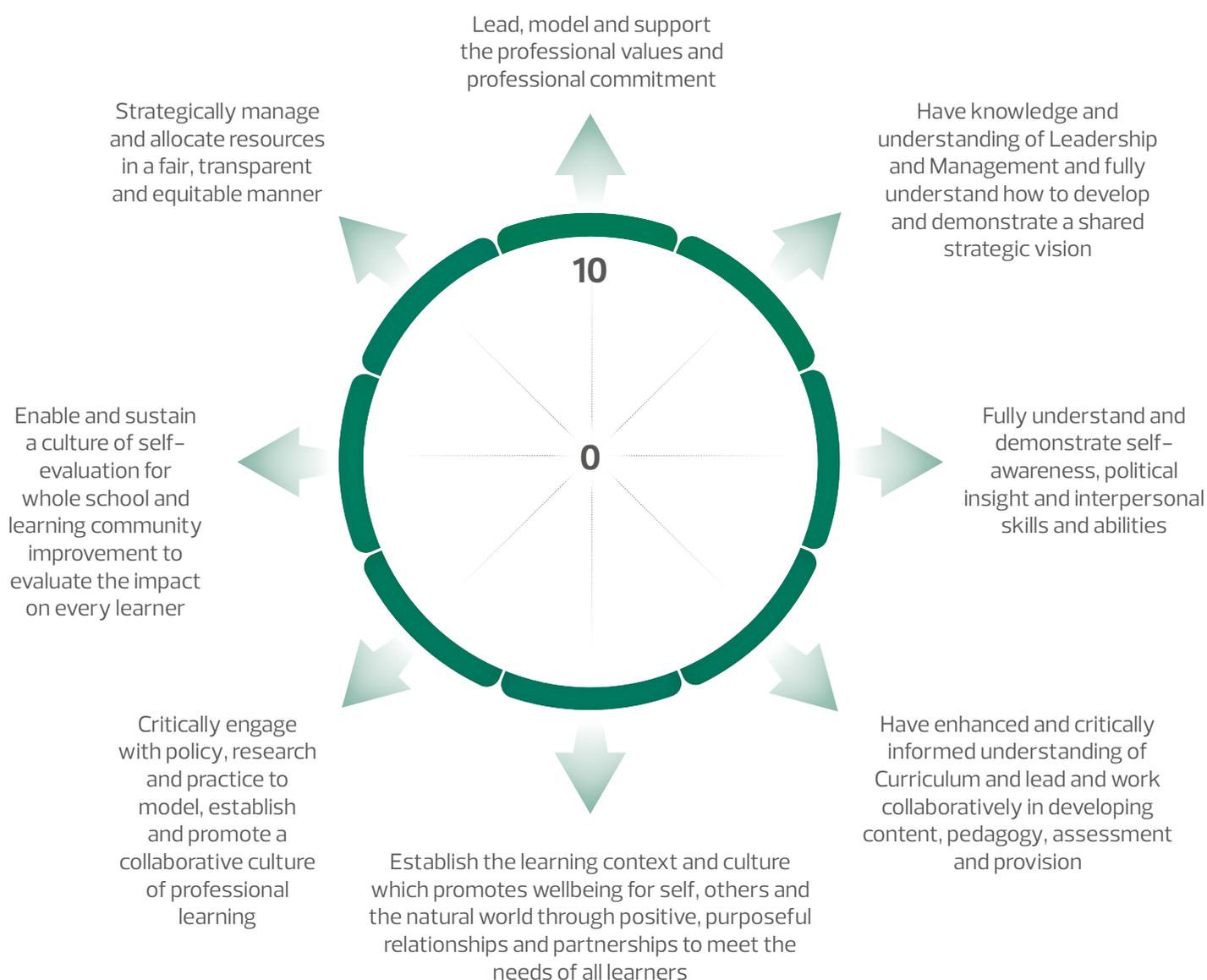


Self-evaluation wheel: Standard for Headship 2021



Using the wheel:

Take a few minutes to complete your wheel. Consider each point on the wheel and think about where you might gauge yourself on it and mark the number that matches your thoughts with a dot:

- 0 = really not confident/unfamiliar with this/lots of areas to develop or work on;
- 10 = feel very confident/accomplished in this area.

