

TEACHER PANEL

EDUCATION RECOVERY – KEY ISSUES AND CHALLENGES

Purpose

1. This paper introduces the Teacher Panel members to the role and remit of the C-19 Education Recovery Group.
2. Members of the Teacher Panel are invited to draw on their own experiences of teaching during recent school closures to provide feedback in relation to the work of the C-19 Education Recovery Group, including its consideration of options for the re-opening of schools in Scotland and its associated workstreams.

Background

3. At the time of writing (May 2020) the majority of schools and early learning and childcare settings in Scotland are closed, with a minimal number open only for vulnerable children and children of key workers. The longer the policy of physical distancing is maintained, the greater the consequences for the education system and the more significant the issues that will need to be addressed in any recovery phase.
4. To ensure continued partnership working to address these issues, it will be important to have appropriate structures in place. This includes the means by which we bring together the necessary strategic expertise and experience to consider and develop the necessary responses to issues.

Role

5. The C-19 Education Recovery Group (CERG) has been convened to fulfil that function. It will provide advice on education policy and delivery to ministers and local government leaders in the context of the response to the C-19 epidemic. The CERG has established a series of workstreams that will address the issues that are affecting education in Scotland as a result of the pandemic (an update on workstream activity can be found in Annex 1). Its immediate focus is to generate system-wide input into the decisions around the re-opening of schools, with a focus on *how* this happens rather than *when* (which will be led separately by the on-going scientific analysis of C-19).
6. The CERG is chaired by the Deputy First Minister and Cabinet Secretary for Education and Skills with Councillor Stephen McCabe (COSLA Children and Young People Spokesperson) having a co-chairing role. This reflects the joint initiative between national and local government to bring together representation at a strategic level from key education and early learning and childcare stakeholders to provide advice on taking forward Scottish education in light of C-19.

7. In the immediate term the group will generate system-wide input into decisions on re-opening; over the longer term the group will look beyond the immediate consequences to consider, from a strategic and policy perspective, how a joint Scottish Government and local government approach can best support the education and ELC sectors.

Draft remit

8. The CERG will:

- bring together decision makers and key influencers to ensure that the delivery of childcare, early learning and education maintains a strong focus on excellence and equity for all, within the necessary constraints of the C-19 response;
- provide leadership and advice to ministers and local government leaders in developing the strategic approach to the response and recovery of the ELC and education system;
- work across organisational and structural boundaries to support the response and recovery efforts;
- consider and provide advice on any proposed changes in Scottish education strategy, taking into account any long-term effects of the C-19 response, and
- be a forum for frank and open discussion about what is working and what and where more improvement is required.

Workstreams

9. The CERG will deliver on 10 workstreams. These are:

Workstream	Suggested Areas of Responsibility
1. Term 4 Learning	<ul style="list-style-type: none"> • Provision for children of key workers • Supporting learning in the home (including ASN provision) • Maximising the usefulness of GLOW • Physical distancing within schools • Transition into the next academic year • Supporting disadvantaged learners
2. Preparing for 2020/21	<ul style="list-style-type: none"> • Placing requests/deferrals • School building readiness for re-opening • Physical distancing within schools • Phased re-opening of schools
3. Curriculum & Assessment	<ul style="list-style-type: none"> • Updates to CfE guidance • Assessment of progress against CfE levels • Standardised assessments

	<ul style="list-style-type: none"> • 2020 & 2021 exam diet • Partnership with the college sector
4. Supporting Learners from Disadvantaged Backgrounds	<ul style="list-style-type: none"> • Closing the attainment gap • The role of SAC • Delivering equity in short, medium and long-term
5. Pastoral Care for CYP	<ul style="list-style-type: none"> • Transitions • Destinations support for leavers • Support to learners affected by C-19 • Consequences of social isolation • Consequences of a phased re-opening
6. Workforce Support	<ul style="list-style-type: none"> • Supporting school leaders & teaching staff • Staff wellbeing • Working Time Agreements (WTAs) • Supply teachers • Non-teaching staff
7. Workforce Planning	<ul style="list-style-type: none"> • Work with the SNCT on ITE & TIS • Teacher recruitment • August retirees • Promotion
8. School Improvement in a New Context	<ul style="list-style-type: none"> • Data & improvement planning • Collection and use of attainment data
9. Critical Childcare	<ul style="list-style-type: none"> • Ongoing childcare needs children (all ages) of key workers and vulnerable families • Summer holidays provision • Funding and charging arrangements • Role of schools, local authority and PVI nurseries, childminders and out of school care providers
10. Early Learning & Childcare	<ul style="list-style-type: none"> • Admissions • Delivery of learning and care • Workforce development • Partnership arrangements • Family wellbeing and support • Transition into P1

