

achieving the standard for headship – providing choice and alternatives

a consultation document

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CHOICE

ACCOUNTABILITY

OPPORTUNITY

LEADERSHIP

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a consultation document

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contents

	Page
1. FOREWORD BY PETER PEACOCK	1
2. INTRODUCTION	3
3. ILLUSTRATION OF APPROACH	5
4. PREPARATION AND ENTRY	6
5. DEVELOPMENT ACTIVITIES	8
6. ASSESSMENT	11
7. SUPPORTING THE PROCESS	14
8. RELATIONSHIP WITH SQH	16
9. SPECIFIC QUESTIONS ON PROPOSAL	17
10. HOW TO RESPOND	18
11. THE SCOTTISH EXECUTIVE CONSULTATION PROCESS	22
12. LIST OF CONSULTEES	23



foreword



High quality leadership is critical to a successful school. The headteacher is central in ensuring high standards of education for all children and young people in their care so that they can become successful learners, confident individuals, responsible citizens and effective contributors.

We need headteachers with high expectations, clear vision, a strong ethos and excellent communication skills – qualities which were outlined clearly in the recently revised *Standard for Headship* (SfH).

As from 1 August 2005 all teachers appointed to their first headteacher post must have met the SfH. One way of showing you have met this requirement is by successfully completing the Scottish Qualification for Headship (SQH). The SQH has proved to be a successful and valuable way of preparing and developing aspiring headteachers. We continue to support aspirant headteachers who wish to pursue the SQH as a means of achieving the SfH.

Feedback from the profession, however, has been that teachers need to have a choice of routes to achieving the SfH, which take account of individual life styles and professional commitments. We need to ensure that flexibility and choice of development opportunities are available to aspirant headteachers.

For that reason, in *Ambitious, Excellent Schools* we undertook to establish new means of achieving the SfH, to provide choice and alternatives to the SQH. Our aim in developing these flexible approaches, is to expand the pool of teachers that are interested in and capable of successfully leading a school.

Clearly however, leadership development does not and cannot begin with preparation for headship – no matter how flexible or high quality that preparation is. If we are to achieve our aim of attracting more teachers into careers in educational leadership, and equipping them with the skills and knowledge necessary for such vital roles, then we must recognise the need to provide leadership development opportunities at an early stage in teachers' professional development.

Such development provision is a key component of succession planning – and local authorities need to think imaginatively about how they identify and nurture teachers with leadership aspirations and potential from an early stage in their career. The 2003 publication *Continuing Professional Development for Educational Leaders* provides a framework for progression and development in leadership skills for teachers at all stages.

This consultation, however, focuses more specifically upon preparation for headship. I welcome your views on the details of our proposals, and I encourage you to contribute to the discussion on how we can best provide aspirant headteachers with credible and valuable alternative approaches to achieving the SfH.

PETER J PEACOCK

Minister for Education and Young People





2 introduction

“Good leadership is critical to a successful school. Success comes from aiming high with the clear vision, ethos and communication that good leadership brings. We will act to support high quality school leadership and inspired, ambitious school communities.”

Ambitious, Excellent Schools
(November 2004)

In *Ambitious, Excellent Schools* the Executive made a commitment to “establish new routes to achieve the Standard for Headship, during 2006, to provide choice and alternatives to the Scottish Qualification for Headship”. The aim of providing alternatives to the Scottish Qualification to Headship (SQH) is to offer candidates for headship as wide a range of development opportunities as possible to support their progression toward the Standard for Headship (SfH).

As a result, and following a series of informal meetings and focus groups with stakeholders throughout the country, the Continuing Professional Development Leadership Group have developed proposals for more flexible approaches. These are set out in this

consultation document and your views on them are invited.

This document suggests how candidates will be able to combine experiential learning with established and new development programmes. It raises a number of questions around ways that flexibility and choice can be offered to individuals, particularly in the context of other continuing professional development initiatives, while maintaining over-all quality with an appropriate balance and rigour of approach.

The proposal is that flexibility should emerge from a plan of activity developed individually by each candidate. The opportunity to put together a personal plan of action to meet the SfH, with varying levels of support as necessary, will allow an individualised approach to develop, tailored to the candidate’s own particular context, experience and needs. This will be both demanding and challenging and require candidates to take professional and personal responsibility in developing their programme of activities.

Each candidate adopting a flexible approach to meeting the Standard will draw up a Professional Development Plan, through the Professional Review and Development (PR&D) process, outlining actions and learning outcomes to meet the SfH based on identified development needs. Crucial to this plan are opportunities to lead and develop.