Think about 'why' you place yourself on that point on the scale, you may want to make some notes. Look across your wheel and use the

following questions to explore your thinking. It can be helpful to do this with colleagues to share the professional dialogue and exploration.

- What do you notice? What stands out?
- What are key strengths?
- What is most important here?
- Any big questions emerging?
- What area(s) would you like to focus on?
 - What is working well here?
 - Where would you like to be in June / 6 months?
 - What is your action plan/next steps?
 - Who and what can support you?

Standard for Headship

Being a Teacher in Scotland

1.1 Professional Values

- **Social justice** is the view that everyone deserves equal economic, political and social rights and opportunities now and in the future.
- **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 our natural world and its limited resources
- **Integrity** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values.

1.2 Professional Commitment

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

- Committing to lifelong learning, reflection, enquiry, leadership of learning and collaborative practice;
- Understanding and addressing the needs of all learners and potential barriers to wellbeing and learning;
- Developing deep knowledge of learning and teaching;
- Critically examining how teaching impacts on learners; and
- Using evidence collaboratively to inform teacher judgement and next steps for learners.

1.3 Standard for Headship

Read the Standard for Headship [here](#).

Professional Knowledge and Understanding

2.1 Curriculum, Pedagogy, Leadership and Strategic Vision

- Fully 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
- Have knowledge and understanding of Leadership and Management

2.2 Professional Responsibilities

- Fully understand and demonstrate Political Insight
- Fully understand and demonstrate self-awareness and inspire and motivate others
- Judge wisely and decide appropriately
- Communicate effectively

Professional Skills and Abilities

3.1 Curriculum, Pedagogy, Leadership and Strategic Vision

Headteachers lead and work collaboratively with the learning community to design and build 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 strategic knowledge and understanding of curriculum.

- Headteachers work with the learning community to design and build a shared vision to provide a curriculum informed by theoretical principles of curriculum design and purposes of education
- Headteachers work with the learning community to establish, enable and sustain a strategic approach to the development and improvement of curriculum practices (including pedagogy and assessment) informed by knowledge and understanding of underpinning principles and purposes
- Headteachers work with the learning community to establish, 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 among the school community

3.2 The Learning Context

Headteachers lead and work collaboratively to establish a culture which promotes wellbeing for self, others and the natural world to 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 strategic knowledge and understanding of the learning environment.

- Headteachers agree, share and enact the vision, values, ethos and aims of the learning community with colleagues, learners, parents/carers and families and wider community
- Headteachers agree a strategic approach to encourage and facilitate learner participation in planning and deciding about their own learning and wider decision making within the learning community
- Headteachers actively establish, enable and sustain trusting relationships with parents/carers and families
- Headteachers establish and sustain a range of approaches which promote and support partnership working with colleagues, parents/carers and families, other professionals and agencies to support the rights and wellbeing of every learner and the wider work and life of the school

Professional Skills and Abilities

3.3 Professional Learning

Headteachers establish and promote a collaborative culture of professional learning within and beyond the school and wider learning community. They critically engage with policy, research and practice to inform strategic knowledge and understanding of professional learning.

- Headteachers co-create and lead a culture which promotes and sustains career-long professional learning across the school and learning community
- Headteachers ensure, enable and sustain approaches and processes which support engagement with critically reflective practice as an integral part of career-long professional learning and the professional learning culture of the school and learning community

3.4 Self-Evaluation

Headteachers ensure collegial practices are established to enable and sustain a culture of self-evaluation for whole school and learning community improvement to evaluate the impact on every learner. They critically engage with policy, research and practice to inform strategic knowledge and understanding of self-evaluation.

- Headteachers establish, enable and sustain a range of inclusive, resilient and adaptive relationships, processes and practices which engender an ethos and culture of self-evaluation at every level in the school and learning community
- Headteachers 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.
- Headteachers lead and collaborate with colleagues, learners, parents/carers and families and the wider learning community in identifying, agreeing and implementing improvement priorities
- Headteachers develop systems for ongoing monitoring and review of the strategic improvement cycle with the school and learning community

3.5 Resources

Headteachers work with colleagues and the wider learning community to strategically manage and allocate 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 strategic knowledge and understanding of equitable and sustainable use of resources.

- Headteachers ensure best strategic and operational use of available resources ensuring and maintaining a clear focus on the interests of learners
- Headteachers work within the structure of employment legislation, national and local agreements and policies governing employment