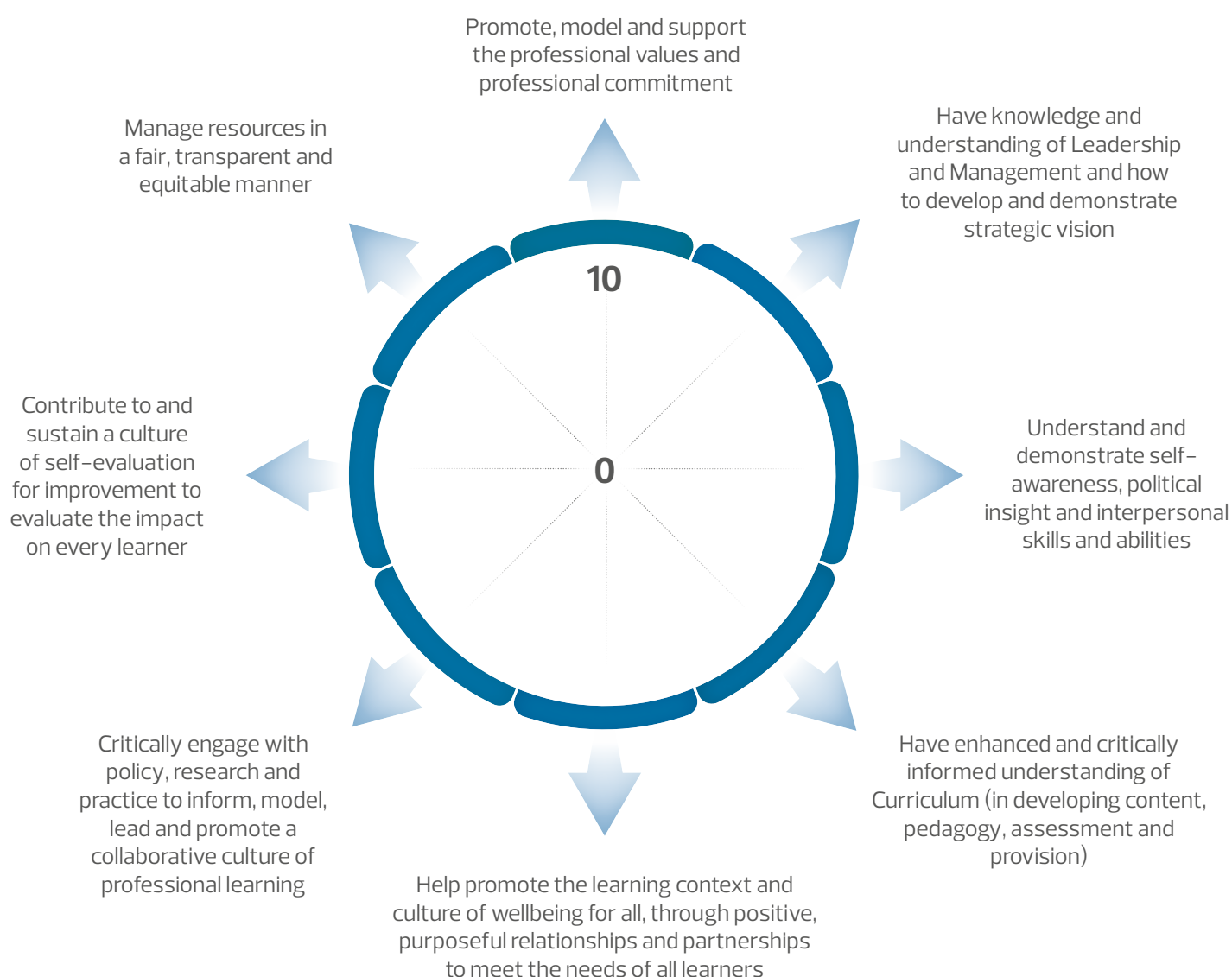


Self-evaluation wheel: Standard for Middle Leadership 2021



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 Middle Leadership

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 Middle Leadership

Read the Standard for Middle Leadership [here](#).

Professional Knowledge and Understanding

2.1 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 to enhance positive outcomes for all learners
- Have an enhanced and critically informed understanding of Curriculum
- 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) and wellbeing

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.

- 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 learner participation in planning and deciding about their own learning and the wider decision making within the learning community
- Middle leaders lead individual and collegial activities to 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 rights and wellbeing of every learner

Professional Skills and Abilities

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.

- 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
- Middle leaders utilise and support systems for ongoing monitoring and review of the school and learning community improvement agenda

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 learners
- 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