This may mean a combination of development activities that is very different from the SQH. But it may also mean candidates drawing on aspects of the existing SQH programme, with

“The critical factor in leadership development is to be given opportunities to develop leadership skills through active involvement in leading school developments/improvements as a Depute, Principal Teacher or classroom teacher.”

Headteacher



“I had been an APT in a large school for 2 years when I became a Development Officer for a specific subject area of the curriculum.

I delivered in-service training for large numbers of staff (special, primary, secondary), produced materials, assisted with school reviews and supported individual staff/departments. I was entrusted with responsibility and learned leadership skills as well as being able to observe good practice which in turn influenced my own teaching and approaches.

After being a Principal Teacher for 3 years, I again became a Development Officer, this time for a more generic area and with responsibility for the curriculum 3-18. Again, this job afforded me an overview and knowledge of whole school issues as well as leading a high profile curricular priority.

I would change nothing about these experiences! They gave me the challenge, responsibility and overview I was looking for and were the platforms from which I became firstly a Principal Teacher and secondly an Assistant (now Deputy) Head.”

Depute Head

candidates opting into those parts which best meet their needs. Over time, candidates will be able to choose from a wide variety of development opportunities, including formal programmes, modules, coaching support, secondments, residential workshops, e-learning provision and so on, from a wide range of providers and with agreed support from their local authority. There is however a clear recognition in the flexible approach of the importance of experiential opportunities within school, authority and beyond.

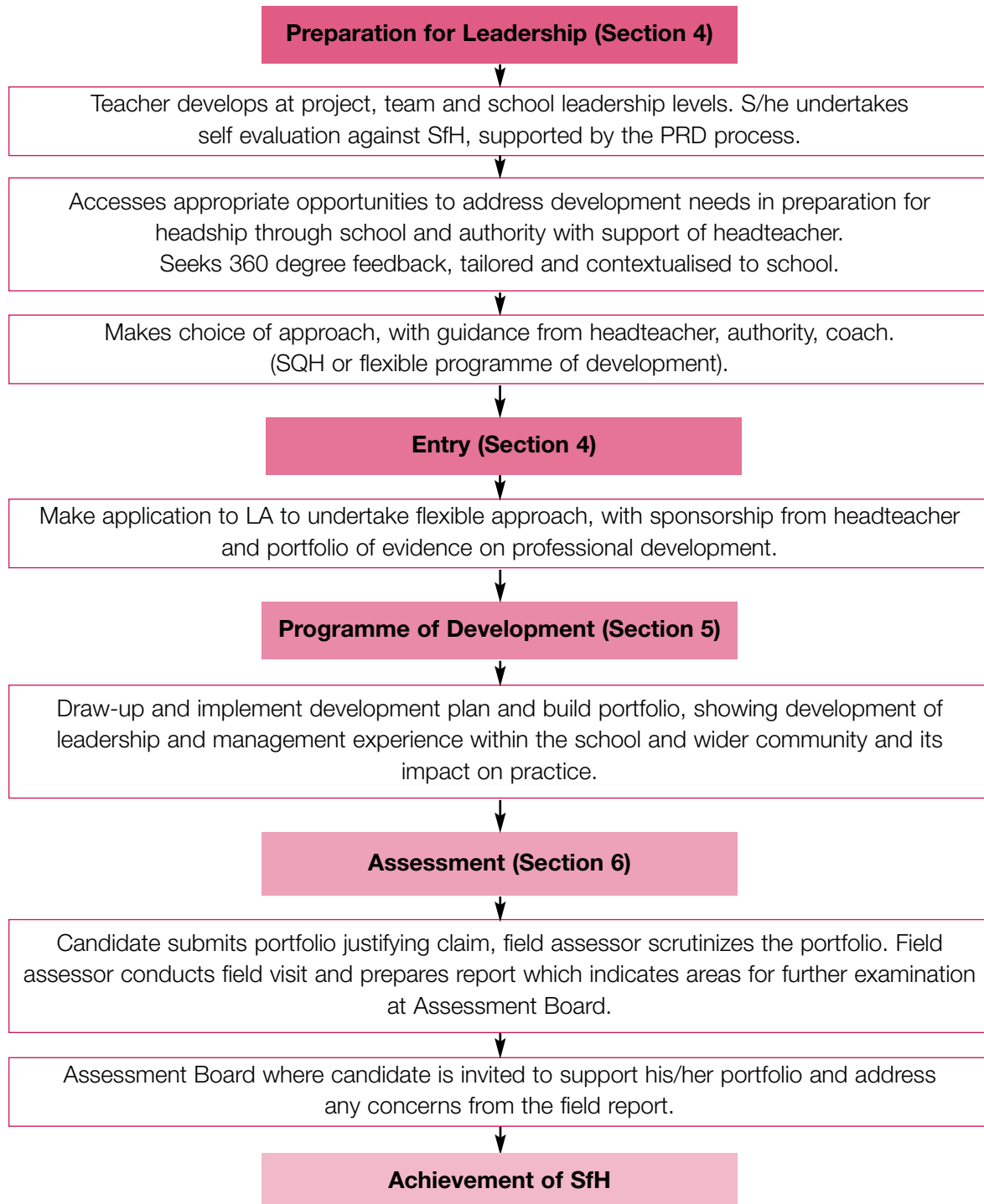
In this consultation document we offer advice and guidance to candidates, and current and new providers of leadership development opportunities, about the principles which will apply in developing approaches and programmes, and some examples of practice. We also indicate some of the measures which will help ensure consistency of experience across Scotland.

