

ANNEX A

EDUCATION REFORM: EDUCATION WORKFORCE COUNCIL: STATUS, POWERS AND GOVERNANCE

REDACTED

(a)			

**EDUCATION WORKFORCE COUNCIL SCOTLAND
POLICY INSTRUCTIONS**

DEFINITION OF EDUCATION WORKFORCE PRACTITIONERS AND IMPLEMENTATION

1. The intention of the EWCS is to streamline the registration and regulation of the education workforce. In doing this it would be helpful to ensure a flexible approach to the evolving landscape of education practitioners and seek a regulatory making power for Ministers to amend the list of practitioners through secondary legislation.
2. An initial policy conclusion has drawn a difference between those practitioners delivering and support learning and those who facilitate learning environments as below:

Practitioners delivering teaching and learning	Those facilitating learning environments
Teachers (mainstream, independent, special and grant-aided)	Janitors
Early Years Practitioners (workers in 'day care of children services')	School nurse
College lecturers and relevant support workers	Cleaners
Classroom learning/additional support workers	School lunch providers
CLD practitioners	Wrap around school club providers (breakfast club etc.)
School librarians	Reception staff
Home school link worker	

3. Those facilitating learning environments are already required, as a minimum, to obtain a PVG check for public protection.
4. The list of practitioners proposed as being within scope, as set out above, is currently out for consultation which will conclude January 2018. Further detailed definitions of these practitioners, included proposed implementation details, is provided in **Annex A**.

Implementation requirements

5. A phased period of implementation will need to be sought to ensure appropriate delivery. Further implementation details will also be required for those practitioners already working in learning environments to ensure enough time for up-skilling where required rather than a blanket implementation date for all new and existing practitioners. A phased period of registration, widening out to other education practitioners, will offer an opportunity to work directly with the specific sectors to ensure appropriate delivery. This phased period may take us into 2022. A detailed timeline for implementation is being developed by the Education

Workforce Strategic Group, however, early thinking on implementation is also provided within **Annex A**.

Voluntary registration

6. Current registration with CLDSCS is voluntary and it may not be appropriate to enforce all those registrants to be part of a mandatory registration process with the EWCS (for example those individuals neither employed or paid by the sector in which they work).

7. REDACTED

ANNEX B

REDACTED

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Privacy Impact Assessment (PIA)

REDACTED

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12

Learning Directorate
Workforce, Infrastructure and Reform Division



Scottish Government
Riaghaltas na h-Alba
gov.scot

T: 0131-244 REDACTED
E: REDACTED@gov.scot

REDACTED

Sent by email: [REDACTED](#)

Our ref: 2017/0044436
12 December 2017

Dear REDACTED

Thank you for your email of 2 December to the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP, regarding the creation of the Education Workforce Council for Scotland. I have been asked to reply as this falls within the policy responsibility of the Learning Directorate.

You may be aware that the *Education Governance: Next Steps - Empowering Our Teachers, Parents and Communities to Deliver Excellence and Equity for Our Children* paper contained a commitment to establish an Education Workforce Council for Scotland (EWCS) which will take on the responsibilities of the General Teaching Council for Scotland, the Community Learning and Development Standards Council for Scotland and register other education professionals.

The education workforce in Scotland has changed significantly in recent years. Options available to learners in Scotland through collaboration have led to much closer working of practitioners between different sectors. With increasingly diverse arrangements and partnerships across the education workforce, coming together more effectively to meet the needs of learners, the establishment of such a Council could contribute to enhancing the quality of learning and teaching in Scotland by bringing coherence to the skills and standards which underpin education professionals and practitioners.

Victoria Quay, Edinburgh EH6 6QQ
www.gov.scot



You may also be aware that the Deputy First Minister launched *Empowering Schools: A Consultation on the Provisions of the Education (Scotland) Bill* on 7 November 2017. The consultation includes a number of provisions to reform education and put schools in charge of key decisions about education. I would specifically like to draw your attention to Chapter 5 on page 26. This section specifically asks a number of questions on the proposals for the Education Workforce Council for Scotland. Chapter 5 also contains reassurance that the intention is for this body to operate independently from Scottish Ministers.

I would very much encourage you to share your views and participate in the consultation on the Scottish Government's consultation hub which closes on 30 January 2018.
<https://consult.gov.scot/learning-directorate/education-scotland-bill/>

Yours sincerely

REDACTED

13

Waddell D (Daniel)

From: Hicks C (Clare)
Sent: 13 November 2017 14:40
To: Deputy First Minister and Cabinet Secretary for Education and Skills
Cc: Robertson FMG (Fiona); REDACTED Griffin J (Joe); REDACTED; McAllister C (Colin); REDACTED
Subject: Empowering Schools: Education Workforce Council

PS/DFM

REDACTED



Clare Hicks
Deputy Director, Learning Directorate

REDACTED

From: REDACTED
Sent: 04 December 2017 15:21
To: 'REDACTED@pkc.gcsx.gov.uk'
Subject: Education Workforce Council Scotland

Hi REDACTED

My colleague REDACETD passed on your details with regards to your role as Chair of the Association of Support for Learning Officers.

You may already be aware that we recently launched the Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill which asks a number of questions with regards to the establishment of the Education Workforce Council.

The Education Governance: Next Steps - Empowering Our Teachers, Parents and Communities to Deliver Excellence and Equity for Our Children paper contained a commitment to establish an Education Workforce Council for Scotland (EWCS) which will take on the responsibilities of the General Teaching Council for Scotland, the Community Learning and Development Standards Council for Scotland and register other education professionals.

Question 21 in the consultation paper specifically seeks views on what educational professionals and practitioners should be subject to mandatory registration. A list of proposed practitioners is provided within the consultation paper which includes classroom assistants and additional support for learning support workers.

I would really welcome a conversation with you with regards to this specific point and would happily meet with you in Perth/Kinross if that best suits.

I look forward to hearing from you.

Regards,

REDACTED

REDACTED

Education Workforce Council Policy Lead

People and Infrastructure | Learning Directorate | 2A South | Victoria Quay | EH6 6QQ

Aonad Cumhachdachadh Sgoiltean | Daoine agus Bun-structair | Buidheann-Stiùiridh an Ionnsachaidh | Raon 2A Deas |

Cidhe Bhictòria | EH6 6QQ

REDACTED@gov.scot | 0131 244 REDACTED|

From: REDACTED
Sent: 04 December 2017 15:18
To: REDACTED@dundeecity.gov.uk'
Subject: Education Workforce Council Scotland

Hi REDACTED,

My colleague REDACTED passed on your details with regards to the ADES ASN and Children's Services Group.

You may already be aware that we recently launched the Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill which asks a number of questions with regards to the establishment of the Education Workforce Council.

The Education Governance: Next Steps - Empowering Our Teachers, Parents and Communities to Deliver Excellence and Equity for Our Children paper contained a commitment to establish an Education Workforce Council for Scotland (EWCS) which will take on the responsibilities of the General Teaching Council for Scotland, the Community Learning and Development Standards Council for Scotland and register other education professionals.

Question 21 in the consultation paper specifically seeks views on what educational professionals and practitioners should be subject to mandatory registration. A list of proposed practitioners is provided within the consultation paper which includes classroom assistants and additional support for learning support workers.

I would really welcome a conversation with you with regards to this specific point and would happily meet with you in Dundee if that best suits.

I look forward to hearing from you.

Regards,

REDACTED

REDACTED
Education Workforce Council Policy Lead
People and Infrastructure | Learning Directorate | 2A South | Victoria Quay | EH6 6QQ
Aonad Cumhachdachadh Sgoiltean | Daoine agus Bun-structair | Buidheann-Stiùiridh an Ionnsachaidh | Raon 2A
Deas | Cidhe Bhictòria | EH6 6QQ
REDACTED@gov.scot | 0131 244 REDACTED |

From: REDACTED
Sent: 30 November 2017 18:29
To: 'REDACTED@ea.edin.sch.uk'
Subject: FW: Regulatory Body for Educational Psychologists in Scotland

Hi REDACTED, thanks for getting in touch. You may remember me, I was REDACTED predecessor who used to chair the Strategic Group for Educational Psychologists, it's good to be back in touch. I am now leading on the development of the Education Workforce Council and would be keen to meet with you to have a conversation around the points you raise.

