**Highland Care and Learning Service**

**Educational Improvement Framework and Training Strategy**

**2019-2022**

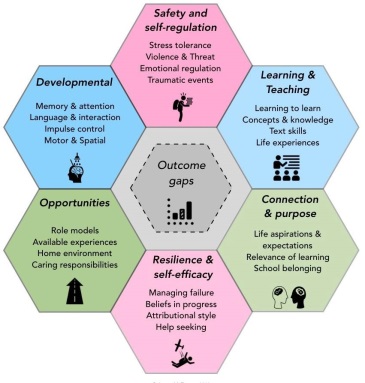
***Rationale***

International surveys suggest that the average teacher spends 10.5 days per year engaged in in-service training for the purposes of continuing professional development[[1]](#endnote-1). However, the research evidence does not point to much of this making a real and lasting impact to students’ learning or wellbeing. Where improvements are found, it is when training is embedded in a longer view of improvement, is research and evidence based and is supported by ongoing collaborative enquiry both within and across schools[[2]](#endnote-2).

This *Improvement Framework and Training Strategy* for schools draws from current research and evidence based practice to support the training content of each professional development opportunity listed. It aims to support collaborative enquiry, the use of improvement methodology[[3]](#endnote-3) and the reinforcement of key messages through a process of self-evaluation prior to the delivery of training content and also through ongoing specialist support, following the training sessions offered.

It is clear from the research that high levels of trust, positive relationships and focused collaboration lead to high performance, with collaborative working and supporting practitioner reflection within a school, directly benefiting pupils[[4]](#endnote-4). This strategy therefore aims to support this way of working, by requiring schools to identify their professional learning priorities together and to work on change initiatives and improvements in practice that can be directly linked to the tracking and monitoring of impact on pupils.

The specialist services in Highland have committed to work with others to provide the initial facilitation of training, but the aim would be for schools to collaborate together within schools and across families of schools to support their ongoing practice and improvement. In order for this to be successful, each school will need a clear focus from the outset of the impact they would hope to see on all groups of learners. Retrospective self-reports do not constitute evidence of impact and so head teachers need to be clear with their staff group that this approach will rely on the deliberate and systematic gathering and reporting of key pupil data and as a measure of assessment of the overall strategy, some of this data will be analysed centrally also, to demonstrate impact across Highland with regards to various groups of pupils and in particular, those with disabilities and other additional support needs, those who are care experienced and young carers. We know that these groups have poorer educational outcomes and so tracking their progress will give a clear indication of the success of this strategy in individual schools and also across Highland.



By aligning various aspects of the training strategy around various themes, the ultimate goal is to enhance the skills and confidence of the whole workforce within education, supporting children and young people from nursery through to post-school transitions, to be educated within inclusive schools that can meet their academic, social and emotional needs across all aspects of development as outlined in the diagram to the right.

***Why have a framework?***

Education is a complex endeavour and schools are complex organisations. Raising standards and attainment for all requires improvements across a wide range of fronts. At the same time, access to training and development can be uneven and ad hoc, with schools not able to source input that they need, or a variety of providers offering overlapping or even contradictory assistance. The specialist services across Highland have agreed to prioritise their time to support this strategy over the next three years and while they will still be available to provide some bespoke development time to individual schools, there will be an expectations that most requests will fall within the themes outlined below as these have been shown to be key to school improvement.

***The framework***

The aim of a framework is to set clear priorities for the next cycle of development in the improvement families, and to set these out in a coherent way so that schools can access assistance and support efficiently, effectively and equitably. It is based on a theory of change that supports a longer term approach to improvement within schools and is linked to current best practice and research on what leads to improved outcomes for children and young people. The training strategy is supported within the framework through 6 ‘pillars’ that provide the overarching core messages under a small number of themes.