Members

10. The CERG comprises 19 members:

Member	Organisation
John Swinney (Chair)	Deputy First Minister and Cabinet Secretary for Education and Skills, MSP
Stephen McCabe (Co-chair)	Convention of Scottish Local Authorities (COSLA), Children and Young People spokesperson
Maree Todd	Minister for Children and Young People, MSP
Alison Cumming	Scottish Government, Director of Early Learning & Childcare
Carrie Lindsay	Association of Directors of Education in Scotland (ADES), President
Eddie Follan	Convention of Scottish Local Authorities (COSLA)
Fiona Robertson	Scottish Qualifications Authority (SQA), Chief Executive
Gayle Gorman	Education Scotland, Chief Executive of Education Scotland and Chief Inspector of Education

Gillian Hamilton	Education Scotland, Strategic Director
Graeme Logan	Scottish Government, Director of Learning
Greg Dempster	Association of Headteachers and Deputes in Scotland (AHDS), General Secretary
Jane Brumpton	Early Years Scotland, Chief Executive
Jim Thewliss	School Leaders Scotland (SLS), General Secretary
Joanna Murphy	National Parent Forum of Scotland (NPFS), Chair
Karen Reid	Perth & Kinross Council, Chief Executive
Ken Muir	General Teaching Council for Scotland (GTCS), Chief Executive
Larry Flanagan	Educational Institute of Scotland (EIS), General Secretary
Sam Anson	Scottish Government, Improvement, Attainment and Wellbeing
Sheena Devlin	Perth & Kinross Council, Executive Director

Questions for discussion

11. Panel members will be provided with a summary of the work the CERG is doing to consider options for re-opening schools. This work is fast moving so the summary will be provided immediately in advance of the meeting to ensure the discussion is informed by the latest thinking. In preparing for that discussion, members are invited to consider the following questions:

- Does the work of the CERG and its workstreams cover the right areas, or are there areas of focus that are missing?
- Reflecting on your experience of teaching during recent school closures, what are the challenges and opportunities that the CERG could provide sharp focus on to best support teachers and other educators in their day-to-day work?
- What are the panel members' experiences in relation to maintaining the engagement and wellbeing of both staff and learners during school closures? What practical steps could the CERG take to support engagement and wellbeing both now and when schools re-open?

ANNEX 1

C19 Education Recovery Group

Workstream Update

Purpose

To update the C-19 Education Recovery Group on the work being undertaken within the established workstreams (including previous and future meeting dates).

Workstream Progress

Workstream 1 – Term 4 Learning

The initial meeting will take place on 4 May.

Workstream 2 – Preparing for 2020/21

The initial meeting took place on 30 April. A summary of that discussion is at Annex A.

Workstream 3 – Curriculum & Assessment

The initial meeting will take place on 4 May.

Workstream 4 – Supporting Learners from Disadvantaged Backgrounds

The first meeting of the group is scheduled for 5 May.

Workstream 5 – Pastoral Care for CYP

The first meeting of the group is scheduled for w/b 4 May. A note of key progress to date is attached at Annex B.

Workstream 6 – Workforce Support

The first meeting of the group took place on 30 April (summary attached at Annex C). The next meeting is due to take place on 6 May.

Workstream 7 – Workforce Planning

The first meeting will take place w/b 4 May. Initial membership is expected to be expanded to ensure appropriate union representation.

Workstream 8 – School Improvement in a New Context

The first meeting will take place on 5 May.

Workstream 9 & 10 – Critical Childcare & Early Learning and Childcare

The first meeting took place on 29 April (summary attached at Annex D). The next meeting is due to take place on 6 May.

Workstream Remit

A list of the current confirmed members of each of the workstream co-ordinators and members is attached at Annex E. Note that there will be additions/changes made to this version and a finalised list will be presented to the group in due course.

ANNEX A – Workstream 2 – Preparing for 2020/21

Update to the C-19 Education Recovery Group

Summary of progress since last meeting

Workstream 2 group met for the first time on 30 April to discuss the group's draft remit.