If you are happy to have a chat about it then please let me know your availability, perhaps before Christmas would be an option?

Look forward to hearing from you.

Regards,

REDACTED

From: REDACTED [mailto:REDACTED@ea.edin.sch.uk]
Sent: 23 November 2017 11:35
To: Education Reform
Cc: 'REDACTED'
Subject: Regulatory Body for Educational Psychologists in Scotland

Hi REDACTED I am reading through the latest consultation on Governance/Empowering Schools and will provide a wider response in my professional capacity probably individually and also through the Association of Scottish Principal Educational Psychologists.

On one very specific point which I noticed in the executive summary

The Bill will also enable registration of other educational professionals with the Education Workforce Council, taking on the responsibilities of the GTCS and Community Learning and Development Standards Council. This will establish professional standards for other education professionals within the workforce.

We tried many years ago to interest the Scottish government in our profession being regulated by the GTCS and indeed the GTCS were open to this. However, the government did not have the appetite at that time for separate Holyrood Legislation for just about 400 professionals. Thus we ended up being regulated by the Health Care Professions Council which regulates various NHS staff and also social workers and Educational Psychologists and other psychologists in England (Scotland has its own regulatory body for Social Workers).

Can you confirm you have no plans to bring Educational Psychologists into the Education Workforce Council? I feel that the time for considering this was back before 2009 when we came under the ambit of the HCPC.

Regards REDACTION

REDACTION | Principal Educational Psychologist | Children's Services | The City of Edinburgh Council,
 Waverley Court Level 1.1, 4 East Market Street, Edinburgh EH8 8BG | Tel 0131 REDACTION |
 REDACT | ON@ea.edin.sch.uk | www.edinburgh.gov.uk

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From: REDACT|ON
Sent: 15 November 2017 14:25
To: 'REDACT|ON@cilips.org.uk'
Cc: 'admin@cilips.org.uk'; REDACT|ON Proposals for Education
Subject: Workforce Council Scotland

Dear REDACT|ON,

You may or may not be aware that last week the Deputy First Minister launched the Empowering Schools: A Consultation on the Provisions of the Education (Scotland) Bill. The consultation builds on policy proposals set out in our Education Governance: Next Steps paper (15 June 2017). The Bill forms an important part of our reform of education.

I would like to specifically draw your attention to Chapter 5 (pg 26) of the consultation document which covers proposals for the establishment of an Education Workforce Council and who, potentially, could be considered within scope including school librarians.

I would very much welcome your views on the proposals for an Education Workforce Council and hope that you will seek to respond to the consultation. I appreciate the term used in the consultation paper is school librarians but you may wish to consider this in the wider context of school library staff. Please note the consultation closes on 30 January.

I would more than happily engage in a conversation on this specific topic if you think that would be beneficial.

Many thanks (and hope to forward to receiving your response to the consultation).

REDACT|ON

REDACT|ON

Senior Policy Advisor

People and Infrastructure | Learning Directorate | 2A South | Victoria Quay | EH6 6QQ

Aonad Cumhachdachadh Sgolitean | Daoine agus Bun-structair | Buidheann-Stiùiridh an Ionnsachaidh | Raon 2A

Deas | Cidhe Bhictòria | EH6 6QQ

REDACT|ON@gov.scot | 0131 244 REDACT|ON|

From: REDACTION
Sent: 15 November 2017 14:22
To: 'REDACTION@scottishlibraries.org'
Cc: REDACTION@scottishlibraries.org'; REDACTION
Subject: Proposals for Education Workforce Council Scotland

Dear REDACTION,

You may or may not be aware that last week the Deputy First Minister launched the Empowering Schools: A Consultation on the Provisions of the Education (Scotland) Bill. The consultation builds on policy proposals set out in our Education Governance: Next Steps paper (15 June 2017). The Bill forms an important part of our reform of education.

I would like to specifically draw your attention to Chapter 5 (pg 26) of the consultation document which covers proposals for the establishment of an Education Workforce Council and who, potentially, could be considered within scope including school librarians.

I would very much welcome your views on the proposals for an Education Workforce Council and hope that you will seek to respond to the consultation. I appreciate the term used in the consultation paper is school librarians but you may wish to consider this in the wider context of school library staff. Please note the consultation closes on 30 January.

I would more than happily engage in a conversation on this specific topic if you think that would be beneficial.

Many thanks (and hope to forward to receiving your response to the consultation).

REDACTION

REDACTION
Senior Policy Advisor

People and Infrastructure | Learning Directorate | 2A South | Victoria Quay | EH6 6QQ
Aonad Cumhachdachadh Sgoiltean | Daoine agus Bun-structair | Buidheann-Stiùiridh an Ionnsachaidh | Raon 2A Deas |
Cidhe Bhictòria | EH6 6QQ
REDACTION@gov.scot | 0131 244 REDACTION

From:
Sent:
To: REDACTION
Subject: 28 November 2017 09:45
Attachments: REDACTION
 FW: Welsh contact for workforce council
 pri-Id9382-em-r-e-English Education Wales Bill.pdf

From: REDACTION@wales.gsi.gov.uk [mailto:REDACTION@wales.gsi.gov.uk]
Sent: 12 July 2017 11:23
To: REDACTION
Subject: RE: Welsh contact for workforce council

REDACTION

Please see attached EM which includes the regulatory impact and explanatory notes.

The Education (Wales) Act was a Framework Bill, so you may wish to bear this in mind when establishing your enhanced Council and its remit/functions.

Regards

REDACTION

From: REDACTION@gov.scot [mailto:REDACTION@gov.scot]
Sent: 11 July 2017 13:53
To: REDACTION(EPS -PSPDD)
Subject: RE: Welsh contact for workforce council

Thanks REDACTION –I was actually just looking through your papers this morning which was great. I've tried to source the explanatory notes that went with the 2014 Act but can only find them in Welsh – do you have a link you can share? I think that will give me a bit of background in the decisions taken around the establishment of the Council rather than the regulatory/actual arrangements.

I'm sure this is the first question of many ...

Thanks again.

REDACTED

From: REDACTION@wales.gsi.gov.uk [mailto:REDACTION@wales.gsi.gov.uk]
Sent: 11 July 2017 12:58
To: REDACTION
Subject: FW: Welsh contact for workforce council

HI REDACTION

Further to yesterday's email, I'm conscious that we are unable to meet you for a few weeks. However, if there are any burning issues that you wish to pick our brains on; then we are happy to arrange a teleconference to talk through these ahead of a fuller discussion (to be arranged).

Regards

REDACTION

From: REDACTION (EPS - PSPDD)
Sent: 10 July 2017 12:15
To: 'REDACTION@gov.scot'
Subject: RE: Welsh contact for workforce council

REDACTION

I haven't made any plans, however, REDACTION(our head of branch) will be away from 24 July – 7 August. In advance of us meeting, please see copies of all consultations and summary of responses, this should hopefully provide you with some food for thought.

Regards

REDACTION

From: REDACTION@gov.scot [mailto:REDACTION@gov.scot]
Sent: 06 July 2017 15:35
To: REDACTION(EPS - PSPDD)
Cc: REDACTION(EPS - PSPDD)
Subject: RE: Welsh contact for workforce council

Thanks for getting back to me REDACTION.

Do you have any leave plans for over the summer? I would still be keen to chat through your experience of the Welsh EWC and how the conclusions were met around some it.

REDACTION

From: REDACTION@wales.gsi.gov.uk [mailto:REDACTION@wales.gsi.gov.uk]
Sent: 06 July 2017 12:34
To: REDACTION
Cc: REDACTION@wales.gsi.gov.uk
Subject: RE: Welsh contact for workforce council

HI REDACTION

With regards to you meeting a representative of the EWC, happy for you to meet – we can arrange. However, I understand that the Chief Exec and his Deputy are away from the office until early August, so would be better to leave it until then.

