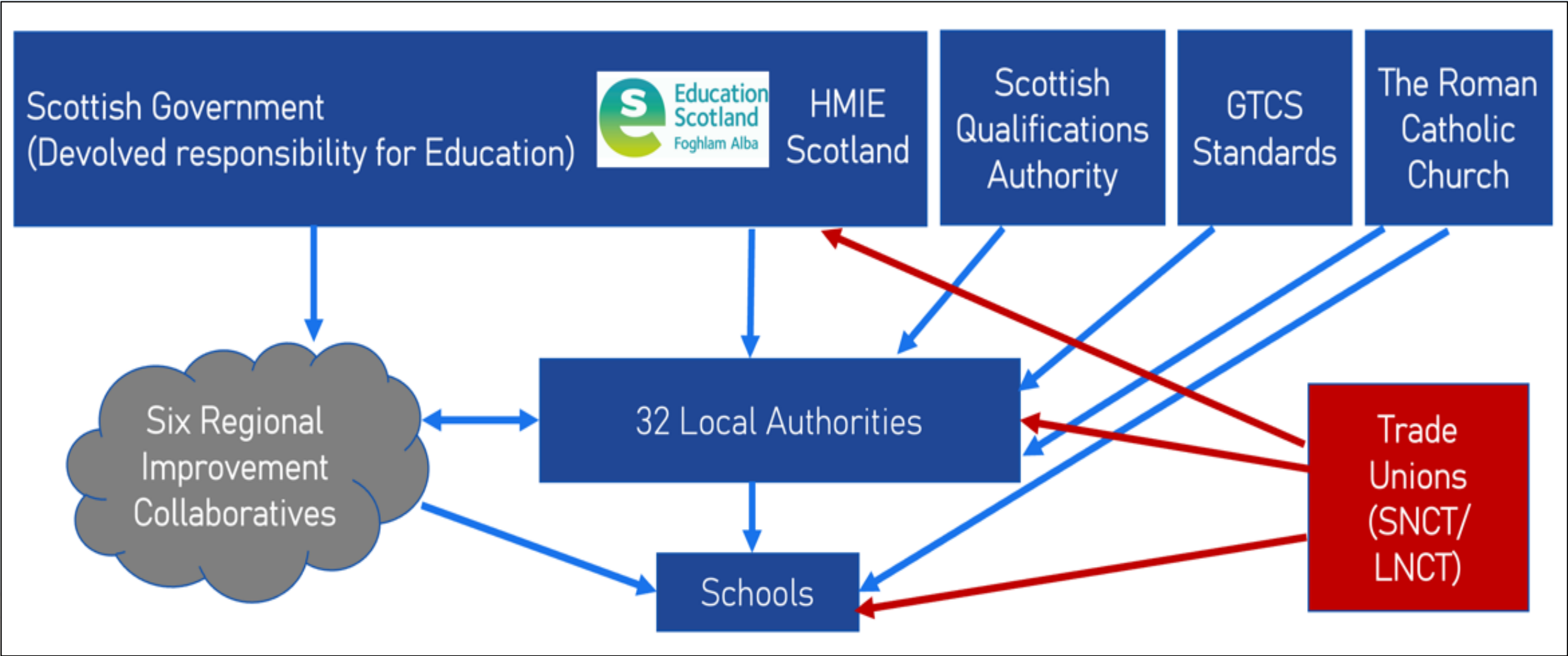
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The Scottish Education System

