

Curriculum Vitae for Rosemary Grady

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Current employer:	
August 2018-Present	<p>Senior Teaching Fellow (open-ended contract)</p> <p>Course Tutor MEd Leadership & Learning:</p> <ul style="list-style-type: none">• Work collaboratively within team of 4 academic staff• Involved in all aspects of development of the MEd LL programme; one major currently under development new PG Cert: Growing Professional Learning (Coaching & Mentoring is an area of some expertise)• Member of National Design Group for Into Headship programme representing MHSES• Evaluations of MEd LL show we consistently provide high-quality, rigorous and robust teaching and learning, students report high levels of impact for own professional practice. Evidenced through:<ul style="list-style-type: none">○ External Examiners reports noting level of rigour and robustness; Education Scotland National Evaluation of Into Headship; Our own programme level evaluative survey (see Impact Report).• Teach & assess:<ul style="list-style-type: none">○ Extended Work Based Project (dissertation equivalent for MEd LL);○ Middle Leadership and Management PG Certificate• Teach, assess, CO and personal tutor for Into Headship PG Certificate• As Course Organiser for <i>Into Headship</i> my teaching has continually received very positive feedback from students as evidenced in the Course Enhancement questionnaires and Education Scotland evaluations. I also received positive feedback on the quality of my assessments from our External Examiner• As Personal Tutor I have built up strong supportive relationships with all my tutees and regularly receive positive feedback back from them on the positive impact this has on them and their studies• In my role as CO and as part of my EdD studies, I am developing a MHSES <i>Into Headship</i> Alumni network and researching the sustained influences of the IH programme over time on newly appointed headteachers <p>Teacher Education Partnerships:</p> <ul style="list-style-type: none">• Strategic leadership for development, support and management of the Teacher Education Partnerships, now chairing the MLPG meetings• Build and sustain relationships with partnership colleagues• Contribute to the annual Masters level learning 'Impact Report' for Scottish Government• Develop and progress innovative and high-quality Career Long Professional Learning<ul style="list-style-type: none">○ Co-developed 'Professional learning as Critical Enquiry (PLaCE) for Whole School Improvement' with 8 schools across 4 Local Authorities; including leading small MHSES team to deliver this partnership work; building and sustaining productive relationships with senior school leaders to ensure success of this work https://www.ed.ac.uk/education/partnerships/professional-learning-critical-enquiry• Being part of the tutor team who developed a large-scale Scottish Government funded programme <i>Professional Learning as Critical Enquiry</i> with

	<p>several schools across local authorities, specifically developing the middle leadership aspect of the programme</p> <ul style="list-style-type: none"> ○ Researching into this work with colleagues; seedcorn funding received; anticipated papers for 2020-21 ○ Co-developed and co-led CLPL programme “Thinking and Communicating Critically (2018-19) ○ Co-developed “Let’s Talk about Innovative and Creative Pedagogies” event (2019) ○ Building cross institute relationships to collaborate in relevant areas of teacher education ● Contributing member Partnership Steering Group ● Contributing Member co-representing MHSES on South East Improvement Collaborative – Professional Learning and Leadership workstream <p>Co-chair Scottish Professional Learning Network</p> <ul style="list-style-type: none"> ● As part of my co-chair role, create and plan and lead termly SPLN conferences jointly with co-chairs, GTCS and Education Scotland supporting innovative Professional Learning practice across Scotland ● Member of SERA leadership network planned to contribute to Research Seminar May 2020: Let’s talk about.... perspectives on research, data and evidence in school contexts. [Cancelled – planning now around exploring opportunity for more creative online event during semester 1, 2020-21] <p>Other:</p> <ul style="list-style-type: none"> ● Contributed to MHSES response to the GTCS Professional Standards ● Invited Keynote Speaker (2019) for GTCS and Education Scotland Into Headship Graduation, May 2019 ● Invited by Education Scotland to develop and deliver National Excellence in Headship Learn sessions in 2019 and again planned for session 20/21 “Excellence in Leading Numeracy and Maths” and “Excellence in Leading Literacy and Language” (Aberdeen & Glasgow) ● Various conference presentations & invited contributions to BBC Radio Scotland and Radio Five Live ● Delivering sessions for visiting academic groups to MHSES including most recently a Chinese group of principals and an Australian delegation in partnership with University of Glasgow. ● Invited contributor to various national strategic groups e.g. development of National Model of Professional Learning, GTCS Excellence in Professional Learning Awards, GTCS Accreditation Panels, GTCS Standards review group (CLPL)
August 2016- 2018	Professional Learning and Leadership Development Officer Fife Council - Education and Children’s Services Directorate
	<p>Areas of responsibility:</p> <ul style="list-style-type: none"> ● With overall responsibility for Professional Review and Development including Professional Update in Fife, I lead the development and delivery of Fife’s Professional Learning and Leadership Framework which encompasses programmes on Teacher Leadership, Change Leadership, Middle Leadership, Practitioner Enquiry and Non-Directive Coaching. ● Leading the development and delivery of Fife’s Headship Induction programme supporting the professional learning of newly appointed Headteachers in a range of ways: operational sessions with lead officers, leading residential retreats and offering coaching input.

