

SCEL Fellowship Programme
Area of Enquiry

Developing the young workforce in South Lanarkshire - a system leadership approach

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SCEL

Scottish College for
Educational Leadership

Developing the Young Workforce in South Lanarkshire

A System Leadership Approach

INTRODUCTION

This report consists of two parts: firstly, some personal reflections on the SCEL Fellowship Programme; and secondly, the impact and influence the SCEL Fellowship Programme is having on my professional learning and strategic approach to my area of enquiry.

THE SCEL FELLOWSHIP PROGRAMME: PERSONAL REFLECTIONS

Throughout my career, I have always been committed to continuous professional learning and development. However, as a Head Teacher of ten years experience, I was looking for a professional development experience which combined academic and experiential learning, and would, therefore, take my leadership journey to a higher level. Unfortunately, a professional development opportunity such as this did not seem to be on offer and I was loathe to consider my leadership experiences of the past ten years, would be played over for the remainder of my career.

Indeed, studies have shown that most school heads, particularly in the secondary sector, once appointed remain in their schools until retirement (Earley and Weindling 2006). This indicates that for most secondary heads, becoming Head Teacher marks the pinnacle of their career and the system does not offer enough incentive to develop beyond the role of Head Teacher.

This was not my perception of my own direction of travel. Rather, I was in complete agreement with the view of developing teachers who have “the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change”. - (Donaldson, G 2011).

The Scottish College for Educational Leadership, Fellowship Programme for Serving Head Teachers, is therefore responding to specific recommendations in Teaching Scotland’s Future.

As such, the Fellowship Programme has offered inspirational professional learning from an academic and personal perspective at a key period in my own professional development.

My area of enquiry, involving discussions with key people at the highest level and taking my Local Authority forward in a specific direction, would not have taken place without my involvement with the Fellowship Programme. The Fellowship Programme provided me not only with the most current academic reading on the subject, but access to key people who were willing to offer their advice and counsel which could only be of benefit at a local level.

AREA OF ENQUIRY

The focus of my area of enquiry is:

“Developing the Young Workforce in South Lanarkshire: A System Leadership Approach”.

CONTEXT

In January 2013, The Scottish Government established an independent commission led by Sir Ian Wood whose remit was to explore how to develop a valued system for vocational training and emulate labour markets of the best performing European Countries.

To highlight the seriousness of the current system in Scotland a recent study of twenty countries, measuring training as the highest qualification of adults aged 20-45 in the labour force, ranked Scotland third from bottom (OECD 2014).¹

Following the publication of an Interim Report in 2013, The Commission published its final report on 3rd June 2014, entitled:

“Education Working for All: Commission for Developing Scotland’s Young Workforce”.

On 15th December 2014, an implementation plan was published entitled, “Developing the Young Workforce – Scotland’s Youth Employment Strategy”.

This in effect is a seven-year national programme with the aim of reducing youth unemployment by 40% by 2021.

Finally, in terms of context, The Commission identified a number of implementation priorities aimed at the following five areas: (i) Schools (ii) Colleges (iii) Apprenticeships (iv) Employers (v) Equality.²

¹ See Appendix 1 for full results.

¹ See Appendix 2 for full results

ORIGINAL ENQUIRY RATIONALE

Throughout my career in education, the relationship between vocational and academic qualifications has always been a key area of interest. I was asked to be part of our Local Authority team – consisting of The Executive Director of Education, The Head of Education and Quality and one other Secondary Head Teacher – who were invited to give our views to The Wood Commission in 2013.

As such, it was a natural progression that this would be the focus of my area of enquiry for The Fellowship Programme.

The original rationale for my Area of Enquiry was to work with my Head of Service and implement selected recommendations from Developing the Young Workforce (hereafter DYW) consistently across South Lanarkshire.

From the implementation priorities 2015/2016 – Schools, I selected three, which, in my view, were prime targets for schools:

- An increase in uptake of vocational qualifications available to those in the senior phase.
- A new standard for work experience in place in schools.
- Agreed standard for careers guidance for all young people including those who require additional help and support in place.

I had the responsibility of taking this forward across South Lanarkshire.

However, the key to its delivery and success was in my opinion, using a system leadership approach.

IMPLEMENTING A SYSTEM LEADERSHIP APPROACH

There are many definitions of leadership. However, the following definition provides a useful frame of reference; “leaders provide direction and exercise influence while mobilising and working with others to achieve shared goals” (Leithwood and Riehl 2003: page 3).