***Why these six “pillars”?***

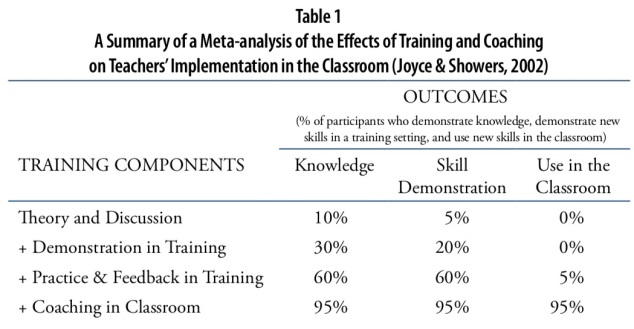
Six themes – pillars – have been selected as the basis for this framework based on international evidence of what is important in school improvement and on assessment of needs across Highland. They also align with national policy priorities and expectations from Education Scotland and the Scottish Government.

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| **Highland’s vision for education**  Through providing excellence in our schools and working collaboratively with key partners across sectors our aim is that all pupils, regardless of background or circumstances, will become successful learners, confident individuals, responsible citizens and effective contributors, with the knowledge and skills needed to participate as they choose in the life of their communities and cultures. | | | | | | | | | | | | |
|  | **Building Positive Relationships** |  | **Inclusion, Rights & Equalities** |  | **Safeguarding, care & wellbeing** |  | **Pedagogy and Development** |  | **Leadership of Change** |  | **Supporting processes** |  |
| **Education, Health, Social Care, Highlife and voluntary services in partnership with young people, families and communities** | | | | | | | | | | | | |

The research evidence for each theme/pillar is extensive. The evidence for ***Building Positive Relationships*, *Inclusion, Rights and Equalities* and S*afeguarding, Care and Wellbeing*** can be found in the Highland [Promoting Positive Relationships Framework and Guidance](https://www.highland.gov.uk/downloads/file/20086/ppr_framework_and_guidance) – these are fundamental not just to behaviour, emotional and mental wellbeing but to effective teaching and learning. A useful evidence summary is provided by the [University of Connecticut](https://csch.uconn.edu/wp-content/uploads/sites/2206/2018/09/Social-Climate.pdf) . ***Pedagogy and Development*** includes the effective elements of teaching highlighted in widely accepted meta-analytic research such as that of [John Hattie](https://visible-learning.org/2016/04/hattie-ranking-backup-of-138-effects/), including differentiation (e.g., [Deunk et al. (2018](https://www.sciencedirect.com/science/article/pii/S1747938X18301039)))and the need to adapt teaching and learning to the development of language, social and motor cognition and executive function in childhood and adolescence. ***Leadership of Change*** includes information about effective school leadership based on the work of Michael Fullan[[5]](#endnote-5) and others[[6]](#endnote-6). It also provides the rationale for taking an emotional literate approach to leadership and management[[7]](#endnote-7) and the need for continuous CPD as a whole staff group[[8]](#endnote-8) . The theme of ***Supporting Processes*** covers the essential aspects and procedures for effective school management and also the mandatory training for all Highland Council staff and managers.

The pillars cross-reference to the National Improvement Framework, [How Good is Our School?](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [How Good is Our Early Learning and Childcare?](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf) as shown in the table below:

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| **Pillar** | **HGIOS references** | **HGIOELC references** | **National Improvement Framework** |
| Building Positive Relationships | 2.4, 3.1, 3.3 | 2.4, 3.1, 3.3 | Participation of all,  Parental engagement |
| Inclusion, Rights & Equalities | 1.5, 2.3 3.1, 3.2, 3.3 | 1.5, 2.3, 3.1, 3.2, 3.3 | Achieving Equity,  Inclusion,  ELCC – 1140 hrs |
| Safeguarding, Care & Wellbeing | 2.1, 2.4, 3.3 | 2.1,2.4, 3.3 | Improvement in health and wellbeing (inc mental health) |
| Pedagogy & Development | 1.2, 2.2, 2.3, 3.2, 3.3 | 1.2, 2.2, 2.3, 3.2, 3.3 | Teacher Professionalism,  Measuring Progress,  Excellence through raising attainment |
| Leadership of Change | 1.1, 1.2, 1.3, 1.4, 1.5 | 1.1, 1.2, 1.3, 1.4, 1.5 | Measuring and closing the attainment gap  Delivering improvement |
| Supporting processes | 1.5, 2.5, 2.6, 2.7 | 1.5, 2.5, 2.6. 2.7 | Creating an empowered and collaborative system |