Regards

REDACTION

REDACTION
Workforce Strategy Unit/Uned Strategaeth y Gweithlu
Education and Public Services Group/ Grŵp Addysg a Gwasanaethau Cyhoeddus
Welsh Government/ Llywodraeth Cymru
Cathays Park/Parc Cathays
Cardiff/Caerdydd
CF10 3NQ
Email/E-bost: REDACTION@Wales.gsi.gov.uk
Tel/Ffon - 03000 REDACTION

From: REDACTION@gov.scot [mailto:REDACTION@gov.scot]
Sent: 04 July 2017 10:37
To: REDACTION(EPS - PSPDD)
Subject: FW: Welsh contact for workforce council

Good morning REDACTION – I have (as of yesterday) taken over leading on the establishment of the Education Workforce Council here in Scotland.

Thank you for offering to meet and I am really keen to come down and meet face to face to find how this worked for you, background and lessons learnt. I wondered if it would also be ok to meet with a representative of your EWC to hear how things are going? I'm keen to do this as soon as possible so please do let me know your availability over the next couple of weeks and hopefully we can work something out.

Thanks

REDACTION

From: REDACTION@wales.gsi.gov.uk [mailto:REDACTION@wales.gsi.gov.uk]

Sent: 28 June 2017 15:54

To: REDACTION

Cc: REDACTION

Subject: RE: Meeting with Scottish Government - Registration of Independent Schools (Prescribed Person) (Scotland) Regulations 2017

Thank you both for taking the time to speak to us and share your experiences.

And we'll be more than happy to assist REDACTION in relation to the setting up of the EWC Scotland.

Regards

REDACTION

*Workforce Strategy Unit/Uned Strategaeth y Gweithlu
Education and Public Services Group/ Grŵp Addysg a Gwasanaethau Cyhoeddus*

Welsh Government/ Llywodraeth Cymru

Cathays Park/Parc Cathays

Cardiff/Caerdydd

CF10 3NQ

Email/E-bost: REDACTION@Wales.gsi.gov.uk

Tel/Ffon - 03000 REDACTION

NOT IN SCOPE

HOW THEY DID IT IN WALES

When	What	Questions asked
December 2011	<p>Consultation on proposal to amend the requirement for registration.</p> <p>Sets out proposal to widen the current requirement for teachers to register with a professional body, to cover a wider sector which will include Further Education teachers and learning support staff, Work Based Learning staff, unqualified teachers, Youth workers and school learning support staff.</p>	<ul style="list-style-type: none"> • Professions who will require to register • Development of a common code of conduct for the professions identified; • How the registration body will operate including its management, working groups and disciplinary processes; • How data will be collected and the intention to share it on an anonymous basis with employers to assist workforce planning; • Role of the body in ensuring that initial training and continued professional development is of the highest quality; and • Suggested range of annual fees that individuals would need to pay
May 2014	Consultation on proposed arrangements for the appointment of member of the Education Workforce Council	<ul style="list-style-type: none"> • Views on proposed schedule for organisations entitled to nominate persons for appointment by Welsh Ministers • Any other organisations that represent the categories
November 2014	<p>Consultation on registration of further education teachers</p> <p>The Education (Wales) Act 2014 - council operative from April 2015 (phased implementation of wider workforce from April 2016) - Framework Bill to reconfigure and renamed the General Teaching Council for Wales</p>	<ul style="list-style-type: none"> • Description of service provider working at a further education institute
January 2015	Consultation on proposals for the disciplinary function	<ul style="list-style-type: none"> • Comments on amalgamating the professional conduct and professional competence committees

	<p>into one fitness to practice committee</p> <ul style="list-style-type: none"> • Comments on draft code of professional conduct • Agree with requirement to register to fall to Work Based Learning practitioners who work in a training and learning capacity through a Welsh Government contracted Work Based Learning provider • Agree with identified job roles/titles that will/will not be required to register 	
January 2016	<p>Consultation on registration of work-based learning practitioners</p>	
January 2016	<p>Consultation on registration of youth workers</p>	
April 2016	<p>Consultation on proposal for the registration of school learning support workers</p>	<ul style="list-style-type: none"> • Proposed definition of those practitioners • working within a maintained school that will be captured within the requirement to register under the category of school learning support worker • Agree with the proposal that a requirement to register will fall on service providers • Any other job title/role you feel should be exempt from registering under the category of 'school learning support worker'
June 2016	<p>Consultation on registration fees</p>	<ul style="list-style-type: none"> • Agree fee level should be set according to practitioner categories • Removal of the existing allowance for teacher in maintained schools in order for the allowance to be redistributed across whole workforce

From: REDACTED
Sent: 27 November 2017 18:04
To: Deputy First Minister and Cabinet Secretary for Education and Skills Communications
Cc: DFM & Education; REDACTED; News Desk; REDACTED McAllister C (Colin)
Subject: RE: Line to clear - TES - education workforce council

Thanks,

I'll issue now.

REDACTED

From: REDACTED **On Behalf Of** Deputy First Minister and Cabinet Secretary for Education and Skills **Sent:** 27 November 2017 18:03
To: REDACTED; Deputy First Minister and Cabinet Secretary for Education and Skills
Cc: Communications DFM & Education; REDACTED News Desk; REDACTED; REDACTED; McAllister C (Colin)
 REDACTED

DFM has cleared this

Thanks

REDACTED

REDACTED | Private Secretary Depute to John Swinney MSP | Deputy First Minister of Scotland and Cabinet Secretary for Education and Skills | Scottish Government | St Andrew's House | Edinburgh | EH1 3DG | 0131 244 REDACTED / Blackberry - REDACTED

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From: REDACTED
Sent: 27 November 2017 17:09
To: Deputy First Minister and Cabinet Secretary for Education and Skills
Cc: Communications DFM & Education; REDACTED; News Desk; REDACTED; REDACTED; McAllister C (Colin)
Subject: Line to clear - TES - education workforce council

PO,

TESS is running a piece that will be critical of the new education workforce council. EIS and SSTA have raised concerns around a one size fits all approach, more centralisation to SG and a loss of the GTC work to develop teacher professionalism.

Policy colleagues, Spads and comms suggest the following lines.

Appreciate amends / clearance.

REDACTED

A Scottish Government spokesperson said:

“The Education Workforce Council offers the opportunity to have a national system to ensure the full range of practitioners have the skills and expertise required to do their job effectively. A strategic working group has been established with relevant stakeholders from the General Teaching Council for Scotland (GTCS) and the Standards Council for Community Learning and Development for Scotland to consider the implications of establishing the Education Workforce Council including its impact on the GTCS. Given the opportunity which the Education Bill provides it is essential that we consider the education workforce as broadly as possible and we will carefully consider the consultation responses on this issue.”

REDACTED

Reactive Hub

Media Manager

Scottish Government, St Andrew's House

e: REDACTED@gov.scot

REDACTED

28

Education Workforce Council Media Coverage

Online	Date	Source	Summary	Key Quotes	SG Response
1/12/17	<p><u>Scotsman</u> <u>Aberdeen Evening Express</u></p>	<ul style="list-style-type: none"> A teaching union has said the Scottish Government's merger plans for the professional standards body for Scottish teachers are "deeply troubling". The Educational Institute of Scotland (EIS) urged the government to take its "hands off" the General Teaching Council for Scotland (GTCS). 	<p>Larry Flanagan - "At a time when we are seeking to enhance the status of teaching as a profession, in order to recruit additional high-quality graduates into our schools, this undermining of our professional standards body is profoundly unhelpful and deeply troubling."</p> <p>Tavish Scott - "Why will Scottish education be helped by abolishing an independent body - the GTCS - and replace them with a new council answerable to ministers? Why must this government try to control everything?"</p>	<p>The Education Workforce Council offers the opportunity to have a national system to ensure the full range of practitioners have the skills and expertise required to do their job effectively.</p> <p>A strategic working group has been established with relevant stakeholders from the General Teaching Council for Scotland (GTCS) and the Standards Council for Community Learning and Development for Scotland to consider the implications of establishing the Education Workforce Council including its impact on the GTCS.</p> <p>Given the opportunity which the Education Bill provides it is essential that we consider the education workforce as broadly as possible and we will carefully consider the</p>	