	<ul style="list-style-type: none"> • Leading the development and delivery of the “Pause, Reflect and Connect” programme aimed at Depute Headteachers and lead the termly Senior Leadership Learning Community events held in Fife for DHTs and Principal Teachers. • Supporting the planning and delivery of Directorate and Education Service Headteacher Engagement Days (termly conferences). • Representing Education and Children’s Services for Fife in liaising with GTCS as Professional Learning Lead Officer I have taken part in the recent Review of GTCS Standards (CLPL group), been part of the group who co-developed the revise Professional Learning model and last session, was part of the group who co-developed the Excellence in Professional Learning Awards. • Representing Education and Children’s Services for Fife in liaising with SCEL as Professional Learning Lead Officer: responsible for the annual recruitment of candidates for all SCEL programmes including Into Headship. I have co-developed SCEL’s Collaborative Middle Leadership programme. • Working collaboratively with UoE Teacher Education Partnership colleagues from other LAs involved in the South East Improvement Collaborative. I co-developed a Middle Leadership programme with TEP colleagues last session which I now deliver in Fife. • Linking with UoE colleagues in supporting participants on Into Headship to support them individually as well as arranging Local Authority Network sessions. I also have co-developed and delivered the Leading from the Middle CLPL programme at UoE this session.
<p>August 2014 – June 2016</p>	<p>Professional Learning and Pedagogy Lead Development Officer Fife Council- Education and Children’s Services Directorate</p> <p>Areas of responsibility:</p> <ul style="list-style-type: none"> • Led the development and ongoing review of a range of effective Professional Learning models of engagement. The team was an inaugural winner of the GTCS Excellence in Professional Learning National Award. • Led the development and ongoing review of the Pedagogy Team’s professional learning programmes for Workshop for Literacy, Conceptual Understanding in Numeracy and Nurturing Relationships. • Developed the Pedagogy Teams Pedagogical Approaches programme. • Worked with colleagues across the directorate to develop a range of evidence gathering approaches to provide data upon the impact of Pedagogy Team engagements from a variety of sources including pupil voice. • Led the introduction of the Lesson Study Model as a key aspect of our collaborative approaches to engaging with colleagues and learners. • Developed a range of Leadership Dialogues based on non-directive coaching approaches with school leadership teams (as part for my Master’s Leadership, Change and Organisational Development module) to facilitate leadership of change as part of Pedagogy Team engagement model. • Shared the work of the Pedagogy Team with a range of colleagues across the Scottish Educational landscape e.g. sessions at the Scottish Learning Festival and with Attainment Advisors from other Local Authorities.