***Why an implementation process?*** There is abundant evidence that one-off training sessions, even of high quality, have very limited effect on classroom practice (for extensive summaries, see [Fixen et al., 2005](http://ctndisseminationlibrary.org/PDF/nirnmonograph.pdf), [Kraft et al., 2018](https://journals.sagepub.com/doi/full/10.3102/0034654318759268)). Initial information sessions, followed by periods of coaching, video enhanced reflective practice and/or shorter and more regular sessions with whole staff groups or smaller groups of interested practitioners, has a greater impact. Effective pedagogy should be lead by senior managers and leaders within the school staff and supported by the rehearsal of key, core messages on a regular basis.

Training only has impact with full leadership preparation and support, alignment of school policies, allocation of time and other resources, buy-in from staff through participatory planning, and in-depth and extensive follow-up with coaching and reflection, and robust process and outcome measures (e.g., [Joyce & Showers, 2002](https://www.unrwa.org/sites/default/files/joyce_and_showers_coaching_as_cpd.pdf),[Forman et al., 2008](https://link.springer.com/article/10.1007/s12310-008-9002-5)). To embed any change therefore requires a period of initiation, prior to an implementation phase, before any change in behaviour and practice can be considered embedded into the system[[9]](#endnote-9). Implementing lasting change in practice throughout a school therefore requires several years of sustained efforts (Miles 1987).

In Highland however schools need not do this alone. There are a range of educational and specialist supports that can help managers identify areas for development and gaps in knowledge and skills using self-evaluation frameworks such as [How Good is Our School?](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [How Good is Our Early Learning and Childcare?](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf). Services can also help with assessing readiness for change, and participatory planning with staff to promote readiness and common purpose, as well as decisions whether training input is required or whether other modalities such as [Collaborative Enquiry](https://eric.ed.gov/?id=EJ810660) are more suitable.

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| **Change Implementation Process** | | |
| **Preparation/Initiation** | **Capacity building** | **Implementation** |
| * All staff & pupils involved in self-evaluation * Identification of gaps * Assessment of change readiness * Identify change leaders * Allocate time and resource for implementation * Identify outcome & process measures | * Identify relevant staff groups, * Implement appropriate model, whether:   + Training   + Collaborative Enquiry   + Other | * Leadership from identified staff * Follow up coaching & consultation from support services * Regular review of process & measures with appropriate action * Allow time for change to become embedded |
| *Support at each stage from specialist services* | | |

***What training and development is required?***

Schools and individual members of staff are at different points in their learning journey, with some being very competent and skilled in one area of education and support and others being skilled in other aspects. The priority in all schools will be to provide support and educational experiences that enable all pupils to achieve their potential, developmentally, emotionally and socially, however, the starting point within this framework may be different for each school, depending on their previous investment in training and development. While it is important for all staff to have the same opportunities for continued professional development (CPD), it is envisaged that this will be a continuous offer, to support the appropriate skill level, pace of development and needs of individual schools. It is suggested that all schools plan their staff development within a 3 year cycle and include this within their school improvement plans.

Some CPD is important for all staff and will be mandatory for the whole workforce within a school eg Safeguarding/Child Protection. Other training will be offered at different levels and may be mandatory for all at an awareness level, but more appropriate for some groups of staff to receive at an advanced or specialist level dependent upon their role within the school. The tables below indicate those training opportunities mandatory or highly recommended for each staff group.