Any areas of concern or issues to highlight

A change in the name of the workstream to “Infrastructure and Organisation” has been proposed in order better to reflect the workstream's expected focus. Members agreed that the following key issues were among those that required to be considered:

- Education settings – readiness for re-opening, including in respect of settings currently being used for other purposes (e.g. humanitarian hubs and emergency childcare hubs)
- Physical distancing and impacts on school transport as part of a phased re-opening of schools
- Physical distancing and hygiene in education settings (including settings for children and young people with additional support needs) as part of a phased re-opening of schools. This should include consideration of:
 - Set-up of inside and outside spaces to support physical distancing dependent on approach to phasing (numbers of pupils, etc.)
 - Cleaning of settings
 - Provision of lunches
 - Arrangements that meet needs of disadvantaged children and young people
- Availability of digital technology, connectivity and user advice to support home learning
- Admission of new pupils at start of new school year, and impacts on infrastructure requirements.
 - Placing requests and subsequent appeals process – managing process effectively within extended timeframes/increased flexibility in how appeal hearings are conducted
 - Deferrals – managing impact of likely increase in the number of parents who defer entry of their children to P1 and knock-on effects on ELC settings (capacity/funding) and P1

- Registration/enrolment of new P1 pupils – practical arrangements

Members noted the need to move quickly to identify and address these issues, as they would be vital to inform work in other workstreams – for example, physical distancing would affect the number of staff required etc.

Members also asked where decisions around the approach to phasing would be made (e.g. which year groups would return when) – as these would inform the considerations of the workstream (and, in turn, the workstream's advice on practicalities would need to inform phasing decisions).

A question was raised re: in which workstream support for emotional health and wellbeing of pupils and staff would be considered.

The importance of capturing learning from current emergency childcare hubs was noted.

The importance of clear national and local messaging was raised, to give school communities clarity on expectations and confidence as to the safety of education settings in due course.

Next steps and timeframes

Group agreed to meet weekly, however this can be flexible and change to more frequently if there are any urgent discussions that need to take place. The second meeting will take place w/c 4 May. Revised remit and discussion paper to be circulated ahead of time for next meeting.

ANNEX B – Workstream 5 – Pastoral Care of Children and Young People

Update to the C-19 Education Recovery Group

- A welcome e-mail was sent to group members of the workstream on 28 April. This outlined the key purpose of the meeting and set the tone for future meetings. Partnership, collaboration, and co-production were emphasised as key principles of engagement. Acknowledgement of the work already extant within the system was made with an emphasis on building on our strengths within the context of Covid-19 to minimise harm.
- The team co-ordinators met on Wednesday 28 April and:
 - drafted a provisional terms of reference for the group to discuss at our first meeting next week (week beginning 4 May),
 - agreed the agenda for the meeting with team co-ordinators, and agreed broad parameters for the first meeting and principles of engagement.
 - established secretariat for the workstream.

Any areas of concern or issues to highlight

None

Next steps and timeframes

Meeting of team co-ordinators and team members 7/5/2020.

ANNEX C – Workstream 6 – Workforce Support

Update to the C-19 Education Recovery Group

Summary of progress since last meeting

- First meeting held 30/04/2020.
- Draft remit agreed with proposed addition of reference to early years workforce.
- Agreement to expand the membership of the group to include a wider range of professional associations as well as the SSSC and SCDE.

Any areas of concern or issues to highlight

- Need to ensure effective communications links between the workstreams. For example, there are potentially significant overlaps between workstream 6 and workstreams 7 and 10.
- Also, the nature of the support offered to the workforce will depend to some extent on the nature and timing of a return to school buildings, which overlaps with the work of workstream 2.

Next steps and timeframes

- Meetings will be weekly on a Wednesday afternoon. Next meeting of the group agreed for Wednesday 6 May.
- All represented organisations to share a summary of their work on workforce support to date by Monday 4 May.
- Next meeting will review a summary of the work already being taken forward and consider a paper from SG/ES outlining proposals to support teacher professional learning and wellbeing.

ANNEX D – Workstreams 9 & 10 – Critical Childcare & Early Learning and Childcare

Update to the C-19 Education Recovery Group

Summary of progress since last meeting

The first meeting of the Critical Childcare and ELC sub-group, which will oversee workstream 9 and 10, took place on 29 April 2020. Terms of reference were agreed and members will input to the work plan before the next meeting on 6 May 2020.