				consultation responses on this issue.
1/12/17	<u>TES</u>	<ul style="list-style-type: none"> • GTCS is a internationally recognised as a success story. • EIS do not want a one size fits all approach to professional standards body for teachers and non-teaching staff. • EIS questioned the timing of this attack on the GTCS after it had been "resolute in upholding professional standards in the face of the Scottish government's flirtation with Teach First. • EIS would defend the GTCS in the face of this unwarranted interference by Scottish government on its independence. • GTCS said it had formed a group to consider "the range of legal, financial and operational issues and risks" in the changes, with its final consultation submission likely to be published in late January. • Experts in Welsh education say the crucial difference between GTCW and EWCW have only been regarded as regulators whereas GTCS has in recent 	<p>Graham Donaldson - "The risk is that a workforce council could see the GTCS revert to regulator, and the demands of regulating a very diverse workforce could overtake the developing role of the GTCS as a force in the leadership of professional growth and professional learning. However, this is not inevitable, Professor Donaldson said, and the idea of a body for all those working in education is "quite sensible, but we have to be very careful we don't lose what we have got".</p> <p>Ken Muir – "support extending registration and regulation to the wider education profession as it offers an opportunity for greater coherence across the education system"</p>	<p>The Education Workforce Council offers the opportunity to have a national system to ensure the full range of practitioners have the skills and expertise required to do their job effectively. A strategic working group has been established with relevant stakeholders from GTCS and the Standards Council for Community Learning and Development for Scotland to consider the implications of establishing the Education Workforce Council, including its impact on the GTCS.</p>

1/12/17	<u>EIS</u>	years sought to drive teachers.	<ul style="list-style-type: none"> Feels that a one size fits all approach has the potential to be a set-back on the road to greater quality and equity in the education system in Scotland. 	<ul style="list-style-type: none"> "What right does Scottish Government have to remove that democratic accountability from the profession?" "it seems to be a case of the government feeling the need to 'do something' for the sake of being seen to change things." 	
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Twitter

Twitter handle	Message	Retweets	Likes	Comments
@andrewkbailey13	I'm reading GTCS: 'A global success under government attack' via the TES Magazine app.	11	5	<p>@donieG73 - Where was the GTC when the farce of CFE was being implemented? Oh sorry almost a decade later it's still being implemented...</p> <p>@andrewkbailey13 - One could certainly argue that more could have been done, although curriculum implementation is perhaps not the GTCS role. However hard to argue in my view that the changes to make another board/council with fewer teachers would be better.</p>
@TESScotland	'International success story is under government attack'	8	4	
@robfnac	Abolition of @gtcs is an idea that's so obviously stupid, one wonders if it's only use is to be dropped to pretend @scotgov is listening.	3	7	@mrdissent - I'm wary of Gtcs leaders attracted to bigger salary and less hassle of board

				<p>@robmac - Hopefully that's not a major factor in anyone's mind.</p> <p>@edinburghdoug - I wonder where these ideas emerge. Certainly not from open Party discussion as far as I can see.</p> <p>@andrewkbailey13 - The Scottish Government are consulting on Educational Governance. This includes proposing the Education Workforce Council to replace the GTCS and include all workers related to education. My concern is the board of said council will have a smaller number of teachers on it.</p>
@SSTAtradeunion	<p>The SSTA at its December Council meeting passed a motion to oppose the Deputy First Minister's proposal regarding the formation of an Education Workforce Council and urges the Government to abandon plans to create such a Council.</p>	2	2	
@EISEastRen	<p>EIS expresses serious concern over plans to replace GTCS with Education Workforce Council.</p> <p>@EISEastRen members please read http://www.eis.org.uk/public.asp?id=3830&dbase=2...</p>	5	7	
@Emma_Seith	<p>ICYMI: "a workforce council could see the @gtcs revert to regulator", warns @GHCDon - one of @scotgov international education advisers</p>	3		

Name	Attendees	Date	Location	Key points	Actions
GTCS	Ken Muir, REDACTED	05/07/2017	GTCS offices		
GTCS	Ken Muir, REDACTED	25/08/2017	GTCS offices		
GTCS Executive Committee	Executive Committee members and REDACTED	06/09/2017	GTCS offices		
GTCS Management Team	Managements Team, REDACTED,	14/09/2017	GTCS offices		
EIS	REDACTED	19/09/2017	VQ		
SLS	Jim Thewliss, Neil Shaw, REDACTED	20/09/2017	Glasgow		
AHDS	Greg Dempster, Robert Hair, Bernadette Casey, Jonathan Cunningham, Sharon McClelland, Tim Wallace, REDACTED	20/09/2017	Glasgow	Caution to be taken with over regulating issue of workload/bureaucracy of staff management of ASL/classroom support staff Consideration to 3rd sector/charities involved in schools	
SSTA	Seamus Searson, Iain Glennie, REDACTED,	12/12/2017	VQ	Non subject trained teachers teaching in classrooms, risk that the EWCS furthers this. REDACTED	
SLS	Neil Shaw, Jim Thewliss, David Bennett, REDACTED	21/12/2017	VQ	Why and for what purpose? REDACTED	

Name	Attendees	Date	Location	Format	Topic(s)	Key points	Actions
REDACTED		12/09/2017		email	engagement	26 CDN Dev Networks 3 clusters • Learning and Teaching • Developmental • Corporate Services Networks - College Development Network Development Committee consists of senior staff from each region	Let them know when consultation will begin
REDACTED		06/11/2017	Stirling		college lecturers	30th October next meeting Initial Standards currently under review, GTCS represented on Professional Standard Steering Group, April 2019 will bring in registration, agree to work in partnership and promote the consultation	

	GTCS	CLDSCS	Ed Scot	SG	College Development Network
Website					
Newsletter					
Email					
Twitter					
Facebook					
Group meeting					
Event					
Blog					
Yammer					

Target Audience

	Teachers	Youth Workers	FE/HE
GTCS			
CLDSCS			
Ed Scot			
SG			
College Development Network			

name	email	Position	Organization	Sector
REDACTED	REDACTED	Director of Leadership and Governance	College Development Network	FE/HE
REDACTED	REDACTED	CEO	Colleges Scotland	FE/HE
REDACTED	REDACTED	Team Leader -- Governance, Workforce and College Policy	SG	FE/HE
REDACTED	REDACTEDr@gov.scot			

From:
Sent:
To: REDACTED
Subject: Attachments: 28 November 2017 09:32

FW: GTCS Comments for Possible Inclusion in the Consultation
17-09-28-GTCS-Consultation-Purpose-Aims-Functions-Questions.pdf

From: REDACTED[mailto:REDACTED@gtcs.org.uk]
Sent: 28 September 2017 10:04
To: REDACTED
Cc: Ken Muir
Subject: GTCS Comments for Possible Inclusion in the Consultation

Dear REDACTED

Please find attached a copy of GTCS's suggested comments for possible inclusion in the forthcoming consultation document as agreed by our Council members at the Council meeting yesterday.

Once again, thanks very much for agreeing to a delayed submission date. I think members found it very helpful to have an opportunity to input into the discussions and agree on the final submission. I hope that you find the attached useful and as ever, if you have any queries or would like any clarification on any parts, please do let me know.

Kind regards

REDACTED

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**GTCS Comments on Consultation Document
28 September 2017**

Purpose of New Body

Through the enhanced professionalisation of those involved directly and indirectly in teaching and learning, support Scottish education to be world leading in the delivery of high quality outcomes for all learners.

Aims

- To set high standards and promote high quality professional learning, teaching support and leadership to improve learner outcomes and pupil equity in attainment and achievement.
- Be an effective regulator acting in the public interest to maintain and enhance public trust and confidence in all education professionals.
- Through the setting of professional standards and values, support and enhance levels of professionalism, professional identity and professional practice of all education professionals.
- Provide leadership and coherence to the Scottish education system.