We would particularly welcome responses to, and consideration of, the specific questions posed throughout this paper.

Information on how to respond to this consultation paper is given in Section 10 (page 18).

3 illustration of approach

The diagram below illustrates the different stages for a candidate following the flexible approach. A candidate should have at least 5 years' experience and typically they will take between 2 to 6 years to work through their development plan.



4 preparation and entry

As preparation for undertaking a flexible approach and as part of the PRD process potential candidates should be developing their leadership skills by taking forward school-based projects. They should also begin to self evaluate against the Standard for Headship (SfH). Only candidates who have the necessary experience, and are ready and capable should make an application to undertake this approach. They will indicate their readiness by demonstrating their commitment to leadership development, and their capability by the extent to which they have the necessary skills, knowledge and support to develop and implement their plan. Local authorities will ensure that there are common entry points and equality of access for candidates regardless of whether they follow the SQH or flexible approach. Advice and guidance on preparation for leadership can be found in the publication *Continuing Professional Development for Educational Leaders*. Exceptionally some very experienced candidates may be able to move through their professional development more quickly. However, they will be subject to the same assessment process as all other candidates.

PRINCIPLES	EXAMPLES OF PRACTICE
<p>Experienced – candidates should have at least 5 years’ classroom experience and be effective teachers</p>	<ul style="list-style-type: none"> • Undertaking 360 degree review or other feedback process¹, and initiating change in response to feedback • Developing and sharing excellent practice • Coaching and mentoring others
<p>Informed and ready – candidates should have undertaken a range of experiences which enable them to begin to further develop leadership skills in relation to the SfH</p>	<ul style="list-style-type: none"> • Successfully leading/making substantial contribution to small-scale school or authority projects • Leading and developing others • Undertaking and implementing a range of leadership development courses (e.g. Introduction to Leadership, Leading Teams, Managing Budgets, etc.) • Using the <i>SfH</i>, <i>CPD for Educational Leaders</i> and other publications to develop a comprehensive range of leadership skills • Reading, study and evidence of impact • Action research project • Associate assessor with HMIE
<p>Evidencing professional growth – candidates should submit to their LA a portfolio and application which illustrates their professional growth as a leader</p>	<ul style="list-style-type: none"> • Personal reflective practice and commentary • Critical commentary of structured reading programme • Reflection on courses, seminars, conferences etc. • Evidence of impact on professional practice

¹ **Feedback processes** – These allow candidates feedback from people they interact with (line manager, teaching colleagues, support staff, colleagues from other public services areas, parents and pupils) and who have knowledge of the candidates from a variety of perspectives. The SfH itself provides a good basis for a personal or 360 degree or other feedback process and can be used in tandem with the PRD process to enrich a candidate’s professional development plan.

PRINCIPLES	EXAMPLES OF PRACTICE
<p>Sponsored – candidates should have the full support of their LA and their headteacher</p>	<ul style="list-style-type: none"> • Letter of support outlining readiness from headteacher or other school leader • Robust selection procedures, using the SfH, led by LAs or employer and consistent across Scotland

Questions

Are the entry principles correct?

Are there aspects of the proposal which would benefit from more clarity or guidance?

Should there be a common application process regardless of approach?



5 development activities

Principles and Examples of Development Practices for Flexible Approaches

The following provides guidance to candidates and providers about the principles and development opportunities around flexible approaches. The examples of practice are suggestions only and candidates will be encouraged and supported in finding a range of creative and imaginative practices and activities to help them to meet the Standard for Headship (SfH).