Any areas of concern or issues to highlight

- Critical Childcare Demand –recognition that this is changeable and demand has significantly increased since the Easter holidays. Numbers are increasing due to more referrals because of vulnerability, parents returning to work or parents being recruited into new key worker positions. This means that critical capacity is having to expand and provision of services to support families are having to adjust.
- PVI sector – sustainability of the sector is a significant concern. Many providers have closed to furlough staff, and for those that remain open the cost of critical childcare delivery can exceed current levels of payment. This is because low occupancy increases cost of delivery. There is a need to ensure that payments reflect cost, or providers will close. There is concern that during recovery this problem will be exacerbated due to physical distancing limiting occupancy and income generation.
- Out of school care – primary school phasing will impact on ELC and OoSC. It is unlikely that schools will return fully initially and there will be a capacity issue if need for out of school care that did not exist before the pandemic increases as families return to work
- Funding – local authorities are concerned that during the critical childcare period and into recovery funding will be challenging. Funding flexibility is recognised, but authorities continue to work towards 1,140 hours, and profiling of funding will reduce/delay any expanded offer. This will need to be considered both for critical childcare and for recovery. There is a recognition that there may be legitimate additional cost in childcare delivery.

Next steps and timeframes

- COSLA and SG working together to provide national guidance on PVI funding challenges
- Group to consider how to further assure sufficiency, quality and flexibility of critical childcare
- Group work plan to be agreed and tasks assigned.
- Links to be established with other workstreams/relevant groups to avoid duplication
- The group will next meet on 6 May 2020

ANNEX E – List of Workstream Co-ordinators and Members

Workstream	Workstream Co-ordinators	Workstream Members
Term 4 Learning	Janie McManus , Russel Cockburn, Andy Dailly	Peter McNaughton, Mark Ratter, Susan Quinn, Joanna Murphy, Trish Leeson, Moira Allan, Eddie Follan, Catriona Smith
Preparing for 2020/21	Maria Walker , Andy Drought, Andy Dailly, Jerry O’Connell	Billy Burke, Sheena Devlin, Carrie Lindsay, Susan Quinn, Pauline Stephen, Joanna Murphy, Paul Fleming, Ann Floyd, Eddie Follan, Tim Wallace, Greg Dempster, Adam Hall
Curriculum & Assessment	Malcolm Pentland , Alan Armstrong, Judith Tracey	Liz McGrath, David Barnett, Steven Quinn, Kevin Kelman, Larry Flanagan, Margaret Wilson, Jenny Watson, Susan Duff, Eddie Follan, Tim Wallace, Aileen McLean
Supporting Learners from Disadvantaged Backgrounds	Sam Anson , Patricia Watson	Douglas Hutchison, Jennifer King, Andrea Bradley, Cheryl Burnett, Elizabeth Montgomery, Cara Cooper, Laura Caven, Jonathan Cunningham, Joanna MacKenzie
Pastoral Care for CYP	Laura-Ann Currie , Laura Meikle, Julie Anderson	Jim Thewliss, Douglas Hutchison, Jennifer King, Andrea Bradley, Joanna Murphy, Karen Corbett, Jacqueline Nimmo, Laura Caven, Jonathan Cunningham, Katherine Tierney
Workforce Support	Gillian Hamilton , Fearghal Kelly	Allyson Dyson, Mary Arthur, Laurence Findlay, Louise Wilson, David Graham, Pauline Stephen, Sharon Smith, Jacqueline Morley, Barrie Shephard, Lesley Whelan, Lorna Aitken, Jane O’Donnell, Sharon McLellan, Greg Dempster, Kathryn Chisholm
Workforce Planning	Andy Drought , Stephanie Walsh, Kevin Hanlon, Gillian Hamilton	Jim Brown, Michael Wood, Craig Clements, Louise Wilson, Elaine Napier, Pauline Stephen, Charlene Simpson, Barrie Shephard, Jennifer Ross, Jim McCrory, Jane O’Donnell, Sharon McLellan
School Improvement in a New Context	Janie McManus , Judith Tracey	Graham Hutton, Maureen McKenna, Bernard Chisolm, Larry Flanagan, Louise Turnbull, Tommy Lennox, Matthew Sweeney, Catriona Smith
Critical Childcare	Simon Mair	Jane Brumpton, Lesley Gibb, Gary Greenhorn, Andrea Bradley, Sian Neil, Matthew Sweeney, Fiona Dunlop
Early Learning & Childcare	Simon Mair	Jane Brumpton, Lesley Gibb, Gary Greenhorn, Andrea Bradley, Sian Neil, Matthew Sweeney, Alison Forbes