***How do I decide where to start?***

Many of the CPD opportunities within the overall plan have similar key messages, but may have differing overall aims. The strategy has been constructed in such a way that core theoretical perspectives and key areas for practice can be accessed for various starting points within each of the 6 themes. Over a three year period, it would be envisaged that schools will have accessed training across the 6 themes and begin to see a coherent approach, regardless of their starting point.

The actual training input is only a small part of the process of change and will only be effective in supporting a change in practice if the staff requesting it are at a stage when they are ready for this input and are aware of where it fits within their own school improvement plan. Self evaluation of the training staff have recently received is important and the tables below could act as an audit of staff knowledge and training over recent years.

Self evaluation should also consist of a number of questions relating to what needs to change, what impact it is hoped to achieve with this change and how change and progress will be tracked. This initial process will require the senior management team of the school to audit what needs to change with staff, pupils and parents, to gather baseline data for future comparison and to set up a process for tracking progress over the following year. We know that one off training courses are not effective and so investing in staff development should be well considered and supported through to implementation and practice change.

***How can training be accessed?***

Training is offered across Highland by a number of groups of staff, some specialising in specific content, while others have a broader focus, with training and capacity building being part of their core work. The tables below indicate the time commitment for the training offered under each of the 6 themes and where this is face to face training, the staff team who will coordinate this input.

Specialist staff delivering the sessions will generally be based in the same areas as the schools, to support the follow-up sessions during the implementation phase. As a rule, staff will try to train in pairs, across disciplines, to provide different professional perspectives on the same theme. These services will continue to be available to staff teams as required through follow-up and on-going support over the three years and beyond.

Some central training sessions will be arranged through the year and it is hoped that one or two in-service training days can focus on the same training for all schools across Highland, to ensure some of the foundation, core principles are established across all staff teams in the early stages of this strategy. Once head teachers have completed their self-evaluation and school improvement plans, they can then begin to request input from their local specialists from the services leading on their chosen area of work as indicated in the tables below ie Educational Psychology Service, PMHW Service, Speech and Language Therapist etc. Where possible, it is preferred that larger numbers access awareness level training and so some work is envisaged across ASGs, rather than individual schools.

The training supporting each of the Pillars is listed in the tables below, with various individual groups noted where this is either mandatory of highly recommended. Other groups of staff can access the training, even if it is not essential for them.

Each training course has three rows to provide as much information as required;

the title of the training;

the duration of the course and whether this is on-line or face to face and;

the service who will lead on the provision of the training.

The link to the HC training courses can be accessed from the Learning and Development website [here](https://www.highland.gov.uk/staffsite/info/35/learning_and_development/236/courses) .

Child Protection and courses on the Highland Practice Model can be accessed here: <http://hcpc.scot/training/>

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|  | **Pillar 1 - Building Positive Relationships** | | | | | | | | |
| **Topic Areas** | | HT | DHT/ PT | Teachers | Support Teachers | Child Care Managers | EYPs | PSAs/Sup worker | All Other staff |
| Brain Development – Early and Teenage (awareness)  ½ day face to face and self study  **Psychological Service** | | X | X | X | X | X | X | X | X |
| Emotional Literacy (awareness)  ½ day face to face and self study  **Psychological Service** | | X | X | X | X | X | X | X | X |
| Emotional Literacy (advanced)  1 day follow-up face to face  **Positive Relationships Team** | | X | X | X | X | X | X | X |  |
| Emotional Literacy (Skilled)  8 day face to face  **Positive Relationships Team** | | X | X | X | X | X | X | X |  |
| Change, Loss and Bereavement (awareness)  1 day face to face  **Positive Relationships Team** | | X | X | X | X | X | X | X | X |
| Adverse Childhood Experiences and Trauma Informed Practice in the classroom (awareness)  2 hours face to face and self study  **PMHW Service** | | X | X | X | X | X | X | X | X |
| ACE and Trauma Informed Practice in the classroom (advanced/skilled)  2 days face to face  **PMHW Service** | | X | X | X | X | X | X | X |  |
| Building Resilience (awareness)  2 hours face to face and self study  **Psychological Service** | | X | X | X | X | X | X | X | X |
| Building Resilience (advanced/skilled)  2 days face to face  **Psychological Service** | | X |  | X | X | X |  |  |  |
| Nurture Principles (awareness)  1 day face to face and self study  **Psychological Service** | | X | X | X | X | X | X | X | X |
| Nurturing schools and Nurture provision (advanced/skilled)  2 days face to face and follow-up practice  **Psychological Service** | | X | X |  | X | X |  | X |  |
| Restorative Approaches (awareness)  1/2 day face to face  **Psychological Service** | | X | X | X | X | X | X | X | X |
| Restorative Approaches (advanced/skilled)  2 days face to face and follow-up practice  **Psychological Service** | | X | X | X | X | X |  |  |  |