Functions

- Keep a Register of those education professionals engaged in the teaching (including pre-school), community learning and development and other relevant professions (including the establishment of criteria to meet their registration)
- Establish and keep under review, as appropriate, Professional Standards and appropriate Code(s) relating to the conduct and professional competence of those engaged in the teaching, community learning and development and other relevant professions
- Establish and review Standards of education, professional learning and leadership appropriate to those on the Register, including initial teacher and professional education, and monitor and evaluate their implementation
- Investigate and ensure the fitness to practise of registrants with regards to conduct and professional competence
- Accredit, validate and promote professional learning and development through maintaining and operating national systems in partnership with other bodies as appropriate.
- Support the operation of teaching, community learning and development and other relevant professions, including induction schemes, professional learning frameworks, quality assurance marks and student placement systems.
- Provide independent, evidence-based advice to Scottish Ministers on relevant matters of education, teacher professionalism, workforce planning, career development and fitness to practise of those engaged in the teaching, community learning and development and other relevant professions.
- Contribute to evidence-based policy making through engagement in and with research that supports improved learning and teaching.
- Promote family/carer/community engagement in and with the education system.

Questions

- **Question 1** – Do you agree with these aims?
- **Question 2** – What other aims might you suggest for the proposed new body?
- **Question 3** – Do you agree with these functions?
- **Question 4** – What other functions might you suggest for the proposed new body?
- **Question 5** – Should the proposed new body remain independent of the Scottish Government?
- **Question 6** – Should the proposed new body retain its charitable status?

- **Question 7** – By what name should the proposed new body be known?
- **Question 8** – What should the funding arrangements be for the proposed new body?
- **Question 9** – Which education professionals should be subject to mandatory registration and regulation with the proposed new body?
- **Question 10** - What principles should be used in the design of the governance arrangements for the new proposed new body?

From:
Sent:
To: REDACTED
Subject: Attachments: 28 November 2017 09:37
 REDACTED
 FW: GTCS Briefing Paper
 17-07-31-Briefing-Paper-Scottish-Government.pdf

From: REDACTED[mailto:REDCATED@gtcs.org.uk]
Sent: 03 August 2017 17:21
To: REDACTED
Cc: Hicks C (Clare); Ken Muir
Subject: GTCS Briefing Paper

Hi REDACTED

I hope your week has gone well so far. Please find attached a copy of the GTCS briefing paper as discussed at your recent meeting with Ken and redact if you could let me know your thoughts on further meetings with Ken and REDACTED, I will make the necessary arrangements.

Kind regards

REDACTED



REDACTED
 Council and Panel Support Officer

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www.in2teaching.org.uk

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Briefing Paper for Scottish Government

Purpose

This briefing paper is to provide information to the Scottish Government in the context of its Education Governance: Next Steps document and in the work to take forward those next steps.

The paper sets out the role and remit of the General Teaching Council for Scotland (GTCS) together with other relevant background information, potential gaps in GTCS related legislation and suggestions of questions that GTCS would consider being helpful in a consultation document.

What is the Role and Remit of GTCS?

GTCS is an independent, statutory body. It was established under the Teaching Council (Scotland) Act 1965 and is now governed by The Public Services Reform (General Teaching Council for Scotland) Order 2011 (the Order).

The Order sets out the principal aims of GTCS. These are:

- to contribute to improving the quality of teaching and learning; and
- to maintain and improve teachers' professional standards.

The Order prescribes GTCS's general functions and these are summarised as follows:

- To keep a register of teachers
- To establish, review and change as necessary, the standards of conduct and professional competence expected of a registered teacher
- To establish, review and change as necessary the standard to be met on completion of initial teacher education (ITE) (note: this is currently set by our standard for provisional registration and links to Article 29 of the Order so that GTCS is required to accredit ITE providers)
- To investigate the fitness to teach of individuals who are, or who are seeking to be, registered
- To keep itself informed of the education and training of individuals undertaking courses for the education and training of teachers
- To consider, and make recommendation to Scottish Ministers about: (i) teachers' education, training, career development and fitness to teach; and (ii) the supply of teachers (except matters of remuneration or conditions of service)
- To keep such other registers of other individuals working in educational settings as it thinks fit.

In addition to the above, the Order makes specific provision for GTCS to put in a place a re-accreditation scheme for the purposes of allowing it to keep itself informed about the standards of education and training of registered teachers. GTCS has implemented this through the scheme of Professional Update. Professional Update requires the following:

- An annual update of the details held on the GTCS register

- Engagement in ongoing professional learning
- Self-evaluation against the appropriate GTCS Professional Standard(s)
- Discussion of this engagement and the impact of this, as part of the contractual Professional Review and Development process
- Maintaining a reflective professional learning record and associated evidence of impact
- Five yearly confirmation of this engagement to GTCS (Professional Update sign-off process)

As of August 2014, all teachers engage in the Professional Update process, the sign off of which is being introduced over a five-year period with 20% of registrants subject to Professional Update in each of those years.

Alongside the functions specified by the Order, and in seeking to achieve the principal aims highlighted above, GTCS carries out a number of other functions. These are as follows:

- Operating and maintaining the Teacher Induction Scheme (TIS) Placement System (through which provisionally registered teachers are allocated to a school for their TIS (probationary service) year)
- Supporting and developing the probationary service system and infrastructure (TIS and the flexible route) to help ensure that teachers successfully meet the Standard for Full Registration at the end of the probation period
- Operating and maintaining the Student Placement System (SPS) (an IT system used to place students undertaking ITE programmes into schools)
- Operating and promoting a scheme of Professional Recognition (and other professional learning awards) to support teachers' achievements linked to the GTCS professional standards
- Accrediting providers of the Teaching Qualification for the Further Education sector (the TQFE) on behalf of Scottish Ministers
- Setting professional standards for teachers beyond the competence baseline (i.e. the Standards for Leadership and Management (which subsumed the Standard for Headship) as well as Career Long Professional Learning)
- Developing a Scottish Government-funded National E-portfolio for teachers to enable professional learning to be recorded and to ensure ongoing reflection against the professional standards (this is known as "MyProfessionalLearning"). This was one of the recommendations of Teaching Scotland's Future. Whilst still in a pilot phase, when rolled out nationally MyProfessionalLearning will integrate the Professional Update process, removing any perceived element of bureaucracy and helping ensure that the process is streamlined and meaningful
- Offering incentives and opportunities for teachers to engage in and with educational research and practitioner enquiry as part of professional learning
- Promoting and supporting the teaching profession through a range of seminars, conferences, and research

The Requirements for Teachers (Scotland) Regulations 2005 are important in terms of the role and remit of the GTCS. These Regulations make registration with GTCS mandatory for any teacher employed in the local authority school sector. Regulations to make GTCS registration mandatory in the independent school sector to commence in October 2017.

GTCS registers school teachers (including those working in the nursery context) as well as further education (or college) teachers/lecturers (on a voluntary basis). A project is currently

ongoing to introduce a pathway to registration for Instrumental Music Instructors (the Gaps section below explains why the registration of other education professionals like IMIs is not possible at present).

GTCS is funded by an annual registration fee of £65 paid by its 73,000 registrants. It receives a small amount of Scottish Government and other external funding for the services it provides in relation to SPS, TIS placement and in developing MyProfessionalLearning.

The independent status of GTCS means that we regularly and increasingly are asked to act in a mediating role on issues of significance and potential conflict in Scottish education. For example, our Chief Executive was asked to chair the "Reflections" Group (a sub-committee of the Curriculum for Excellence Management Board) that brought together the unions, SQA and others to reflect on the lessons from the first two years of implementing the new National Qualifications. The reports produced by the Reflections Group formed the basis for the work undertaken by Dr Allan and his group in recommending changes to SQA procedures and arrangements for internal assessment. More recently, our Chief Executive chaired meetings of the Deans of the Initial Teacher Education Universities and Scottish Government officials to propose new routes into teaching, including for those who wish to change career and move into the teaching profession.

GTCS employs a mix of professionals from the fields of education, finance, law, IT, administration, and communications amongst others. We have 66 (59 full-time equivalent) employees.