PRINCIPLES	EXAMPLES OF PRACTICE
<p>Based on the SfH – takes the SfH as the basis for development of the aspiring headteacher</p>	<ul style="list-style-type: none"> • Using the SfH as the basis for identifying core development needs and deciding appropriate ways of meeting these • Taking the SfH as the basis for personal review and evaluation of progress • Constructing the professional portfolio in relation to the elements and actions contained in the SfH
<p>Grounded in the professional actions required of the headteacher – building and expanding leadership and management experience within the school community and more broadly</p>	<ul style="list-style-type: none"> • Taking forward developments, practice and enquiry-based projects that are grounded in school, learning community or LA needs • Participating in a diverse range of leadership and management activities that address key educational aims at school, LA or national levels and reflecting critically on these • Developing relationships between the school and the wider school community including parents and professional colleagues in other public service areas • Gaining experience through “acting”, shadowing or exchange opportunities (including non-school experience) and reflecting critically on this experience • Participating in development activities outwith the educational sector and identifying areas for learning transfer and translation to the educational context
<p>Personalised – owned, developed and progressed by the teacher with clear sponsorship from the LA and current headteacher</p>	<ul style="list-style-type: none"> • Working to a professional development plan supported through the PRD process and constructed from a wide range of development options and providers • Drawing on existing guidance and frameworks for Continuing Professional Development, e.g. “CPD for Educational Leaders” • Developing timescales and learning approaches that suit individual circumstances • Selecting the range of experiences and learning to incorporate in the professional portfolio and how to present these • Deciding when to progress to the final assessment phase of the process

PRINCIPLES	EXAMPLES OF PRACTICE
<p>Based in appropriate professional knowledge and understanding – demonstrating awareness of theory and its relationship to practice</p>	<ul style="list-style-type: none"> • Undertaking a wide range of professional reading in relation to contemporary developments in education, important theory, policy and educational research • Participating in seminars and master classes, attending conferences which advance key theory and concepts and reflecting critically on the practice implications of these • Accessing established academic programmes and courses
<p>Engaged in an active learning process – participating in a learning group or cohort with other professional colleagues and;</p>	<ul style="list-style-type: none"> • Participating with other aspirant headteachers working on a flexible approach or in an SQH peer learning forum sharing experience • Participating in residential or modular development programmes with an emphasis on school or educational leadership practice that incorporate learning groups or practice groups • Participating in a virtual learning group supported through ICT • Participating in a school or LA learning network or community of professional practice
<p>– working with others to support the development process; and</p>	<ul style="list-style-type: none"> • Engaging a colleague who has skill and interest in performing a coaching¹ role (this could be a colleague from outside the school) • Engaging with a field assessor² • Accessing on line coaching support • Engaging the candidate’s own headteacher in a coaching or mentoring role
<p>– utilising feedback processes which generate personal insight, identify needs and develop actions, and which provide evidence of progress</p>	<ul style="list-style-type: none"> • Utilising 360 degree or other feedback processes to inform progress and identify development actions • Using the ongoing PRD process • Obtaining commentaries from peers, coach, mentor,³ field assessor, parents, students or other professionals the participant is involved with • Seeking feedback from field assessor

¹ **Coaching** – The focus of coaching in support of a candidate developing towards headship might typically be around the development and application of the key skills and knowledge required to successfully undertake the role of headteacher. The coaching might take place around how the candidate is responding to the opportunities and challenges represented by their development, with the coach encouraging critical self-evaluation and personal proactivity in the candidate.

² **Field Assessor** – A headteacher or other education professional, who will scrutinise the candidate’s portfolio and conduct a school visit to assess the evidence of the candidate’s management and leadership contribution. Depending on how this role develops, the field assessor may take on a more active coaching role.

³ **Mentoring** – Mentoring draws on many of the same skills as coaching. Often a mentor, usually the headteacher, will have experienced similar professional and personal challenges to those faced by the candidate and will utilise this experience in offering insights and exploring the issues experienced by the candidate.



PRINCIPLES	EXAMPLES OF PRACTICE
<p>Evidenced in a professional portfolio – demonstrating development of practice, impact and outcomes in a portfolio that illustrates professional growth</p>	<ul style="list-style-type: none"> • Illustrating development of practice in a variety of school, learning community or LA projects which address the professional actions and knowledge requirements of the aspiring headteacher • Documenting developments in personal leadership and management practice and its impact in the school or wider community • Evidencing personal reflective practice and enquiry-based approaches • Demonstrating awareness and understanding of key reading, research and developments in educational thinking and their relevance in the school, learning community or LA context • Participating in action research and articulating outcomes and implications for the learning community

Questions

Are the development principles correct?

Are there aspects of the proposal which would benefit from more clarity or guidance?

6 assessment

Assessment against the Standard for Headship (SfH) of candidates who have implemented individualised learning and development plans.

Candidates following the flexible approach will find several points at which they will be able to receive feedback on their progress towards the SfH. As a result this section only describes the formal assessment process.