The Fellowship Programme immediately challenged my thinking and views on the role of the Head Teacher; challenging me to reflect that perhaps, the role of the Head Teacher as the leader of the establishment was now , quite simply, not enough. A more demanding,

challenging element to the role of Head Teacher was now required and vital for continuous educational/school improvement.

I was already involved in networks and organisations beyond my own school and certainly fully supported the 'inwards, outward, forwards' model of continuous school improvement as identified by Education Scotland (How Good is Our School: 2015: 4th Edition). Therefore, if, in its simplest terms, system leaders were those who work beyond their own school, then I was already involved as a system leader.

However, Head Teachers who simply work beyond their own school do not fit the specific criteria of a system leader.

For example, System Leadership, where high performing leaders use their skills for the greater – good of all in the system has been a key theme throughout the programme. Beginning with Professor Dimmock's definitive presentation on the rationale and aims of a system leader, he provided the framework in which "collaboration rather than competition between schools" - (Dimmock. 2015) is the way forward.

Professor Dimmock stated that system leaders had an "inclusive nature, a confidence and security in their own ability, promoting an attitude which encourages and wishes success in other schools as well as their own." - (Dimmock. 2015).

On reflection, my own involvement in networks and organisations beyond my own school, particularly at a local level, had limited impact beyond my own school. For example, I regularly met and worked collaboratively with a group of five Head Teachers from my Local Authority. However, although the meetings were structured and extremely beneficial, at their heart was the sharing of good practice which colleagues could then adopt/adapt for their own establishment.

Indeed, there was no system, no mechanisms in place, which may, by their very existence, have fostered a system leadership approach to school improvement.

No mentoring was ever suggested or asked for, no formal partnership arrangements requested and certainly no local leadership role as described below.

Addressing participants in the SCEL Fellowship programme, Professor Mel Ainscow, talked of moving knowledge around within schools – between schools – and beyond schools; citing

both The London Challenge and The Manchester Challenge as examples of where this strategy had been successfully applied.

Clive Dimmock talked specifically of the benefits of System Leadership and listed different models in operation:

- Professional Partner/Head Teacher Mentor : Support to colleagues on a one-to-one basis
- Local leader of Education : Leads own school but also mentors Head Teacher whose school is in challenging circumstances
- School Improvement Partner : Developing/leading the S.I.P. of several schools
- National Leader of Education : Lead their own school, but increases the leadership capacity in other schools, particularly those in challenging circumstances

Yet, I am a leader who regularly collaborates with colleagues, both locally and nationally; and I am a leader who, referencing Dimmock cares about the success in other schools as well as my own. Therefore, his definition of a system leader provided me with the inspiration and determination to put the theory into practice.

SYSTEMS LEADERSHIP: A SOUTH LANARKSHIRE APPROACH

Geographically, South Lanarkshire can be divided into four distinct areas, ranging from urban to rural. Each area will obviously face challenges in implementing the recommendations of DYW, however some may be better placed to do so than others:

Area	Number of Secondary Schools	Geographical Description
Cambuslang/Rutherglen	3	Urban
Clydesdale	4	Rural
East Kilbride	4	Urban
Hamilton	6	Urban

- Cambuslang/Rutherglen : Opportunities to address the DYW agenda are positive, given the areas proximity to Glasgow. The area also has access to colleges and business partners as well as funding through Clyde Gateway Regeneration Programme.
- Clydesdale : The opportunities to address the DYW agenda will be a challenge, given the rural setting of the area. Access to business partners and colleges are difficult.
- East Kilbride : Opportunities to address the DYW agenda are very positive. Access to colleges, business partners and training providers are excellent.
- Hamilton : Opportunities to address the DYW agenda are very positive. Access to colleges and business partners are good.

Working with senior staff in my Local Authority, three Head Teachers, were selected, one from each area, to work collaboratively with me, as Project Co-ordinator, representing the Hamilton Area.

Each Head Teacher was selected on the basis of their experience and their previous/current involvement with DYW in their own school/area. For example, one of the Head Teachers selected had been part of the Local Authority group who had reported to The Wood Commission; the other two were experienced Head Teachers who had been involved, either with local business partners or colleges to move the DYW agenda forward in their own school.

I explained that our role was to work with Head Teacher colleagues in our local area to plan and take forward the specific recommendations of the DYW agenda for South Lanarkshire.

As co-ordinator, I would report the groups' progress directly to the Head of Service.

Immediately impressive, as it was infectious, was the energy and the enthusiasm of the group; and what could be described as a "strong moral purpose and a capacity to facilitate knowledge sharing".