GTCS is governed by a board (the Council) comprising 37 members. Members are appointed to the Council via three routes: election, nomination and appointment. All elected members are registrants (elected by registrant), all appointed members are lay (appointed by our independent Appointments Committee) and the nominated members reflect a range of stakeholders (from parental bodies to teacher employers, universities and church bodies).

There is significant international interest in GTCS and its work. We have hosted visits from the following countries in recent years.

Afghanistan, Albania, Armenia, Australia, Austria, Azerbaijan, Barbados, Belarus, Botswana, Canada, Chile, China, Croatia, Denmark, Egypt, Finland, Georgia, Germany, Iceland, India, Ireland, Jamaica, Japan, Kazakhstan, Kenya, Kosovo, Lebanon, Lithuania, Maldives, Moldova, Montenegro, Netherlands, New Zealand, Norway, Poland, Qatar, Russian Federation, Saudi Arabia, Singapore, South Africa, Sweden, Taiwan, Thailand, Turkey, Ukraine, UK (other parts), USA, Yemen, Zimbabwe.

European study visits: Feb 2007, Feb 2009, Feb 2012, Feb 2014
 OECD visit 2007
 OECD visit 2015

Gaps in GTCS Legislation

We have been compiling a list of summary requirements for the amendment of GTCS related legislation for some time. This list is set out as an Appendix to the paper.

With reference to the Next Steps Document, we would highlight the following as the key gaps:

- Whilst the Order enable GTCS to establish registers of other education professionals, it does not provide the necessary legislative framework to allow GTCS to regulate those additional registers (and therefore ensure ongoing fitness to practise/educate). This makes registration impossible without creating significant public protection related issues and risk.
- The constitution of the GTCS Council reflects a teacher registrant group only. This presents another challenge to registering other education professionals.
- There is significant inconsistency in the context of college lecturers, the position regarding the accreditation of the TQFE sitting with Scottish Ministers but having been delegated to GTCS to carry out on a standing basis in practice is a notable example. Equally, there is a further major inconsistency with the FE Standards being currently owned by the Scottish Government and overseen by the College Development Network and the Professional Standards for teachers sitting with GTCS.
- The language and the context referenced is currently school teacher oriented – this would need addressed to capture a wider, more diverse registrant group.

Suggested Consultation Questions

We would suggest that the following are important questions to include in the consultation document:

- Will the Education Workforce Council for Scotland (EWCS) body remain independent?
- Should the EWC body be created as a new body or built as an amended form of the GTCS?
- Should the body be named the "Education Workforce Council for Scotland" or something else?
- How should the body be governed? Should the governing Council comprise an elected, registrant majority?
- What size should the governing Council be?
- Who should be registered with the body? Should it be all those who are involved in the delivery of the teaching and learning process to children and young people between 3 and 18 years?
- Should the body have a responsibility to both register and regulate its registrants?
- Should there be Professional Standards established for all groups of registrants within the new body?

There will also be a need for the Scottish Government and GTCS to discuss the extent to which initial and long-term funding will be made available to accommodate the changes being proposed and made.

July 2017

Revised GTCS Related Legislation – Summary Requirements

Legislation reference	Requirements
<p>The Requirements for Teachers (Scotland) Regulations 2005 http://www.legislation.gov.uk/ssi/2005/355/made</p>	<ul style="list-style-type: none"> • Replace with renamed statutory instrument; reflecting a registration requirement across a range of education professionals?
<p>Regulation 3 – General requirements in relation to employment of teachers</p>	<ul style="list-style-type: none"> • More specificity to be added and to be reviewed in context of aligning with Curriculum for Excellence changes and with a view to future proofing. • The scope of this would need to be extended to cover (and provide an equivalent provision for) other education professionals to align with scope of a new Education Workforce Council (EWC).
<p>Regulation 4 – Requirement to employ registered teachers</p>	<ul style="list-style-type: none"> • Broaden to cover other education professionals as referenced above. • Temporary restriction model to be reviewed. Consideration to be given to whether GTCS should have the power to suspend a teacher/education professional from the workforce completely as an interim order. • The provisions relating to requirements for hearing and visual impairment teaching also require review.
<p>The Public Services Reform (GTCS) Order 2011 http://www.legislation.gov.uk/ssi/2011/215/contents/made</p>	
<p>Article 4 – General Teaching Council for Scotland</p>	<ul style="list-style-type: none"> • Amend to rename? Or establish new corporate (EWC) body? Implications of abolishing GTCS to create a new EWC would likely be significant.
<p>Article 5 – Principal Aims</p>	<ul style="list-style-type: none"> • Review to include public protection and contribution to wider education system; include enhancing professionalism.
<p>Article 6 – General Functions</p>	<ul style="list-style-type: none"> • General functions would require wholesale review – role with regards registration/regulation of other education professionals would require particular consideration. • Broaden to cover an equivalent role in setting standards and investigating fitness to <u>practise/educate</u> (more generic term) of other educational professionals. This would provide GTCS with ownership of an overarching set of professional standards.

	<ul style="list-style-type: none"> • Consideration to be given to the GTCS role in professional development (linked to the review of the re-accreditation provision – see below). • Add a responsibility to conduct aspect/thematic reviews of ITE programmes, linking to the ITE accreditation responsibility. • Consider whether GTCS should have a function to promote education professions (which could include support a role in helping attract individuals into them).
Article 12 – Co-operation with other teaching councils	<ul style="list-style-type: none"> • Review to consider whether this should catch a broader range of other professional regulators (for example SSSC) – this would be important for registration/regulation of a wider registrant group. It also needs reviewed with regards to the abolition of the General Teaching Council for England and the replacement of the General Teaching Council for Wales with the Education Workforce Council Wales.
Article 13 – Employers' duty to provide information about teachers	<ul style="list-style-type: none"> • Broaden to catch other mandatory registration areas so this would include other employers (for example colleges). It also needs to be amended to include universities/initial teacher education institutions to require (and enable) fitness to practise information to be shared with us.
Article 15 – GTCS rules	<ul style="list-style-type: none"> • This provision would require to be amended, linked to the registration of a broader group of education professionals.
Article 16 – Entry in the register of teachers	<ul style="list-style-type: none"> • Amend emphasis so that GTCS registers where it is satisfied that the registration criteria are met (rather than mandated to do so as the current wording provides). The drafting also needs revised to address an issue where a potential applicant is deemed impaired rather than unfit: this provision currently means that a person considered impaired requires to be registered.
Article 17 – Recognised teaching qualifications	<ul style="list-style-type: none"> • Remove reference to "training or experience". Also amend to fit with registration of other education professionals.

Article 18 – Fitness to teach	<ul style="list-style-type: none"> As noted above: change to “fitness to practise” or “fitness to educate” to fit with broader registration categories. Remove “unfit to teach” definition and set out a fitness to practise/education model instead (which would make the regulatory framework much simpler and coherent).
Article 20 – Registration fees	<ul style="list-style-type: none"> Expand to cover not just registration. Also cover other types of fees and recovery of regulatory hearing/adjudication costs.
Article 21 – Temporary restriction	<ul style="list-style-type: none"> Review to broaden scope: provide for complete suspension and interim conditional registration orders (which could be particularly effective in some cases where a complete restriction of practise is not proportionate).
Article 24 – Appeals	<ul style="list-style-type: none"> Maintain Court of Session appeal route (if possible). We consider this the appropriate forum for our appeals.
Article 26 – Register of other education professionals	<ul style="list-style-type: none"> Remove and build broader registration of other education professionals into the legislation as a whole: a discrete provision like this does not provide a sufficient legislative base for regulation of other groups.
Article 28 – Consultation	<ul style="list-style-type: none"> Amend to encompass a broader group of education professionals
Article 30 – Teaching qualifications: further education	<ul style="list-style-type: none"> Move from Scottish ministers to GTCS, particularly if college lecturer registration were to become mandatory.
Article 31 – GTCS duty to make re-accreditation scheme	<ul style="list-style-type: none"> Review and update according to Professional Update introduction and to reflect the role that GTCS has in enhancing teacher professionalism; with the setting of the range of professional standards throughout the teacher journey a key part of this.
Schedule 2 – GTCS Membership	<ul style="list-style-type: none"> Consider this Schedule with reference to best regulatory and corporate governance practice as well as in light of registration of a broader group of education professionals. The rolling programme of elections needs to be removed: the 2 year election cycle and resource burden this creates has transpired to be costly and disproportionate.