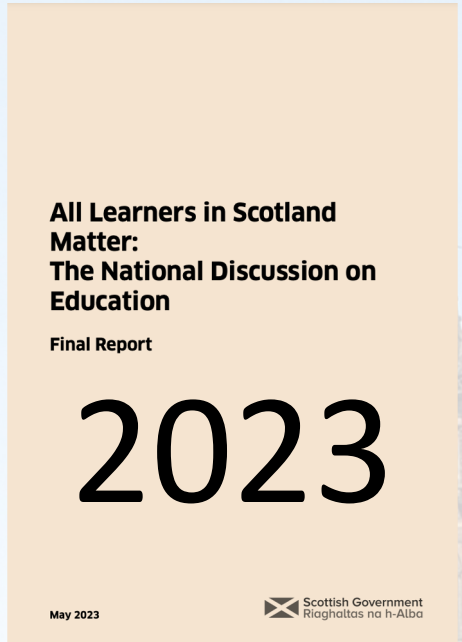
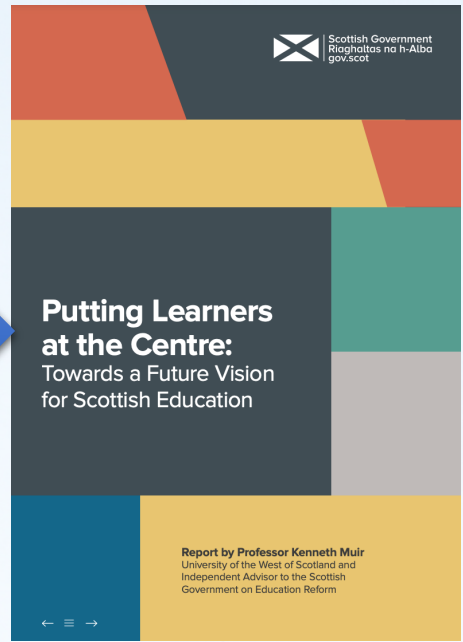
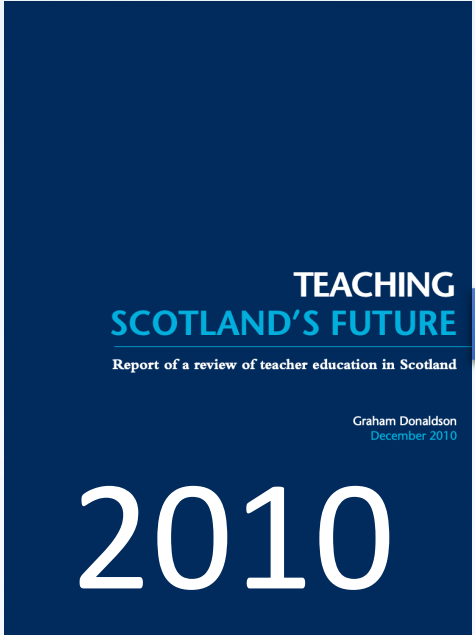


A 3-tiered Education System

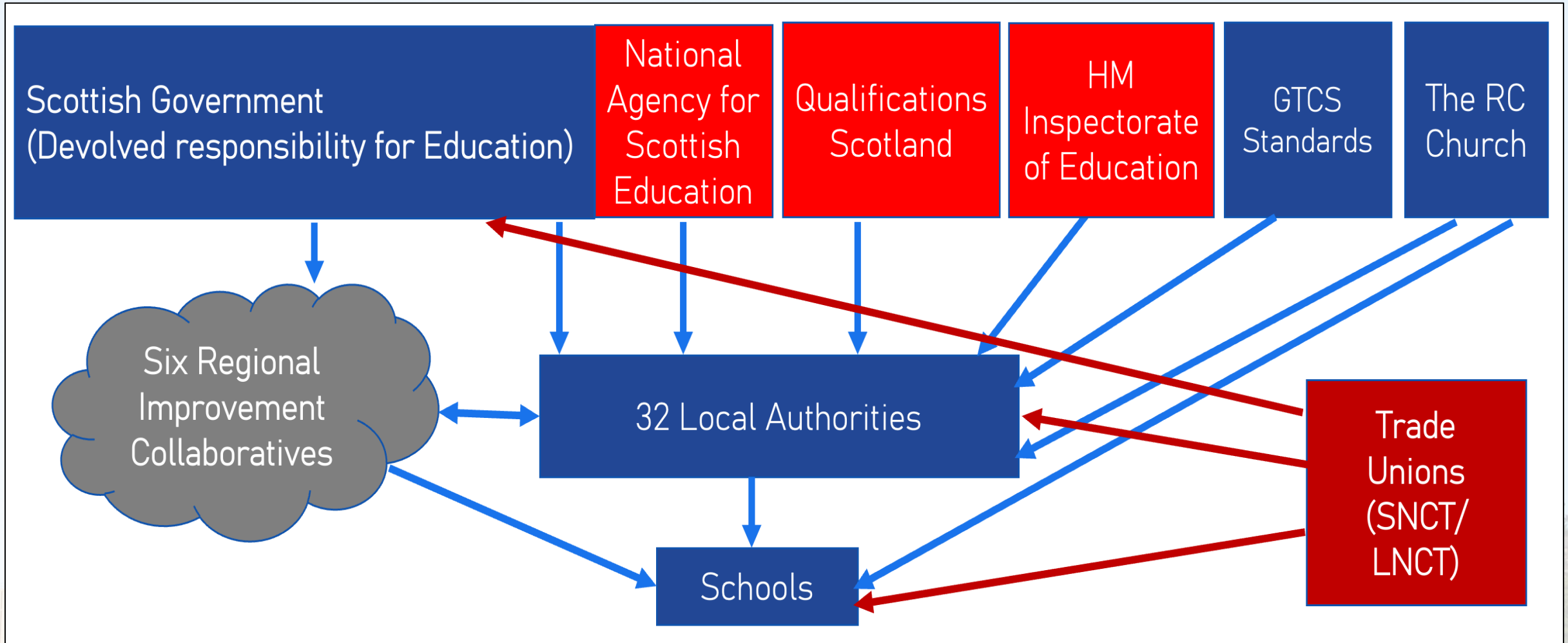




Current Education Reform in Scotland



A 3-tiered Education System: The Future?