This consultation document suggests how candidates might combine experiential learning with established and new development programmes. It is vital that there is comparability between SQH and the more individualised learning and development activities of the flexible approach. As a result this section outlines the following:

A. The Formal Assessment Process

B. Management and Development of the Assessment Process

C. Support to Candidates in relation to the Assessment Process

A. The Formal Assessment Process

Formal Assessment consists of the following elements which broadly reflect existing SQH arrangements:

- **Portfolio:** candidates submit a portfolio justifying their claim that their professional practice meets the SfH. Assessment will be against the key elements of the SfH with reference to the impact of the candidate's professional actions, informed by his/her vision and values, knowledge and interpersonal skills.
- **Field Visit:** this is a visit to the candidate's school by a field assessor. A field assessor scrutinises the portfolio in detail and visits the candidate's school to follow up on issues raised in the portfolio, to moderate/validate evidence and to interview a relevant selection of staff and pupils in connection with claims made.
- **Field Report:** a field assessment report is prepared by the field assessor, outlining broadly strengths and areas of concern arising from the field visit. The field report is shared with the candidate and with the final assessment board. It will indicate specifically if there are issues which may require to be addressed in the support of his/her claim.
- **Assessment Board:** at a subsequent Assessment Board, the candidate is invited to support his/her claim. Typically this will last for around one hour and will begin with the candidate making a presentation outlining their claim. Assessors will then question the candidate on aspects of the presentation, on issues arising from the portfolio, on elements of their professional practice (particularly where there has been a concern expressed in the field assessor report), and on areas of professional knowledge and understanding.



- **Final Assessment:** The Assessment Board prepares a final assessment, incorporating the field assessor's report, which will indicate if a candidate's claim is judged to be:
 - Satisfactory
 - Unsatisfactory but open to resubmission at the next Assessment Board (with an indication of areas to be addressed)
 - Unsatisfactory and significantly short of the SfH
- **Resubmission:** will not require the full assessment process, but will focus proportionately on areas identified at first assessment.
- **Appeal:** An appeal process underpins the validity of the assessment system.

B. Management and Development of the Assessment Process

The assessment process will require to be managed and to be held professionally and publicly accountable. The following elements are required:

- **The Assessment Team:** a national assessment team requires to be established and led. It should consist of a Principal Assessor together with a team of trained field assessors.
- **Assessment Boards:** the Assessment Board will be led by the Principal Assessor and will consist of at least two trained field assessor headteachers, together with a representative nominee of appropriate experience and standing from one of the SQH consortia e.g. headteacher, local authority officer or university tutor.
- **Moderation of quality and reliability of assessment:** the Principal Assessor will be responsible for creating a moderation system to establish reliability and validity in the assessment process. This is an important part of the accountability process.
- **Accountability:** The Principal Assessor will make a public report on the assessment activities each year. This report will identify trends, summarise statistics of presentation, comment on assessment issues and summarise good practices and areas of concern from evidence presented.

C. Support for Candidates in Relation to the Assessment Process

Candidates preparing for assessment (or at an earlier stage when deciding whether to pursue a flexible approach or the SQH) will require support, in relation to the assessment process, to assist with their decisions.

Relevant supports are:

- **Advice on the requirements of the assessment process:** The Principal Assessor will draw up advice materials, outlining process requirements. Such guidance will ensure that the quality of professional practice, not the accumulation of pieces of evidence, is the key focus.