<p>August 2014 – June 2016</p>	<p>Headteacher – Crossgates PS Fife Council- Education and Children’s Services Directorate Areas of responsibility:</p> <ul style="list-style-type: none"> • Steering the creation and the sharing of the strategic vision, ethos and aims of the school, to inspire and motivate learners, staff and all members of the learning community and its partners to set high expectations for every learner. • Working with others to establish, sustain and enhance a culture of learning and a positive ethos in collaboration with the whole school community to ensure that every learner achieves their potential. • Promoting an inclusive community that values diversity and challenges discrimination. • Building, maintaining and reviewing partnerships with other professions and agencies to support the learning, pastoral and emotional needs of learners. • Setting, and communicating clearly, high expectations of the quality of teaching and assessment at all stages in the school. • Ensuring a systematic approach to supporting a culture of professional learning, including engaging in career-long professional learning as a ‘leading learner’, encouraging others to engage in career-long learning to enhance their practice and consistent use of PRD processes.
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Education		
<p>Since September 2019</p>	<p>Currently undertaking Ed.D. My research focus is “<i>Influences of the Into Headship Preparation Programme in Scotland on Newly-Appointed Headteachers</i>” (Supervisor team: Dr Joan Mowat & Professor Aileen Kennedy, University of Strathclyde)</p>	<p>University of Strathclyde</p>
<p>2015-2016</p>	<p>M.Ed. modules: “Coaching and Mentoring” and “Leadership, Change and Organisational Development”</p>	<p>University of Dundee</p>
<p>Sept 1990 – June 1994</p>	<p>B.Ed. Primary Education</p>	<p>Northern College of Education, Dundee</p>
<p>August 1984 – June 1990</p>	<p>Highers; English (A), Maths(B), Art(A), Music(A), Geography(B), Chemistry(C)</p>	<p>St. Columba’s High School, Dunfermline, Fife</p>

Other recent training/PL:	
<p>2020-2021</p>	<p>Education Scotland What Scotland Learned: Global reflections on leadership during CV19 UNESCO Ensuring inclusive teaching and learning for educational recovery: practical ways forward AHDS Paul Dix: After the Adults change ES International Series In Conversation with Avis Glaze</p>

	<p>ES International Series In Conversation with Pasi Sahlberg SGSS U Using Creative Methods in Qualitative Research</p> <p>BELMAS Post COVID future of Educational Leadership and Administration</p> <p>UoE IAD Introduction to engaging with policymakers ES International Series Imperfect Leadership Event with Steve Munby</p> <p>ES International Series: Empowering Educators</p> <p>ES Reflecting on Racism and Race Equality in Scottish Education</p> <p>UoE IAD Realising the Benefits of Good Research Data Management UoE IAD EdTA Cohort Meeting: Getting to Grips with UKPSF UoE IAD How to Peer Review Manuscripts for Journals UoE IAD Get that Paper Written and Published ES What Scotland Learned, Building Back Better; Health and Wellbeing Webinar SERA Teacher Education Network Launch UoE Moray House Annual Lecture delivered by Angela Davis. Leadership for Professional Learning Virtual Symposium "Poverty in Scotland 2021". Webinar UoE EDTA New Cohort Meeting UoE IAD Writing Freely: Blogging about your Research ETL (G BIESTA) ETL Research Seminar tomorrow, titled "The Problem of Educational Theory". Educational Colloquium - "[Re]making Curriculum for Excellence. How do we make the most of the OECD review of the Scottish Curriculum? Learning and Teaching in 2021 and beyond: A conversation with the Deputy First Minister, John Swinney and Gayle Gorman, HM Chief Inspector of Education. Walking as a Method in Artistic Research University of Leiden, Netherlands 5 Secrets To Creating High-Impact Online Presentations" ES International Series: In Conversation with Dr Paul Bloomberg & Paul Martuccio UoE Extension and Special Circumstances EUCLID tool training session UoE IAD Library Bitesize: How to reference and avoid plagiarism UoStrath Ethical Issues in Research BELMAS Leadership Preparation and Development RIG ES 'International Series: In Conversation with Jenni Donohoo and Steven Katz' UoE Place2Be and Moray House Webinar UoE Practical Strategies for... Solution-Focused Personal Tutoring.</p>
2018-2019	<p><i>Don't Cross the Line</i> training <i>Unconscious Bias</i> training</p>
June 2017	<p>SQA Assessor Award– award gained as part of Fife Pedagogy Team's work in delivering and assessing an SQA Professional Development Award for Pupil Support Assistants</p>
2014-2015	<p>Coaching Diploma (Success Intelligence), Year-long professional learning programme focused on developing coaching skills.</p>

