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Trafficking

“Trafficked women and children are treated as slaves.” That was the claim made by South Lanarkshire delegate Linzi Moore in moving a motion instructing Council to support the efforts of the STUC and the Scottish Government in raising awareness of trafficking for the purposes of sexual exploitation.

She reminded delegates that the trafficking of women and children was the second largest and fastest growing area in the UK. “The sex industry is booming while conviction rates are falling,” she said adding “Women and children are regularly assaulted and are subject to forced imprisonment and group rape.” In seconding the motion, Addie Thomson (East Renfrewshire) pointed out that many trafficked women end up in lap dancing clubs which are portrayed as “glamorous and glitzy” and the dividing lines between “the acceptable and unacceptable” were becoming less clear to many. By passing the motion, the EIS is committed to assisting with the development of strategies to end this exploitation of vulnerable people. ■



“Staff are not receiving the training that they need to allow them to support the pupils in their class.”

Susan Quinn



HMIE “not cuddly”.

Tom Tracey

Additional learning support

Susan Quinn (Glasgow) successfully called for an examination of the impact of budget cuts on the implementation of the Additional Support for Learning (ASL) Act. “There is a strain being placed on the support for teachers in relation to Additional Support for Learning”, said Ms Quinn. “Staff are not receiving the training that they need to allow them to support the pupils in their class, and this is compounded by a lack of specialist support staff who are training in working with pupils with ASL needs.” The motion was seconded by Pauline Hagen (Glasgow) with Olwen McGarvey (Renfrewshire) also speaking in support. ■

The importance of EIS representatives

Annie McCrae (Edinburgh) successfully called for a drive to attempt to recruit EIS Representatives in all schools across Scotland. “The Rep is the bedrock of the union,” said Ms McCrae, “It is arguably the most important role within the EIS. It has to be a priority to try to put a Rep into every school”. Delegates agreed and overwhelmingly backed the motion, which had been seconded by Linda Richardson (Edinburgh). In a related motion, Hugh Donnelly (Glasgow) was successful in calling for an improved strategy for recruiting and training EIS Reps within schools. The motion was seconded by Kenny Mitchell (Glasgow). ■

Cuddly HMIE?

Jim Lawson (Orkney) persuaded the AGM that the EIS should monitor the new HMIE inspection processes. “How do the new procedures actually work?” he asked, calling for “reliable information from EIS members.” Tom Tracey (Inverclyde) was not convinced that HMIE, in the new arrangements, had become as “cuddly” as presented. In a separate motion, Susan Smith (Aberdeenshire) persuaded delegates that the EIS raise issues of “compatibility” between HGIOS 3 and other materials relating to “Journey to Excellence.” “How many individual evaluations do we have to carry out?” she asked. ■

CPD

DEVELOPING LEADERSHIP AND LEARNING

The EIS and the Universities of Glasgow and Edinburgh are pleased to announce a new leadership development programme for teachers, the Post Graduate Certificate in Developing Leadership and Learning. The EIS is currently working in partnership with the Universities to create this programme and the first course of the programme will be piloted from October 2009. An important feature has been to provide flexible learning opportunities using online learning, learner networks with opportunities for course participants to work together, teaching sessions and school based tasks.

This programme in developing leadership and learning seeks to support teachers wishing to build their confidence and practice as leaders by learning and working with others. This new programme of development is intended for teachers who aspire to or are in the early stages of developing their leadership role or to experienced teachers seeking to enhance their skills in working collaboratively. Applicants should have a minimum of 3 years experience.

Aims of the programme:

- to develop a critical understanding of the concept of leadership particularly in the context of teacher leadership
- to foster critical reflective practice
- to provide opportunities for the development and review of leadership skills

The Pilot Project

The focus of the programme on teacher leadership is an important development enabling teachers to explore and develop their leadership role in school. The first step will be to pilot the programme in session 09-10. Those teachers involved in this initial project will play an important role in helping shape the programme to support their development as leaders. The Partnership welcomes expressions of interest from teachers who would be involved in this pilot.

Anyone wishing to find out more and to register interest in this programme should contact: developingleadership@educ.gla.ac.uk