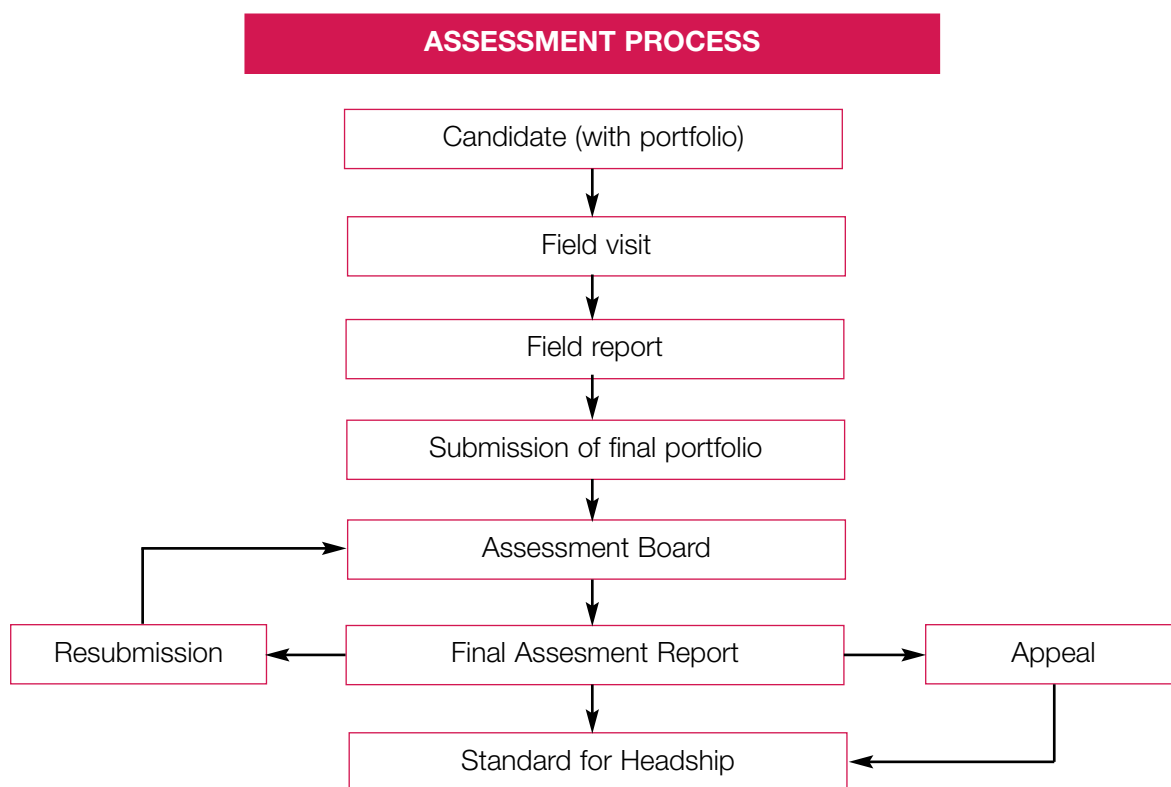
- **Formative assessment and use of feedback:** LAs and schools can use reports to provide ongoing development support to aspirant headteachers whom they are supporting. Such support will be in the context of much wider developmental experiences and opportunities and may include:
 - an advice service prior to submission, network meetings for those finalising their portfolios to support each other, access to nationally trained assessors not directly involved in the assessment of the candidates seeking support or advice and “mock” Assessment Boards
 - support in relation to areas identified as concerns in the field report
 - support in relation to areas identified as concerns in the Board assessment, prior to resubmission or withdrawal.

Questions

Are there aspects of the proposal which would benefit from more clarity or guidance?

Is the assessment process sufficiently challenging and rigorous?

Should there be a maximum and minimum timescale for candidates undertaking a flexible approach? If so, what should these be?



7 supporting the process

“The major influence in my own personal development was [my headteacher]. He acted as guide and mentor, involving me in all aspects of school management and could even be critical in a supportive way. His style of collegiate management allowed his senior colleagues to gain experience and expertise across the full range of school tasks and responsibilities – if change were needed, we then had a pool of shared knowledge and perceptions on which to draw for inspiration, ideas and brainstorming.”

Headteacher

The key focus of a more individualised approach to meeting the Standard for Headship (SfH) is in each candidate mapping out and organising his/her own activities. This approach recognises the importance of candidates’ continuing development being grounded in the school and LA context, and the need to provide candidates with broad access to learning resources and development support. The role of the candidate’s headteacher and school is vital in this process.

Support in school

Schools will establish and/or further develop a range of work-based opportunities for interested staff to develop leadership skills and expertise. It is important to build on existing strengths in successful CPD activities, and to encourage new ideas and approaches to support candidates who wish to prepare before embarking on a programme to reach the SfH and for those on that programme. Candidates will be required to negotiate the elements of their development plan through the PRD process.

Support in the local authority

The LA has the central role to play in managing the process and for ensuring a range of school and other opportunities for candidates. One of the challenges of the flexible approach for LAs, SEED and other stakeholders, will be in ensuring equity of access and support across the country. The role of the LA is particularly important in ensuring that all candidates have appropriate support, regardless of choice of approach, at each stage of their development.

A crucial aspect of the work of the LA will be in developing partnerships with existing SQH consortia, potential new providers and the Principal Assessor. Existing SQH consortia have strengths and experience to draw on and these can be utilised in offering flexibility and choice to candidates. They, along with potential new providers and new combinations of providers, will be in a strong position to develop programmes, resources and support in line with the principles laid out in this consultation paper. SEED will explore with key stakeholders resource implications. They will also explore methods to develop and evaluate support for flexibility and choice and to ensure equal access to high quality support for potential candidates across the country.

“One of the key experiences I have had is being given the opportunity to lead improvement plan priorities and to work with teams of staff to take initiatives forward. Being given these opportunities as well as the support of such an experienced Headteacher has been invaluable.”

Depute Headteacher

Questions

Are there aspects of the proposal which would benefit from more clarity or guidance?