(Fullan 2004)

The HMle describe how the most effective establishments/services initiate "networks and partnerships that bring significant benefits to learners". (Leadership for Learning: The

Challenges of Leading in a time of change: 2009: page 7). The group I was leading was certainly an example of this.

It was undoubtedly a network and a partnership, but it was also colleagues working as system leaders, working beyond their own school, to encourage and bring success to other schools as well as their own.

Would they have recognised this as part of their role? Probably not. Indeed, they may have “saw claiming such a position as entirely counterproductive” as had been highlighted in a study of system leadership in the NHS (Timmins N. 2015: page 9). Nevertheless, in light of this experience, there is certainly the need to – at the very least – begin a discussion with Senior Local Authority personnel regarding the traditional role of the Head Teacher.

To date, we have had three formal meetings to discuss our progress and future strategy. The three recommendations I had targeted as areas for action at the beginning of my Area of Enquiry, have become one.

The focus of our one remaining recommendation – the breadth of qualifications on offer to young people in the senior phase – may only be one; but it is the one which schools, colleges, employers and other partners are finding the most challenging. Our final action to date was to provide all schools in the authority with the opportunity to bid for significant funding – not only to develop their senior phase curriculum but to implement any one, or more of the DYW recommendations which were the most appropriate to their local circumstances and situation.

We are optimistic this will provide a response which will best meet the needs of all young people.

Before I offer some detailed reflections and analysis, not only on the progress of my Area of Enquiry within South Lanarkshire, but on my own professional development, two very brief points are worthy of note at this stage.

Firstly, this was an attempt to bring a system leadership approach to project delivery in a local authority and with some degree of success. Having Head Teachers who were willing to consult, collaborate and advise colleagues for the greater good of all young people in their local area was a success. Having Head Teachers who were willing to support and advise colleagues on specific areas related to DYW was a success.

Indeed, there is a willingness among all of the group members to continue to meet, plan and act in order to take the DYW agenda forward for all schools in South Lanarkshire.

One of the key roles of a system leader identified by The National College for School Leadership is that “System Leaders are careful to explicitly and self consciously avoid the damages of dependency and hero leadership. Creating varied opportunities and building the leadership capacity of colleagues is one way that they can achieve this.” (NCSL 2006: page 3).

This has been a key factor in any success our group has experienced to date.

Secondly, as a group we would have liked to have moved the agenda forward at a much quicker pace. However, the DYW agenda is an ambitious programme, not only in its success criteria, but also in the scale of the personnel who have an interest in its progress. For example, at one DYW Local Authority meeting, twenty six colleagues attended representing, schools, colleges, training providers, business partners, Skills Development Scotland, youth services, the voluntary sector and all of the key departments in the Local Authority, education, strategic planning and finance.

In all fairness, the timing had nothing to do with what Dimmock described as “good practice being held back by Local Authority bureaucracy” (Dimmock. 2015). Rather a more measured pace and approach was required to ensure all partners were given the courtesy of being fully consulted and included. Indeed, for the recommendations of DYW to be implemented successfully, radical and sustainable change is required. The starting point is to provide opportunities for all partners to consult and engage with one another. Therefore, taking a measured approach to ensure that this will take place is the best way to proceed.

REFLECTION AND ANALYSIS

The timing of the publication of the Commission’s Report on DYW, the clear messages it delivered and the wide public attention it received, elevated its profile for all who had an interest and a responsibility to address the report’s recommendations.

Schools did not have to be reminded that, youth unemployment continues to be a challenge and is a major social and economic issue, that Scotland’s youth unemployment at 18.8% was

double that of the best performing European countries, such as Germany and Ireland and the importance of DYW on the Scottish Government's agenda.

Schools welcomed the Commission's Report and were only too willing to tackle the recommendations and make a difference for all young people, but in particular the 50% who did not follow an academic pathway and left school without Higher qualifications. However sustaining the pace of change proved to be a challenge.

However, in my own experience, I was surprised and frustrated at the lack of pace in trying to progress the DYW agenda nationally and locally.

Joan McKay, the Lead Officer on DYW from Education Scotland, gave an excellent presentation to the Fellowship Group giving some indication on why the pace is more evolution than revolution.

Firstly, for full implementation to be successful, systematic and cultural change are required, with the latter being the most difficult to achieve.

Referencing Fullan and Hargreaves, culture can be defined in simple terms as the way we do our job and relate to one another. (Fullan and Hargreaves 2000). This is the perfect definition of what has to change to tackle successfully the recommendations and implications of DYW.

