

Standard for Middle Leadership

Being a teacher in Scotland

1.1 Professional Values

- Social Justice and Sustainability
- Trust and respect
- Integrity

1.2 Professional commitment

1.3 Standard for Middle Leadership

Professional Knowledge and Understanding

2.1 Curriculum & Pedagogy/ Curriculum, Pedagogy, Leadership and Strategic Vision

- Understand how to develop and demonstrate a strategic vision
- Have knowledge and understanding of political, economic, sociological, technological, legal and environmental trends and developments
- Have an enhanced and critically informed understanding of Curriculum Design
- Have knowledge and understanding of Leadership and Management related to your context

2.2 Professional Responsibilities

- Understand and demonstrate Political Insight
- Understand and demonstrate self-awareness and inspire and motivate others
- Judge wisely and decide appropriately
- Communicate Effectively

Professional Skills and Abilities

3.1 Curriculum and Pedagogy

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 schools, 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.

- Middle leaders support the design and provision of a curriculum informed by theoretical principles of curriculum design and purposes of education
- Middle leaders 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
- Middle leaders 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)

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 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.

- Middle leaders lead and support the vision, values, ethos and aims of the learning community with colleagues, learners, parents/carers and families and wider community
- Middle leaders encourage and facilitate children and young people's participation in planning and deciding about their own learning and the wider decision making within the learning community
- Middle leaders help establish, enable and sustain trusting relationships with parents/carers and families
- Middle leaders help promote and support partnership working with colleagues, parents/carers and families, other professionals and agencies to support the health and wellbeing needs of every learner

Professional Skills and Abilities

3.3 Professional Learning

Middle leaders, with colleagues and within their specific area/s of responsibility, contribute to 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.

- Middle leaders lead and promote a culture of career long professional learning which builds and sustains individual and team capacity and supports identified and agreed priorities
- Middle leaders enable and sustain approaches and processes which support colleagues to engage in critically reflective practice as an integral part of career long professional learning

3.4 Self-Evaluation Middle Leaders

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.

- Middle leaders 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
- Middle leaders 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
- Middle leaders collaborate with colleagues, learners, parents/carers and families and the wider learning community in identifying, agreeing and implementing improvement priorities

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.

- Middle leaders 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 children and young people
- Middle leaders work within the structure of employment legislation, national and local agreements and policies governing employment in line with identified strategic and operational priorities