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|  | **Pillar 2 – Inclusion, Rights and Equalities** | | | | | | | | |
| **Topic Areas** | | HT | DHT/ PT | Teachers | Support Teachers | Child Care Managers | EYPs | PSAs/Sup worker | All Other staff |
| Equalities, Children’s Rights, Legislation (awareness)  (or Equal Opportunity and Diversity - HC Training)  1 day face to face  **Psychological Service** | | X | X | X | X | X | X | X | X |
| Equalities, Children’s Rights, Legislation (advanced/skilled)  1 day face to face  **Psychological Service** | | X | X |  | X | X |  |  |  |
| Public Sector Equality Duty  30 mins [e-learning](https://tracking.brightwave.co.uk/LNT/Highland/Login.aspx?ts=636746824859111028)  **HC Training – Learning and Development** | | X | X |  |  | X |  |  |  |
| Inclusive Practice in the classroom (differentiation)  2 hour twilight minimum  **Psychological Service** | | X | X | X | X | X | X | X |  |
| Assessment of need/allocation of support  2 hour face to face  **Area ASN Team** | | X | X |  | X | X |  |  |  |
| Tracking and monitoring (inc Quest and Q Skills)  ½ day face to face  **Pre-School HVT Service** | | X | X | X | X | X | X |  |  |
| Neurodevelopmental Disorders (inc ASD) (awareness)  ½ day face to face  **Psychological Service** | | X | X | X | X | X | X | X | X |
| Neurodevelopmental Disorders (inc ASD) (advanced)  1 day face to face  **Psychological Service** | | X | X | X | X | X | X | X |  |
| Neurodevelopmental Disorders (inc ASD) (skilled)  1 day face to face (or PGdip for anyone if required)  **Psychological Service** | |  |  |  | X | X | X | X |  |
| Sensory Impairment (awareness)  2 hour face to face  **VI Service/ Deaf Education Service** | | X | X | X | X | X | X | X | X |
| Sensory Impairment (advanced/skilled if required)  PG diploma on request  **VI Service/ Deaf Education Service** | |  |  | X | X | X | X | X |  |
| The needs of pupils with other ASN (eg physical impairment, Young Carers, LAC, EAL, Interrupted Learners - Gypsy Travellers, Armed Forces, long term illness, etc)  ½ day specific training as required and on request  **Psychological Service** | | X | X | X | X | X | X | X | X |
| LGBTI+ curriculum and support  2 hour twilight  **Psychological Service** | | X | X | X | X | X | X | X | X |
| Bullying - support and prevention  ½ day face to face  **Psychological Service** | | X | X | X | X | X | X | X | X |