"School and university, and the well-trod path between them play a dominant role in thinking about education policy. But outside these two institutions there exists a less well understood world of colleges, diplomas, certificates and professional examinations – the world of post-secondary vocational education and training". (OECD 2014: page 11).

Traditionally, Scotland's education policy and, therefore, in turn, schools' policy at local level, has been structured to provide the most academic young people with every opportunity of success.

In these past two years, the DYW agenda is demanding that this structure be dismantled and re-built to give equality of opportunity to the 50% of young people who do not go to University and leave school without Higher qualifications.

This will undoubtedly take time and is, perhaps, one of the reasons why progress in implementing the DYW agenda has been slower than expected.

Secondly, in terms of policy makers, DYW is not fixed in one government department, but rather its agenda cuts across various government departments all of whom have a keen interest in its success.

As noted earlier, my own experience in leading the local authority programme of DYW, showed courtesy and consultation with partners was essential, yet time consuming. This is also true for developing processes and securing buy in nationally.

Nevertheless, I remain as optimistic for the future of the DYW agenda as Joan McKay, Education Scotland who stated at the conclusion of her presentation as part of the SCEL Fellowship Programme, “we need cultural change from everyone and we are now at the point where it can work”. (McKay, Joan 2015).

As schools in my own local authority – and indeed all agencies who are stakeholders in the DYW agenda – struggle to make sense of the complexities and challenges of such an ambitious programme; two priority issues have emerged for schools:

- (i) Working in isolation to deliver DYW is neither practical nor possible; and
- (ii) There is a demand for a model of system leadership which would assist schools to share practice and resources yet have someone in place to direct, drive and lead operations.

There are seventeen secondary schools in South Lanarkshire. The Commission’s Report on DYW was widely welcomed by all seventeen Head Teachers as charting a way forward for young people. There was also no desire – quite the opposite in fact – to attempt to implement DYW agenda seventeen different ways. All colleagues recognised and accepted from the outset that this was a programme which required working together, sharing resources, and learning from each other, which in turn would impact for the better on all young people.

On reflection, there was certainly a demand for a system leadership approach to take forward the DYW agenda in South Lanarkshire. The model I proposed was welcomed by senior Local Authority staff as well as the three selected Head Teachers who were enthusiastic at the potential of such a model. The Head Teachers invited to lead and co-ordinate in their local areas are credible, committed and talented. The remaining Head Teachers were grateful that four of their colleagues are working on their behalf to recommend and implement procedures from which all young people in all schools will be the beneficiaries.

Yet, I recognise the reality of the experience of system leadership, previously referenced, in the NHS where many involved as system leaders were reluctant to see themselves in that role and felt that the title “system leaders” had negative connotations. (Timmins, N 2015).

This model was most successful, in “the ability to attract the willing, work with the willing and grow with the team of the willing so that it impacts on the system”. (Timmins, N 2015: page 13).

Both of these observations at work in NHS can be applied to my own experience of building a system leadership approach in South Lanarkshire.

CONCLUSION

DYW is an ambitious, strategic programme operating in a seven-year timeframe. Its agenda has turned traditional, long established educational policy, upside down.

For such a seismic shift in policy, thinking and practice to take place requires cultural change. This is not only from practitioners, but absolutely crucial to the success of the programme is the buy-in from parents/carers and, of course, young people.

On reflection, my own experience leading the agenda in my own Local Authority, perhaps mirrors the national experience.

There is progress and the DYW agenda now enjoys a profile similar in status to its academic cousin. Progress indeed.

Yet the practical difficulties of finding common, solid ground between schools, colleges, employers, training providers and others remain.

Murphy offers some thoughts on a possible explanation for this, describing the Senior Phase Curriculum as “an afterthought” with “little helpful structure around” for schools to plan an alternative curriculum for those young people not following the Higher Grade pathway - (Murphy, D et al 2015: page 32).

However, the commitment, of all stakeholders to keep the agenda on track is a cause for optimism for DYW’s long-term success.

RECOMMENDATION

As a result of my involvement in taking forward this area of enquiry, reflecting critically on this and applying new perspectives from the SCEL Fellowship programme, the report proposes one simple but important recommendation: ***Remove the perception of timescale from the DYW agenda.*** This is a continuous improvement programme, the impact and effects of which should be both tangible and visible beyond the current seven-year time frame.

The clue is in the title of the Commission’s Report: Developing the Young Workforce, should mean exactly that.