In which areas do you feel there is sufficient flexibility at present, and where do you feel that additional capacity, innovation or fresh approaches might be needed?

Which aspects of development for headship would you regard as core or strongly recommended for candidates undertaking a Professional Development Plan?



8 relationship with SQH

“My study in the SQH programme gave me not only the opportunity and motivation, but the support and challenge necessary to engage in a programme of professional study and to begin to move towards a deeper understanding of both the theory and practice of school management.”

Headteacher

The flexible approach should not be seen as completely separate from existing SQH programmes and consortia. Both approaches are aimed at ensuring that teachers demonstrate professional practice consistent with the Standard for Headship (SfH). There may be areas of overlap and opportunities for existing SQH providers to be involved. Candidates following a flexible approach will have the option to access those parts of SQH programmes that best meet their needs.

Similarly, existing providers may wish to respond to the flexible approach by creating new opportunities for candidates, either on their own or in different combinations with new providers.

There should be opportunities for candidates on both routes to network with each other and benefit from shared experiences. One of the acknowledged strengths of the existing SQH programme is the creation of learning cohorts – peers who work together on learning projects and reflect upon and share experience. The creation of and participation in equivalent cohorts or learning groups will be a feature of the flexible approach.

The emphasis in the flexible approach around experiential learning combined with established and new development programmes raises a number of issues concerning ways that flexibility and choice can be offered to individuals while maintaining overall quality, and an appropriate balance and rigour of approach. In this regard it is vital that there are clear relationships with the existing SQH assessment structures through, e.g. the use of field assessors with SQH experience, or by SQH involvement on the Assessment Board.

Question

To what extent would it be feasible to dovetail the delivery and assessment structures established by the existing SQH providers and those envisaged in this paper for the proposed flexible approaches?

9 specific questions on proposal

9.1 Preparation and Entry

- Q1. Are the entry principles correct?
- Q2. Are there aspects of the proposal which would benefit from more clarity or guidance?
- Q3. Should there be a common application form regardless of approach?

9.2 Development Activities

- Q4. Are the development principles correct?
- Q5. Are there aspects of the proposal which would benefit from more clarity or guidance?

9.3 Assessment

- Q6. Are there aspects of the proposal which would benefit from more clarity or guidance?
- Q7. Is the assessment process sufficiently challenging and rigorous?
- Q8. Should there be a maximum and minimum timescale for candidates undertaking a flexible approach? If so what should these be?

9.4 Supporting the Process

- Q9. Are there aspects of the proposal which would benefit from more clarity or guidance?
- Q10. In which areas do you feel there is sufficient flexibility at present, and where do you feel that additional capacity, innovation or fresh approaches might be needed?
- Q11. Which aspects of development for headship would you regard as core or strongly recommended for candidates undertaking a Professional Development Plan?

9.5 Relationship with SQH

- Q12. To what extent would it be feasible to dovetail the delivery and assessment structures established by the existing SQH providers and those envisaged in this paper for the proposed flexible approaches?

9.6 General Questions

- Q13. Do you find the proposal is described adequately?
- Q14. Is the proposal likely to be seen as attractive to aspirant headteachers?



10 how to respond

In this consultation paper a number of questions have been highlighted because we would particularly like to know your views on these issues. Please do not feel obliged though to respond on all of them or be restricted by the set questions. Your comments on any aspect of the proposals will be welcome. When responding, you should complete the responsee information form on page 20.

If you wish to reply on paper, please send your responses to the following address by **Wednesday 26 April 2006**.

**Scott Brand
Teachers Division
Scottish Executive Education Department Teachers Division
Area 2-A North
Victoria Quay
Edinburgh
EH6 6QQ**

If you wish to reply electronically, please email your response by **Wednesday 26 April 2006** to Headship@scotland.gsi.gov.uk. An electronic version of the responsee information form is available on the www.scotland.gov.uk/consultations. A template setting out all the questions can also be downloaded from this site or is available by calling **0131 244 0350**.

We would be grateful if you could indicate clearly in your response which questions or parts of the consultation paper you are responding to (using the consultation questionnaire if appropriate) as this will aid our analysis of the responses received.

This consultation, and all other Scottish Executive (SE) consultation exercises, can be viewed online at www.scotland.gov.uk/consultations. You can telephone **Freephone 0800 77 1234** to find out where your nearest public internet access point is.

The SE now has an email alert system for consultations (SEconsult). This system allows stakeholder individuals and organisations to register and receive a weekly email containing details of all new SE consultations (including web links). SEconsult complements, but in no way replaces, SE distribution lists, and is designed to allow stakeholders to keep up to date with all SE consultations activity, and therefore be alerted at the earliest opportunity to those of most interest. We would encourage you to register.