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|  |  |  | **Pillar 3 – Safeguarding, Care & Wellbeing** | | | | | | | | |
| **Topic Areas** | | | | HT | DHT/ PT | Teachers | Support Teachers | Child Care Managers | EYPs | PSAs/Sup worker | All Other staff |
| Child Protection – Basic Awareness (annual updates)  1 hour face to face (or CALA on-line)  [**http://hcpc.scot/training/**](http://hcpc.scot/training/) | | | | X | X | X | X | X | X | X | X |
| Staff Wellbeing (awareness)  2 hours face to face  **Psychological Service** | | | | X | X | X | X | X | X | X | X |
| Pupil Wellbeing (advanced/skilled)  Rights Respecting School or My World of Wellbeing programme or similar – ongoing practice once trained  **Psychological Service** | | | |  |  | X | X |  |  |  |  |
| Moving and Handling (awareness)  ½ day face to face  **Area ASN Team** | | | | X |  |  |  | X | X | X |  |
| Moving and Handling (advanced/skilled if required)  1 day face to face  **Area ASN Team** | | | |  |  |  |  |  |  | X |  |
| Intimate Care (awareness)  1 hour e-learning  **Area ASN Team** | | | | X |  |  |  | X | X | X |  |
| Intimate Care (advanced/skilled if required)  ½ day face to face  **Area ASN Team** | | | |  |  |  |  |  |  | X |  |
| CALM - Physical Intervention (awareness and de-escalation)  ½ day face to face  **Positive Relationships Team** | | | | X | X | X | X | X | X | X | X |
| CALM - Physical Intervention (advanced/skilled if required)  1 day + Monthly practice and annual re-accreditation  **Positive Relationships Team** | | | |  |  |  |  |  |  | X |  |
| Scottish MH First Aid –Young People (or equivalent MH Awareness training)  1 day face to face  **PMHW Service** | | | | X | X | X | X | X | X | X | X |
| ASIST / Safe Talk (Suicide Prevention)  2 days face to face  **PMHW Service** | | | | X |  |  | X | X |  |  |  |
| PSE curriculum (inc sex, relationships, drug and alcohol use)  **Self study and familiarisation** | | | | X | X | X | X | X | X | X |  |

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|  |  |  | **Pillar 4 – Pedagogy and Development** | | | | | | | | |
| **Topic Areas** | | | | HT | DHT/ PT | Teachers | Support Teachers | Child Care Managers | EYPs | PSAs/Sup worker | All Other staff |
| Language/Communication Development (eg Words Up Key Messages)  2 hours minimum  **Speech and Language Therapy Service** | | | | X | X | X | X | X | X | X | X |
| Emerging Literacy (awareness)  1 hour briefing  **James Cook** | | | | X | X | X | X | X | X | X |  |
| Emerging Literacy (EY and Primary staff) (advanced/skilled)  4x2 hour networks (annually) + evidence of practice  **James Cook** | | | | X | X | X | X | X | X | X |  |
| Emerging Early Maths (EY and Primary Staff)  (advanced/skilled)  TBC  **Subject Specialist** | | | | X | X | X | X | X | X | X |  |
| Persistent Difficulties with Literacy (advanced/skilled)  1 day face to face  **Psychological Service** | | | | X | X | X | X |  |  | X |  |
| Persistent Difficulties with Numeracy (advanced/skilled)  1 day face to face  **Subject Specialist** | | | | X | X | X | X |  |  | X |  |
| Differentiation (language, learning and behaviour)  2 hour twilight minimum  **Psychological Service** | | | | X | X | X | X | X | X | X | X |
| Cooperative Learning (advanced/skilled)  3 day academy + 1 day recall  **Mark Jones** | | | | X | X | X | X |  |  |  |  |
| Coaching/Mentoring (advanced/skilled)  2 day face to face workshop + follow-up practice  **Psychological Service** | | | | X | X | X | X | X | X |  |  |
| Subject specific (eg STEM, 1+2 Languages etc)  As required for subject specialists  **Subject Specialist** | | | | X | X | X | X |  |  |  |  |