The willingness and momentum of those involved is already taking the agenda forward, and it must be given the opportunity to continue its development of the young workforce, improving their life chances as a result.

The Fellowship Programme not only challenged me to revisit my own role as Head Teacher it also threw down the challenge of possibility. The possibility of what might be achieved if we have the courage to ask ourselves, why we do what we do?

The presentations from Clive Dimmock and Professor Mel Ainscow were the catalyst for me to suggest a system leadership approach to DYW in South Lanarkshire. So far, the progress that has been achieved in a relatively short time is encouraging – not only in taking the agenda forward – but in a group of willing Head Teachers, actively collaborating with colleagues to deliver improvement for other schools as well as their own.

RECOMMENDATION

To formalise a structure of system leadership in South Lanarkshire.

I intend to meet and discuss-with senior local authority staff the potential benefits and advantages such a system can deliver to the lives of young people.

There are so many benefits to be gained by all stakeholders in a system leadership approach.

As local authority reconstruction and austerity measures reduce the number of senior and support staff operating at the centre, system leadership may be the answer to effective project delivery, and a better future for all of Scotland's young workforce.

APPENDIX 1

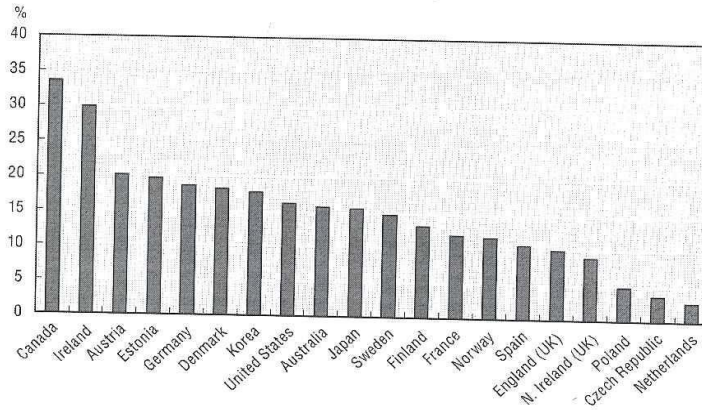
Box 1. Skills beyond School: The OECD study of post-secondary vocational education and training

This study addresses the policy challenges arising from the increasing demand for higher level technical and professional skills. It builds on the success of the OECD's previous study, *Learning for Jobs*, which examined vocational education and training policy at upper secondary level through 17 country reviews and a comparative report.

For the purposes of *Skills beyond School*, 20 separate country studies, involving country visits, analyses and published reports, were pursued. Full country policy reviews were conducted in Austria, Denmark, Egypt, Germany, Israel, Kazakhstan, Korea, the Netherlands, South Africa, Switzerland, the United Kingdom (England), and the United States (with case studies of Florida, Maryland and Washington State). Shorter exercises leading to a country commentary were undertaken in Belgium (Flanders), Canada, Iceland, Romania, Spain, Sweden and in Northern Ireland and Scotland in the United Kingdom. Background reports describing post-secondary systems were prepared for these countries and, in addition, for France and Hungary. These country studies, alongside a wide range of other evidence, provide the foundation for the present synthesis report.

Source: OECD (2010), *Learning for Jobs*, *OECD Reviews of Vocational Education and Training*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264087460-en>. See also: www.oecd.org/education/vet.

Figure 1. Professional education and training¹ qualifications in the labour force
Percentage of adults aged 20-45 who have short-cycle professional education and training as their highest qualification



1. For a definition and explanation see Box 1.4.

Notes: These data identify vocational post-secondary programmes by excluding clearly general academic qualifications (according to field of study) in ISCED 4 and 5B.

Source: Survey of Adult Skills (PIAAC) (2012).

StatLink <http://dx.doi.org/10.1787/888933098440>

APPENDIX 2

Developing the Young Workforce
 Scotland's Youth Employment Strategy
 Implementing the Recommendations of the Commission for Developing Scotland's Young Workforce
 15-16