Schedule 3 – Further provision about the GTCS	<ul style="list-style-type: none">• Para 3 – Committees – add reference to "Panels" or incorporate this into a definition to indicate committees can be designated as GTCS sees fit.• Para 8 – Remuneration, allowances etc – clarify "member" includes appointed committee members.
Schedule 4 – Fitness to teach: further provision	<ul style="list-style-type: none">• Consider adding suspension as an additional (final) outcome in fitness to teach cases.• Relax and clarify Legal Assessor requirements: it is onerous having such a requirement for all proceedings.• Review whether Lord President approval of Rules is still necessary and appropriate. The SSSC, for example, are not subject to such a requirement.

From: REDACTED@gtcs.org.uk > 20 November
Sent: 2017 12:10
To: REDACTED
Cc: Ken Muir
Subject: EWC Wales briefing paper
Attachments: 2017 -11-06-EWCVisitB riefing Paper.docx
Importance: High

Hello,

As discussed today, please see attached.

REDACTED



REDACTED
Director of Communications, Digital Services and Human Resources

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E: REDACTED@gtcs.org.uk

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EDUCATION WORKFORCE COUNCIL WALES

BRIEFING PAPER

1.0 Purpose

This paper is to brief colleagues on a visit to the Education Workforce Council (EWC) in Wales on Monday, 06 November 2017.

Meetings were held at EWC with Chairperson, Angela Jardine; Chief Executive, Hayden Llewellyn; and Communications Manager, Karen Evans.

The principal reason for the visit was to find out more about the challenges faced in the transition from the General Teaching Council for Wales (GTCW) to the creation and operation of EWC.

2.0 EWC timeline

- 2011 – GTCE abolished
- 2011 – Welsh Assembly Government decides to enhance powers of GTCW
- 2012 – Second consultation on enhancing powers
- May 2014 – Education Wales Act to set up EWC (second ever Bill and Act in Welsh Assembly)
- April 2015 – EWC established (it took 14 different pieces of legislation to set up EWC)
- April 2017 – All new registrant groups now in place. The Act stipulated the dates by which each group should be registered. It took six years from idea to enhance powers of GTCW to all new registrants on board at EWC
- GTCW had 36,000 registrants, EWC has 76,000
- Important to note that EWC does not have 'Wales' in its title and this has caused problems in terms of marketing and brand recognition
- A project management team was led by one of the Deputy Chief Executives and actions given to senior staff. The Chief Executive led the 'selling' of the transition going out and about across Wales meeting stakeholder groups. He deliberately stepped back from leading the transition project in order to give ownership and buy-in to staff.

3.0 Pitfalls in setting up EWC

- EWC advises trying to negotiate a longer period of time in which to register new groups
- EWC had to initially register new groups under its GTCW name which was confusing and counter-productive
- Acquiring knowledge of new registrant groups i.e. no staff who understand the requirements of these groups and how they currently operate.

- The EWC has seven new registrant groups to manage
- Lack of board member representation and, subsequently, knowledge of new registrant groups i.e. EWC has no board members from youth work sector
- Requirement to deal with new trade unions which operate differently and have different expectations i.e. not just teacher trade unions
- Ensuring appropriate funding from Government for registration of new groups i.e. EWC advises agreeing separate funding per each new group
- Budget costs of transition were circa £100k
- There was some pushback from teachers about a loss of 'professional identity' and concern at subsidising other groups
- Most challenging group to register for EWC has been youth support workers with 1,000 (out of a total of 3,500) working for 100 different employers
- Change of name and logo was difficult i.e. everything from letterheads to banking information had to be changed

4.0 EWC governance background

- EWC in Wales is an independent body
- However, the Professional Standards are written and managed by central Government
- Without any professional learning role the challenge currently for EWC is how to offer added value services to registrants
- The registration fee is set by a vote in the Welsh Assembly
- Standard Code of Conduct for all registrants (however, youth workers already have a code of conduct so currently covered by two codes)
- The EWC board totals 14 people, seven Government nominees and seven through open application (the GTCW board totalled 25 individuals)
- The EWC Chief Executive and senior staff report to the board but they do not sit on the board
- The removal of the 'elected' element of the GTCW board was close to being a 'deal breaker' with trade unions in terms of the creation of EWC
- It is a challenge to get experience and knowledge of all registrant groups on board
- A shadow board was set up in January 2015 prior to the April 2015 launch of EWC
- There were no issues in handover from old to new board
- EWC charges £45 per annum registration for teachers; £45 for FE lecturers; £45 for workplace learning staff; £15 for youth support workers; £15 for school support staff. However, Government provides £1 million subsidy to EWC to keep fee down i.e. fee would be £62 if no subsidy
- EWC considering moving away from direct debit payments as costly and time-consuming to manage

5.0 EWC human resources

- A total of 40 staff
- Greatest pressure in Fitness to Practice and Registration departments
- Doubled size of FtP department (eight people) with more appointments likely
- Plans to increase size of communications department
- Planning to hire a second Data Specialist post to analyse and report on statistics

- Exhausting three years for EWC staff and considerable effort has been required to maintain morale and support staff through changes
- EWC does not have a CRM system and has no plans to develop one at present

6.0 Positives

- The transition itself was relatively smooth
- There were no major issues with new groups of registrants coming on-board
- Despite some significant challenges staff showed commitment and loyalty to the organisation
- The organisation has delivered all its targets and is performing well.

7.0 Conclusion

It is clear that the transition from GTCW to EWC has been a major challenge. It was expressed on a number of occasions that the greatest challenge was staff workload and maintaining morale.

Caution should be taken in making direct comparisons between GTCS and EWC. For example, the EWC relationship with the Welsh Assembly Government is difficult and Government controls the Professional Standards, fee and 50% of the board. It also decided the design of the EWC logo without meaningful consultation. There are 800 civil servants in the Welsh Assembly Government Education Department alone. EWC does not appear to have the influence or historic standing in education in Wales in the way GTCS does in Scotland.

Nevertheless, there are useful comparisons that can be drawn not least in the pitfalls of managing a major governance change project. It was suggested that it would be worth encouraging Scottish Government officials to visit EWC for a briefing about its transition; something it expressed an interest in doing but has not done so to date.

REDACTED

Director of Communications, Digital Services and HR

06 November 2017

REDACTED

From: REDACTED
Sent: 13 November 2017 14:36
To: REDACTED
Cc: REDACTED
Subject: Interim report

Categories: Red Category

Hi REDACTED

Interim report attached. Any questions, just shout.

Thanks
REDACTED



Interim
report.docx

REDACTED
Development Officer: Members' Services
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www.cldstandardscouncil.org.uk
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CLD Standards Council Scotland

Professional Discussion Events Education Governance Review: Next Steps

**Interim Feedback Report
October 2017**

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1. Background

CLD Standards Council Scotland (CLDSC) is the professional body for those working and volunteering in Community Learning & Development across Scotland.

Feedback from members and non-members indicated that CLDSC should ensure it is visible and operating across the country so **CLDSC 'ON TOUR'** was developed to enhance and complement current engagement methods with a particular focus on:

- Raising the profile of CLDSC, with particular reference to 3rd sector colleagues and rural localities
- Facilitating increased membership registration
- Increasing understanding of content and usage of i-develop
- Promotion of Approvals routes, particularly Standards Mark

In addition to this, the publication of the Governance Review: Next Steps Paper provided a suitable focal point for Professional Discussion Events to allow CLD practitioners opportunity to comment and reflect on the impact of this for them and their CLD practice.

A flexible programme was developed that staff who only work part time or in the evenings could join in and refreshments were provided.