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|  |  |  | **Pillar 5 – Leadership of Change** | | | | | | | | |
| **Topic Areas** | | | | HT | DHT/ PT | Teachers | Support Teachers | Child Care Managers | EYPs | PSAs/Sup worker | All Other staff |
| Leadership of Change and Moral Purpose  2 hour face to face and self study  **Psychological Service/QI Team** | | | | X | X |  |  | X |  |  |  |
| Creating vision, values and aims  2 hour face to face workshop plus follow-up  **Psychological Service/QI Team** | | | | X | X | X | X | X | X | X | X |
| Understanding resistance  2 hour face to face and self study  **Psychological Service** | | | | X | X |  |  | X |  |  |  |
| School Improvement planning  2 hour twilight minimum  **QI Team** | | | | X | X |  |  | X |  |  |  |
| Self-evaluation and improvement methodology (awareness)  2 hour twilight minimum  **Children’s Planning Manager** | | | | X | X | X | X | X | X | X | X |
| Self-evaluation and improvement methodology (advanced and skilled)  6 day network + skills practice  **Children’s Planning Manager** | | | | X | X |  |  | X |  |  |  |
| Solution Focused Approaches (awareness)  ½ day minimum  **Psychological Service** | | | | X | X | X | X | X | X | X | X |
| Solution Focused Approaches (advanced/skilled)  2 day face to face  **Psychological Service** | | | | X | X |  | X | X |  |  |  |
| Managing classroom teams  2 hour twilight minimum  **Psychological Service** | | | | X | X | X | X | X | X | X |  |

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|  |  |  | **Pillar 6 – Supporting processes** | | | | | | | | |
| **Topic Areas** | | | | HT | DHT/ PT | Teachers | Support Teachers | Child Care Managers | EYPs | PSAs/Sup worker | All Other staff |
| Highland Practice Model (awareness) Recognising and response in Child Protection  1 day face to face  [**http://hcpc.scot/training/**](http://hcpc.scot/training/) | | | | X | X | X | X | X | X | X | X |
| Highland Practice Model (advanced and skilled) Working towards Positive Outcomes  2 day face to face  [**http://hcpc.scot/training/**](http://hcpc.scot/training/) | | | | X | X |  | X | X | X |  |  |
| Policy and Guidance (eg. anti-bullying, equalities, exclusions, meeting needs etc)  **Self-Study** | | | | X | X | X | X | X | X | X | X |
| Financial Management and procurement  30 mins [e-learning](https://tracking.brightwave.co.uk/LNT/Highland/Login.aspx?ts=636746824859111028)  **HC Training – Learning and Development** | | | | X | X |  |  | X |  |  |  |
| Attendance Management  ½ day face to face  **HC Training – Learning and Development** | | | | X | X |  |  | X |  |  |  |
| Staff wellbeing/stress management (Awareness)  1 day face to face  **Psychological Service** | | | | X | X | X | X | X | X | X | X |
| Mentally Healthy Workplace  1 day face to face  **HC Training – Learning and Development** | | | | X | X |  |  | X |  |  |  |
| HC Occupational Health Referrals  15 mins [e-learning](https://tracking.brightwave.co.uk/LNT/Highland/Login.aspx?ts=636746824859111028)  **HC Training – Learning and Development** | | | | X | X |  |  | X |  |  |  |
| Discipline Policy and Practice  1 day face to face  **HC Training – Learning and Development** | | | | X | X |  |  | X |  |  |  |
| GTCS Professional Standards and Code of Practice for teachers and managers  **Independent reading and familiarisation** | | | | X | X | X | X | X |  |  |  |
| Display Screen Equipment Assessment (DSE)  15 mins [e-learning](https://tracking.brightwave.co.uk/LNT/Highland/Login.aspx?ts=636746824859111028)  **HC Training – Learning and Development** | | | | X | X | X | X | X | X | X | X |
| Extinguishing Fires at Work  15 mins [e-learning](https://tracking.brightwave.co.uk/LNT/Highland/Login.aspx?ts=636746824859111028)  **HC Training – Learning and Development** | | | | X | X | X | X | X | X | X | X |
| Financial Regulations  15 mins [e-learning](https://tracking.brightwave.co.uk/LNT/Highland/Login.aspx?ts=636746824859111028)  **HC Training – Learning and Development** | | | | X | X | X | X | X | X | X | X |
| Information Management  15 mins [e-learning](https://tracking.brightwave.co.uk/LNT/Highland/Login.aspx?ts=636746824859111028)  **HC Training – Learning and Development** | | | | X | X | X | X | X | X | X | X |
| Introduction to Health, Safety & Wellbeing  15 mins [e-learning](https://tracking.brightwave.co.uk/LNT/Highland/Login.aspx?ts=636746824859111028)  **HC Training – Learning and Development** | | | | X | X | X | X | X | X | X | X |
| Supervision of Health & Safety in the Workplace  ½ day face to face  **HC Training – Learning and Development** | | | | X | X |  |  | X |  |  |  |
| Run, Hide, Tell  15 mins [e-learning](https://tracking.brightwave.co.uk/LNT/Highland/Login.aspx?ts=636746824859111028)  **HC Training – Learning and Development** | | | | X | X | X | X | X | X | X | X |
| Workshop to raise awareness of Prevent (WRAP) 15 mins [e-learning](https://tracking.brightwave.co.uk/LNT/Highland/Login.aspx?ts=636746824859111028)  **HC Training – Learning and Development** | | | | X | X | X | X | X | X | X | X |
| Cyber Security Awareness  15 mins [e-learning](https://tracking.brightwave.co.uk/LNT/Highland/Login.aspx?ts=636746824859111028)  **HC Training – Learning and Development** | | | | X | X | X | X | X | X | X | X |
| ERD Briefing  1 ½ hrs video conference  **HC Training – Learning and Development** | | | | X | X |  |  | X |  |  |  |
| Performance Management  1 day face to face  **HC Training – Learning and Development** | | | | X | X |  |  | X |  |  |  |
| Responsible Premises Officer (role dependant)  3 hour briefing  **HC Training – Learning and Development** | | | | X | X |  |  | X |  |  |  |
| Managing in the Highland Council  2 days  **HC Training – Learning and Development** | | | | X | X |  |  | X |  |  |  |
| HR Policy and Practice for HTs  1 Day face to face  **HC Training – Learning and Development** | | | | X |  |  |  |  |  |  |  |