Access to Consultation Responses

We will make all responses available to the public in the SE Library by Wednesday 24 May 2006, unless confidentiality is requested. All responses not marked confidential will be checked for any potentially defamatory material before being logged in the library.

The views expressed may be quoted or referred to in any future review of responses. **If you do not wish your responses to be made public, please ensure that you indicate clearly that all or part of your response is to be treated as confidential.** Confidentiality will be strictly respected. We will still count confidential responses in any statistical analysis and your views will of course be taken into account in the same way as for non-confidential responses.

Additional Copies

Copies of this consultation paper have been sent to the list of consultees on page 23. If you would like additional copies, or if you would like this document in another format or language, please contact us on **0131 244 0350**. We will try to accommodate your wishes.



respondee information form

Please complete the details below and attach it with your response. This will help ensure we handle your response appropriately:

Name: _____

Postal Address: _____

Consultation title: **Achieving the Standard for Headship – Providing Choice and Alternatives**

1. Are you responding as: (please tick one box)

(a) an individual? (go to 2a/b)

(b) **on behalf of** a group or organisation? (go to 2c)

2a. INDIVIDUALS:

Do you agree to your response being made available to the public (in SE library and/or on SE website)?

Yes (go to 2b below)

No, not at all

2b. Where confidentiality is not requested, we will make your response available to the public on the following basis (**please tick one** of the following boxes)

Yes, make my response, name and address all available

Yes, make my response available, but not my name or address

Yes, make my response and name available, but not my address

2c. ON BEHALF OF GROUPS OR ORGANISATIONS:

Your name and address as respondees **will be** made available to the public (in the SE library and/or on SE website). Are you content for your response to be made available also?

Yes No **3. SHARING RESPONSES/FUTURE ENGAGEMENT**

We will share your response internally with other SE policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for the SE to contact you again in the future in relation to this consultation response?

Yes No 

11 SE consultation process

Consultation is an essential and important aspect of Scottish Executive (SE) working methods. Given the wide-ranging areas of work of the SE, there are many varied types of consultation. However, in general SE consultation exercises aim to provide opportunities for all those who wish to express their opinions on a proposed area of work to do so in ways which will inform and enhance that work.

While details of particular circumstances described in a response to a consultation exercise may usefully inform the policy process, consultation exercises cannot address individual concerns and comments, which should be directed to the relevant public body. Consultation exercises may involve seeking views in a number of different ways, such as public meetings, focus groups or questionnaire exercises.

Typically, SE consultations involve a written paper inviting answers to specific questions or more general views about the material presented. Written papers are distributed to organisations and individuals with an interest in the area of consultation, and they are also placed on the SE website enabling a wider audience to access the paper and submit their responses. Copies of all the responses received to consultation exercises (except those where the individual or organisation requested confidentiality) are placed in the SE library at Saughton House, Edinburgh (K Spur, Saughton House, Broomhouse Drive, Edinburgh, EH11 3XD, telephone 0131 244 4552).

The views and suggestions detailed in consultation responses are analysed and used as part of the decision making process. Depending on the nature of the consultation exercise the responses received may:

- indicate the need for policy development or review
- inform the development of a particular policy
- help decisions to be made between alternative policy proposals
- be used to finalise legislation before it is implemented.

If you have any comment about how this consultation exercise has been conducted, please send them to the postal or email address in Section 10: How to respond, on page 18.

list of consultees

Association of Directors of Education in Scotland
 Association of Headteachers in Scotland
 Capability Scotland
 Catholic Education Commission Scotland
 Catholic Headteachers Association of Primary
 Catholic Headteachers Association of Scotland
 Chief Executives of Local Authorities
 Church of Scotland
 Commission for Racial Equality
 Convention of Scottish Local Authorities
 Craighalbert Centre
 Directors of Education in Scotland
 Disability Rights Commission
 Donaldson's College for the Deaf
 East Park School
 Educational Institute of Scotland
 Equal Opportunities Commission
 Faculty of Advocates
 Forum on Scottish Education
 General Teaching Council for Scotland
 Harmony Education Trust
 Headmasters Conference
 Headteachers Association of Scotland
 Her Majesties Inspectorate of Education
 Jordanhill School Board Managers
 Learning and Teaching Scotland
 National Association of Schoolmasters/Union of Women Teachers in Scotland
 Open University in Scotland
 Professional Association of Teachers
 Royal Blind School
 Scottish Catholic Education Service
 Scottish Civic Forum
 Scottish Consumer Council
 Scottish Council of Independent Schools
 Scottish Parent Teacher Council
 Scottish School Boards Association
 Scottish Secondary Teacher's Association
 Scottish Teacher Education Institutions
 St Mary's Episcopal Primary School





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