Schools	Colleges
Work Relevant Learning from 3 – 18	A Valued and Valuable Choice
<p>During 2015-2016, we will see:</p> <ul style="list-style-type: none"> • An increase in uptake of vocational qualifications available to those in the senior phase • An increase in the quality and number of strategic partnerships between local authorities, schools, and colleges, to widen the offer to young people in the senior phase • DYW programme reflected in college outcome agreements and curriculum planning • DYW programme reflected in local authority strategic plans • Mechanism to influence community plans is established • Guidance and support developed by Education Scotland and Skills Development Scotland for teachers and practitioners to support young people in S3 to learn about finding, applying and getting a job • Relaunch My World of Work website with a greater learner focus linked to career pathways • Guidance and support developed by Education Scotland and Skills Development Scotland for teachers and practitioners on the world of work aimed at ages 3-18 • A new standard for work experience in place in schools • Lessons from Scottish Funding Council early adopter activity regions disseminated widely • Scaling up of the foundation apprenticeship pathfinders to other local authorities • Engagement with young people, teachers and practitioners, parents and employers to actively promote the range of options available • Expansion of wide range of qualifications included in Insight tool • A quality assurance review for the careers service as part of a continuous improvement regime is in place • Agreed standard for careers guidance for all young people including those who require additional help and support is in place • Education Scotland publish an aspect review of My World of Work • The establishment of Regional Investment Young People Groups working in partnership with local authority education teams across Scotland 	<p>During 2015-2016, we will see:</p> <ul style="list-style-type: none"> • Publication by Scottish Funding Council of an analysis of the commitments made by colleges in their 2015-16 outcome agreements – including plans to develop senior phase vocational pathways in all regions • A plan from Scottish Funding Council to enhance college engagement in Community Planning Partnerships • Young people benefitting from better work-related learning experiences • Scottish Funding Council publishing a plan to reduce gender imbalance on courses in joint action with Skills Development Scotland and other partners • College outcome agreements signed off for academic year 2016-17, with implementation plans agreed with local authorities • Scottish Funding Council develops a strategy to promote the value to employers of engaging with colleges • Early adopter activity evaluated and lessons inform the development of college outcome agreement guidance • Capacity building to support enhanced employer engagement in the college sector • Regional curriculum planning established informed by Skills Investment Plans and Regional Skills Assessments

<p style="text-align: center;">Apprenticeships</p> <p style="text-align: center;">Access to Work Based Learning for All Young People</p>	<p style="text-align: center;">Employers</p> <p style="text-align: center;">Their Investment in the Young Workforce</p>	<p style="text-align: center;">Equality</p> <p style="text-align: center;">Developing the Talents of All Our Young People</p>
<p>During 2015-2016, we will see:</p> <ul style="list-style-type: none"> • Advanced apprenticeships model designed working with University of the Highlands and Islands and Strathclyde University Engineering Academy • Foundation apprenticeship pathfinders undertaken in other local authorities; • Model and funding profile for MA expansion programme developed • STEM expansion plan produced as part of wider expansion plan • MA supervisory board meets for the first time with an initial focus on evaluating current MA processes and advising on where expansion activity is best focussed • Modern Apprenticeship Group formally reviewed to ensure model for developing MA frameworks remain fit for purpose • Targeted MA campaign activity developed • Early assessment of engineering foundation apprenticeships pathfinder activity • Education Scotland quality assurance of MAs pathfinder begin • Pre-apprenticeship access pilot launched for those not in school and from the labour market • Support to small and medium enterprises to incentivise participation in MA programme developed • Easier access to Modern Apprenticeship vacancies available through My World of Work 	<p>During 2015-2016, we will see:</p> <ul style="list-style-type: none"> • Industry led Regional Invest in Young People Groups established across Scotland • New services provided to growth companies by the enterprise bodies • Introduction of Regional Selective Assistance (RSA) conditionality where appropriate • A revised approach to the Scottish Government's recruitment incentives established with local authorities and other partners • Regional industry led groups established across Scotland • Supported employment opportunities in the third sector provided for care leavers and other groups of young people who face significant barriers to employment • Lead body identified to support recruitment of young disabled people • Good practice in public and private sector procurement in relationship to the development of the young workforce identified and promoted • Development of options for introduction of voluntary levies in sectors experiencing skills shortages • Integration of the activity of Regional Invest in Young People Groups and that of Investors in People Scotland in the promotion of the Investors in Young People accolade • Education Scotland capacity building activities and approaches to external evaluation are more informed by the needs of employers • Education Scotland curriculum, learning and assessment groups will include industry representation • Guidance on school-Industry partnerships established with input from local authorities and the National Invest in Young People Group 	<p>During 2015-2016, we will see:</p> <ul style="list-style-type: none"> • Scottish Funding Council publishing a plan to reduce gender imbalance on courses in joint action with Skills Development Scotland and other partners • Targeted Modern Apprenticeship campaign activity developed • Supported employment opportunities in the third sector provided for care leavers and other groups of young people who face significant barriers to employment. Lead body identified to support recruitment of young disabled people

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