Membership of professional organisations	
Scottish Educational Research Association (SERA)	Full
The General Teaching Council for Scotland	Fully Registered (General) Last PU 2020
Association of Heads and Deputes Scotland	Full

Personal Profile & Statement

Personal Profile:

Born and educated in Fife, I have worked for Fife Council, Education and Children Services since graduation from Northern College of Education in 1994. I took up my first post as a probation primary teacher in St. Marie's RCPS Kirkcaldy in 1994 and over the years gained promotion to Assistant Headteacher, Depute Headteacher and then acting Headteacher for 23 months. After a term as acting Headteacher in another local school I gained my first permanent Headship in Saline PS in 2006 and then gained my second Headship in the former mining area of Crossgates in 2010. My time as Headteacher in Crossgates PS offered me my most significant challenge as a school leader, leading a systemic culture change throughout all aspects of the school. This experience though at times very challenging also remains for me my proudest professional achievement. With the support of the entire school community we established a collective vision, a set of tangible and shared values which were the drivers which moved the school towards ensuring increased outcomes for all we served. The school was recognised by HMIE as outstanding in regard to pupil engagement. In 2014 I was seconded to lead Fife's Pedagogy Team, which was established to build pedagogical capacity and expertise in schools serving the most disadvantaged communities. Our team aims at that time for "Breaking the Cycle of Disadvantage" through excellent pedagogy built upon nurturing relationships was an important prior step to the work schools now do in supporting the notion of "closing the gap". The team went on to be awarded a national GTCS Excellence in Professional learning Award. My leadership approach as Pedagogy Team Leader changed in response to the significant skills and expertise of the team as well as the changing role I now played as Local Authority Development Officer. In 2016 I took up my role as Professional Learning and Leadership Development Officer within Fife's Professional Learning Team. I am passionate about the opportunities for quality Professional Learning and the impact engaging in Professional Learning has on all practitioners and ultimately the children and young people we serve in our roles as educators. As Senior Teaching Fellow over the last two years at MHSES, I have brought my experiences from these roles to the MEd Leadership and Learning programme as a Personal Tutor and Course Organiser. I am currently co-chair of the Scottish Professional Learning Network. Alongside work and study, I am a busy mum of 2 children aged 14 and 16. In my free time I enjoy music, art and design.

Personal Statement:

I conduct my professional activity based on my values and with integrity ensuring I work with all others in a manner which is underpinned by fairness, equity and social justice. My interpersonal skills are well developed, and I see myself as empathic and supportive of my students and colleagues alike. I strive to develop and sustain a wide range of effective relationships with a range of partners across the landscape including our Regional Improvement Collaborative, Scottish Government, Education Scotland and the General Teaching Council for Scotland. My practice benefits from taking a collaborative approach to all I am involved with and I work hard to offer significant contributions to developments which benefit the collective and individual needs of our students, afford the aims of the programmes I teach and add value to the student experience at MHSES more broadly.

I see myself as pragmatic and highly experienced with a deep awareness of the challenges and opportunities school leaders grapple with in the current Scottish educational field. I proactively remain connected to the system at school, LA and national level ensuring that developments we undertake at MHSES are relevant, fit for purpose and reflect the contemporary landscape of Scottish Education.

I'm seen as an effective presenter and communicator with well-developed written, visual & IT skills. Last year I gave the keynote address at GTCS and ES *Standard for Headship Award* national event and recently appeared on both Radio Scotland and Radio Five Live discussing educational leadership within the current pandemic.

As a skilled coach, I have an interest in the powerful impact non-directive coaching can have on leaders and have developed several programmes to support these skills.