Furthermore, a discussion forum space was created on i-develop (<http://www.i-develop-cld.org.uk/course/view.php?id=107>) and a Survey Monkey (<https://www.surveymonkey.co.uk/r/CLDSCNextSteps>) was produced which allowed practitioners to contribute to the discussions in a variety of ways.

Each session included:

- An input on the role of CLDSC.
- Professional discussions with the CLD workforce on the Education Governance Review
 - Overview of CLDSC
 - What Next Steps means for your CLD Practice
 - Functions & Features of Education Workforce Council
 - Education Workforce Council Structure/Governance
 - What's in a Name
- An opportunity to find out more about Registration and i-develop

Numbers

Between mid-August and the end of October, 15 events took place across the country:

Date	Venue		Number of CLD practitioners attending	Number of CLDSC Members	Number of non-CLDSC members
16 August	Enterprise House, Kirkintilloch		16 (only 12 slips returned)	8	4
17 August	Mitchell Library, Glasgow		18	6	12
21 August	Forfar Community Campus		16	7	9
28 August	Elgin Sports & Community Centre		1	0	1
29 August	Rosemount Learning Centre, Aberdeen		24 (only 19 slips returned)	16	3
30 August	Elgin Youth Cafe		23	20	3
5 September	Greenwood Academy, Dreghorn		8	7	1
12 September	Transport Interchange, Galashiels		6	6	0
14 September	Raploch Campus, Stirling		6	5	1
18 Sept	Johnstone, Council	Renfrew	18	15	(3 pending)
27 Sept	Dumfries		14	9	3 (+2 pending)
3 October	AK Bell Library, Perth x 2		20	10	9 (+1 not sure)
5 October	The Shore, Dundee		15	10	4 (+ 1 pending)
11 Oct	Belmont Academy, Ayr		5	5	0
	TOTALS		190	124	50 (+ 7)

A further 5 events are planned and confirmed with the offer still open to all practitioners for additional events until the end of the Scottish Government consultation period.

2. Feedback and Themes from Discussion Events

What it means for CLD practice

Participants were given input on the background to the Education Governance: Next Steps paper and the subsequent CLD Standards Council Position Paper. Small group discussions took place with participants noting what they felt the proposals would mean for their CLD practice. Comments from this part of the session can be summarised into 10 key themes:

- CLD Identity/practice
- Status/Parity
- Registration/Regulation
- Membership
- Governance
- Professional Learning
- Partnership and Joint Opportunities
- Funding
- Community
- Next Steps document comments

Examples of discussion points for each theme are noted below:

Theme	Discussion Points
	<ol style="list-style-type: none"> 1. Will this effect CPD values?? 2. How do we maintain CLD worker identity? 3. Concerns that we are not seen as a profession 4. Our work is much wider than just with children and parents 5. Not taking into consideration the work done with adults, families, older people, people with barriers/disabilities 6. Protect the specific competences of CLD practitioner 7. possibility of reducing knowledge of what is happening in local communities 8. Would we start to lose a hard fought identity (as CLD workers) by being part of a more general EWC? 9. Will education establishments recognise us as a valuable education provider? 10. potential for clid practice being restricted to the formal school education structure and not recognised 11. CLD is more holistic than school education even in comparison to CFE 12. we are doing the teaching and raising attainment, but we use the language of support 13. May lead to improvements in practice 14. Lack of understanding amongst other professionals of what CLD is 15. Need have more opportunities for CLD practitioners to take up senior strategic positions to ensure influence and

	<p>direction</p> <p>16. Concerns about potential dilution of community Engagement standards regarding all aspects of CLD work that doesn't involve children or families</p>
Status/Parity	<ol style="list-style-type: none"> 1. An opportunity to enhance our professional status 2. Feel as if CLD is being devalued by national & local government 3. Education will have all the power 4. Good to be recognised by EWC as education providers 5. CL seen as equals compared to teachers, not inferior as is often the current perception. 6. The value of the CLD should be recognised 7. Will CLD practitioners be recognised as equal to teachers? 8. Will CLD practitioners be expected to answer to formal educators? 9. Potential to raise the profile and standing of CLD 10. If mandatory, would we become a more recognised as a profession 11. Concerns of a power imbalance where schools are viewed as the leaders and CLD the followers 12. Valuing the contribution of each service and each professional and their contribution
Registration/Regulation	<ol style="list-style-type: none"> 1. could mandatory registration discourage people from entering the profession 2. Could it limit entry routes to CLD 3. Loss of investment in development of pathways 4. Would mandatory registration affect levels of volunteering? 5. What about uniformed youth work. Will they need to register. Etc 6. Will everyone have same status of registration?
Membership	<ol style="list-style-type: none"> 1. will improve recognition by teachers that CLD workers are professionals 2. important to maintain breadth of worker background 3. keep membership available to unqualified CLD practitioners 4. Concerns volunteers will not be treated with the respect and value and importance deserved <p>Opportunity to be recognised as professionals</p>
Governance	<ol style="list-style-type: none"> 1. New organisation may lack current focus given to CLD by CLDSC 2. Will the merging make everything stronger and more equal? 3. CLD would find it harder to have a representative voice

	<p>based on the fact it's a broad church with organisations, workers and priorities from such a wide variety of organisations</p> <p>Need have more opportunities for CLD practitioners to take up senior strategic positions to ensure influence and direction.</p>
<p>Professional Learning</p>	<ol style="list-style-type: none"> 1. If registration is mandatory provides a right to CPD and could enhance in service days and training together 2. Need to be given time in recognition of CPD. 3. In terms of setting a standard level of expected CPD. How will this be managed and monitored? 4. generate an expectation that 35 hours CPD is mandatory and not ad hoc 5. Potential positive outcome of more joint professional training with teaching and CLD staff. 6. It will encourage professional development
<p>Partnership and Joint Opportunities</p>	<ol style="list-style-type: none"> 1. Could be an opportunity for teachers and CLD workers to work together better. 2. We could have more opportunities to introduce informal learning 3. some benefit for joint professional standards, as long as CLD has equal voice 4. understand the value of the wider school community 5. How could the youth work principles be practiced in schools? Particularly voluntary participation 6. Opportunity to share good practice between teaching staff and CLD practitioners.
<p>Funding</p>	<ol style="list-style-type: none"> 1. Is the money for this going to sit with education?? 2. Concerned that CLD will suffer diminished funding as won't be taken seriously 3. Do the budget holders recognise CLD as educators? 4. Fair and transparent funding system would be a good thing 5. If it becomes chargeable, it will have a financial impact on voluntary organisations 6. costs of membership ,
<p>Community</p>	<ol style="list-style-type: none"> 1. Our relationship with communities is totally different to that of schools and communities 2. No reference to Community Empowerment Act & Community Planning 3. Our work is much wider than just with children and parents
<p>Next Steps document comments</p>	<ol style="list-style-type: none"> 1. Community development not recognised in the name 2. Will coming together lose the value of both

(informal/formal education)

3. Where is the recognition for Adult Learning in the Education Governance 'Next Steps' in
4. Where is the reference to Family Learning and ESOL?
5. What is meant by Youth Work in the Next Steps document?
6. The Next Steps document shows a naivety and lack of understanding of communities to identify their own needs – this is clearly taking a top down approach.
7. not assisting in closing attainment gap when focus is on education only

Functions and Features

Discussion event participants were given information and context on the current features and functions of CLD Standards Council. They were then asked to consider which of these were important to maintain, which should be enhanced or developed and which were of less importance in the new Education Workforce Council.

This was done by small group discussion and decision. The overall results (number of groups) are as follows:

FEATURE/FUNCTION	MAINTAIN	ENHANCE/DEVELOP	LESSER IMPORTANCE
Registration	33	5	0
Approvals	33	5	1
Professional Learning	34	13	1
Raising the profile of CLD	10	2	0
Membership Led	34	2	1
i-develop	26	5	10
Advocacy Role	11	1	0
Input to Policy Development	25	12	0
Workforce skills/information development and employer engagement	35	2	1
Ethics, Values, Competences	35	3	1
JETS	14	4	3