Key Milestones in the Journey to CLPL

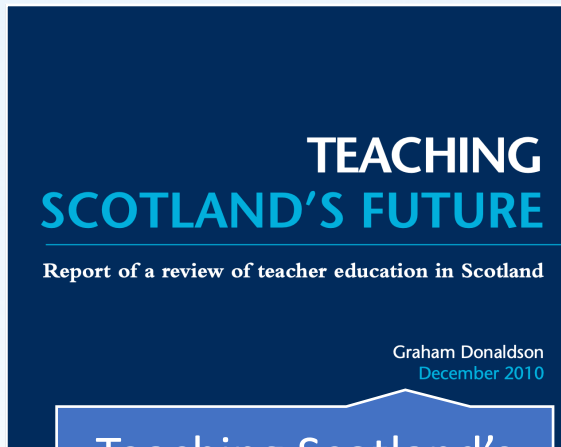


New Right Reforms

A teaching profession for the 21st century

Agreement reached following recommendations made in the McCrone Report

The McCrone Agreement



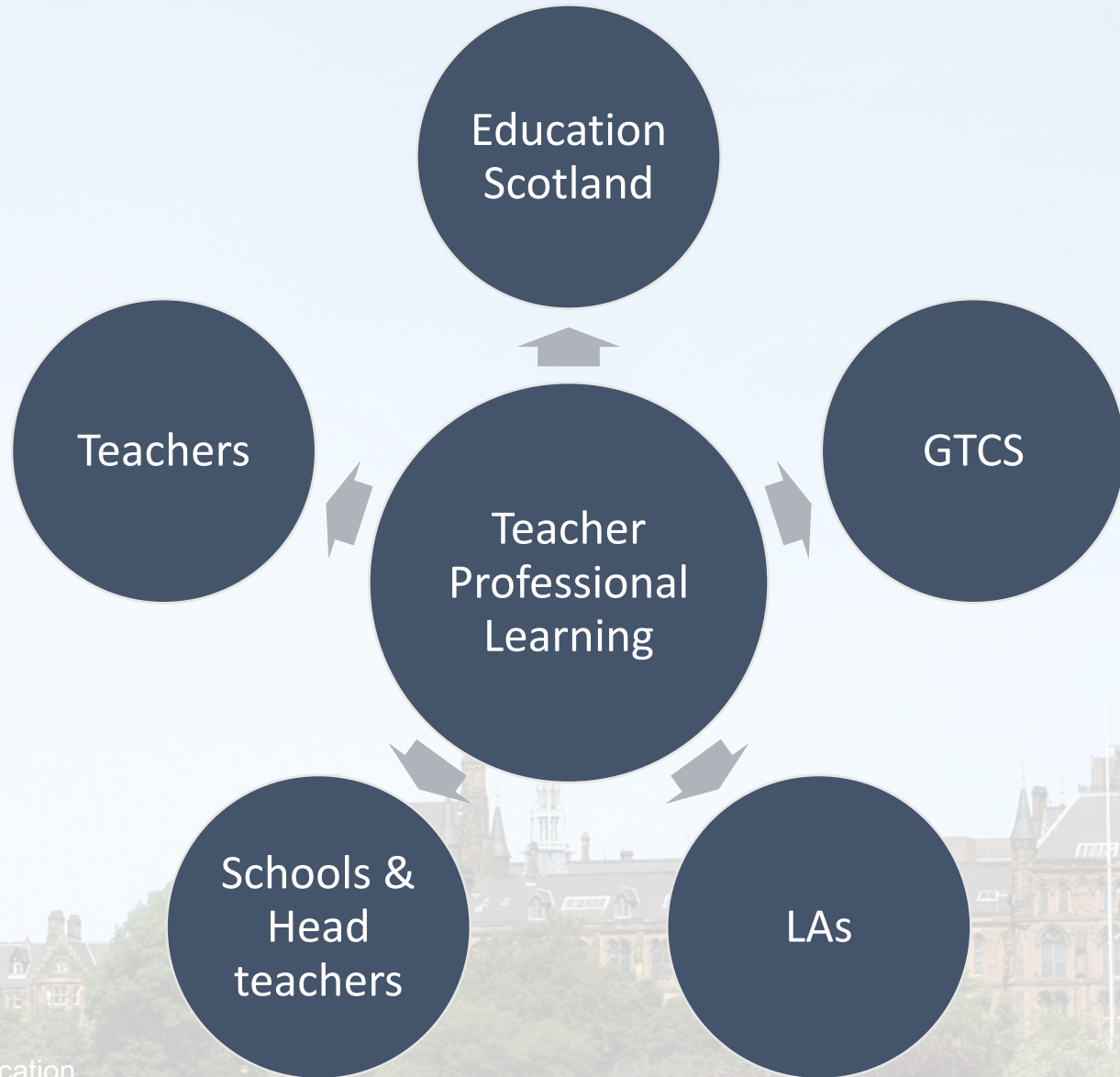
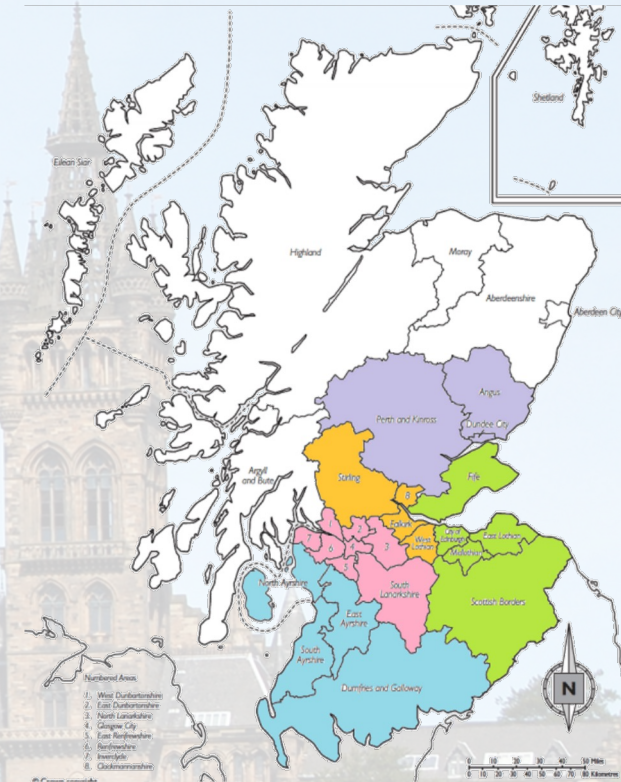
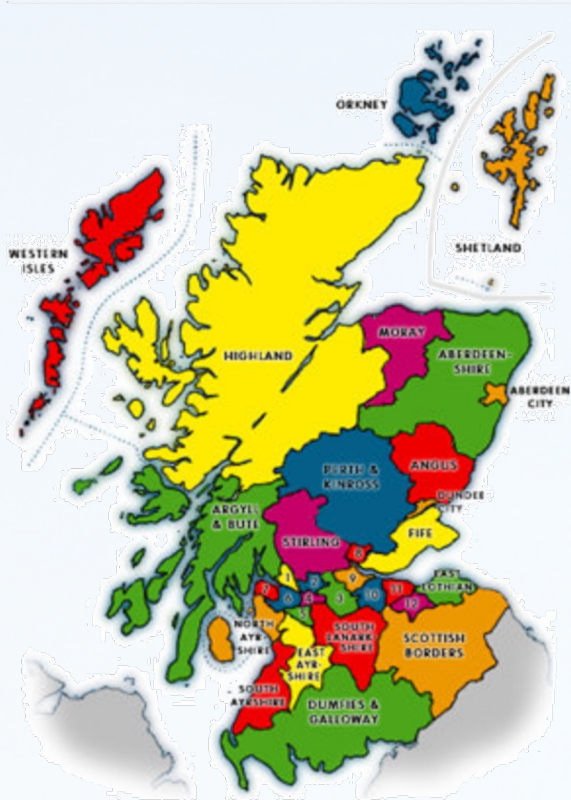
Teaching Scotland's Future



**EDUCATION GOVERNANCE: NEXT STEPS
EMPOWERING OUR TEACHERS, PARENTS
AND COMMUNITIES TO DELIVER EXCELLENCE
AND EQUITY FOR OUR CHILDREN**

Education Governance Review

Teacher Professional Learning Regulation and Provision



Building CLPL

Key Concepts And Practices



Questions for the Future

1. How do we foster collaboration and agency as critical processes/cultures in enriched and sustained forms of career-long professional learning?
2. What ideas do we value? How do we transfer *ideas* to *practice*?
3. How can we (the 'system') genuinely embrace critical processes in all forms of professional learning in order to foster innovation for sustained improvement.