1. Sims and Fletcher Wood (2018) cited in Harris, A and Jones M, Leading professional learning with impact *School Leadership and Management,* *vol39 2019, Issue 1, p1-4* [↑](#endnote-ref-1)
2. Harris, A., and Jones, M. (2017), *Disciplined Collaboration and Enquiry: Evaluating the Impact of Professional Learning*. Journal of Professional Capital and Community 2 (4): 200-2014. (Google Scholar) [↑](#endnote-ref-2)
3. Scottish Government, *Children and Young Persons Improvement Methodology* https://www.gov.scot/policies/improving-public-services/children-and-young-people-improvement-collaborative/ [↑](#endnote-ref-3)
4. Hargreaves, A., Boyle, A. and Harris, A. (2014), *Uplifting Leadership*. San Francisco Jossey Bass (Google Scholar) [↑](#endnote-ref-4)
5. *Nuance: Why Some Leaders Succeed and Others Fail. Fullan, M. (2018)* [↑](#endnote-ref-5)
6. Lawson, I., Cox, B., (2010), Exceeding Expectation: The principles of outstanding leadership: *The International Journal of Leadership in Public Services,* *Volume 6 Issue 1, page 4-13,* *February 2010* [↑](#endnote-ref-6)
7. Rock, D. (2009), Managing With the Brain in Mind : *Strategy and Business,* Issue No 56 [↑](#endnote-ref-7)
8. Hawkins, P. and Shohet, R. (2010), *Supervision in the Helping Professions (3rd edition* : Open University Press [↑](#endnote-ref-8)
9. Practice Guidelines from School Administrators: How to Get There. Miles M (1997) [↑](#endnote-ref-9)