

Teacher Panel

Meeting 8, Tuesday 13 March 2018

Conference Rooms A & B, St Andrew's House, Regent Road, Edinburgh

Agenda

A networking lunch will be available from 11:45

1. Welcome and agreement of minute from the last meeting	12:00 – 12:10
2. Workforce Planning	12:10 – 12:35
3. Pupil Equity Funding	12:35 – 13:00
4. Regional Improvement Collaboratives (RICs)	13:00 – 13:25
5. Behaviour in Scottish Schools	13:25 – 13:50
6. AOB and Close	13:50 – 14:00

CHAIR'S BRIEF

Teacher Panel

Meeting 8, 12:00 – 14:00, Tuesday 13 March 2018

Conference Rooms A and B, St Andrew's House, Edinburgh

A buffet lunch will be available from 11:45

You may wish to have lunch with the Panel members before the meeting begins.

1. Welcome and agreement of minute from last meeting [12:00-12:10]

Welcome attendees.

You may wish to welcome Gayle Gorman and acknowledge that this is her first Teacher Panel meeting since taking up post as the Chief Executive of Education Scotland.

You may also wish to acknowledge that Lynne Doyle has sent her apologies for this meeting.

Invite Panel members to agree the minute for Meeting 7.

Key points to note:

- This is the first meeting at which officials have asked Panel members to contribute ideas for agenda items. A full list of items suggested by Panel members is provided in Annex A. You may wish to thank attendees for their suggestions and acknowledge that regrettably not all could be discussed at the meeting but there may be scope to discuss them at future meetings.
- The action from the minute of the last meeting to discuss the Scottish Government's teacher workforce planning model is being taken forward in this meeting.
- The action to arrange a meeting between the Panel, SQA and Education Scotland will be arranged to take place out with the Panel's usual quarterly meeting schedule. This is because the discussion will likely be influenced by the outcome of a similar discussion which will have taken place at the meeting of the Curriculum and Assessment Board on 8 March 2018. The Panel members have been made aware of this plan of action however, you may wish to remind them when they consider the minute.

2. Workforce Planning [12:10-12:35]

Introduce Paper 08/01.

The paper sets out: the current picture in regards to teacher numbers; the action that the Scottish Government is currently taking forward to increase numbers; and future action that is being considered.

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[REDACTED] Head of Workforce, Infrastructure and Reform will be on hand to either introduce the paper or contribute to the discussion if you require.

Key points to note:

- This discussion was requested following a discussion on recruitment and professional development at the last meeting.
- There was a feeling from Panel members that teacher vacancies were causing difficulties at their respective schools.
- Teacher recruitment is a global issue and not just specific to Scotland.
- The Scottish Government is taking forward a suite of actions to improve teacher numbers.

3. Pupil Equity Funding [12:35 – 13:00]

Introduce Paper 08/02.

The paper sets out the measures that the Scottish Government are taking forward to help ensure that PEF interventions are selected based on sound research and pedagogy, allowing for appropriate measurement of the impact they are having, and reporting on the outcomes for young people.

[REDACTED] Head of Strategy and Performance Division will be on hand to either introduce the paper or contribute to the discussion if you require.

Key points to note:

- This discussion was requested by [REDACTED]
- The paper invites Panel members' views on whether the package of measures set out in the paper is sufficient.

4. Regional Improvement Collaboratives (RICs) [13:00 – 13:25]

Introduce Paper 08/03.

The paper provides Panel members with up to date information on progress on the development of Regional Improvement Collaboratives (RICs). This is to inform focussed discussion on the role of RICs in facilitating collaboration and the sharing of learning and best practice across Scotland's schools, including supporting practitioners to benefit from research-based improvement approaches and methodologies.

[REDACTED] Head of Workforce, Infrastructure and Reform will be on hand to either introduce the paper or contribute to the discussion if you require.

Key points to note:

- This item was suggested by [REDACTED] who has asked to discuss how the RICs can best share their approaches to improvement to enable all schools

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across Scotland to benefit from research informed improvement – thinking both about universal and targeted provision.

- All Panel members have received a link to the report of the RICs Joint Steering Group.
- The Paper suggests questions for consideration by the Panel.

5. Behaviour in Scottish Schools

Introduce Paper 08/04.

The paper provides: a summary of the findings of the latest Behaviour in Scottish Schools Research (BISSR); a summary of some trends over the lifetime of the research; and a note of the policy activity arising from that research.

[REDACTED] Head of Strategy and Performance Division will be on hand to either introduce the paper or contribute to the discussion if you require.

Key points to note:

- This item has been suggested by [REDACTED] who has stated that discussion on this topic in schools is fuelled by negative media coverage of behaviour.
- The paper summarises BISSR research but you may want to ask Panel members if they believe the research findings are an accurate reflection of behaviour in Scottish schools.
- BISSR research has shown that low level disruptive behaviour has increased since 2012 however, the majority of staff report that they encounter positive behaviour from pupils all or most of the time

6. AOB

Invite Panel members to raise any other business.

You may wish to inform Panel members that officials will continue to work with them to try and ensure that they have a continued input into the agenda of future meetings.

Meeting to close at 14:00.

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Annex A – Agenda items suggested by Panel members

Suggestion	Panel Member	Included in the Agenda
<p>Pupil Equity Funding (PEF) – How do we ensure that we're selecting interventions, linked to research informed pedagogy, measuring the difference and reporting on outcomes for children and young people?</p>		Yes
<p>Regional Improvement Collaboratives (RICs) – How can RICs best share their approaches to improvement to enable all schools across Scotland to benefit from research informed Improvement – thinking both about universal and targeted provision?</p>		Yes
<p>Behaviour in Scottish Schools - recent reports in the media are suggesting that there is a behaviour crisis within Scottish schools. This is now (in Gareth Surgey's opinion) the number one topic of discussion in staffrooms across the country.</p>		Yes
<p>Pedagogy – We have spent time in the past discussing the Statement from August 2016; how do we ensure pedagogy is at the core of learning, teaching and assessment, ensuring pedagogy, not packages, are core to the learner's journey.</p>		No
<p>Proposed changes at Higher</p>		No

CHAIR'S BRIEF

Annex B - Attendees

Panel Member	Position	School
Andrew Travis	Headteacher	Meldrum Academy, Inverurie
Clare Bryden	Class Teacher	Oban High School (Area Principal Teacher, Literacy, Argyll and Bute)
Jenny Kerr	Class Teacher	Craigdhu Primary School
Stephen Ross	Headteacher	Craigroyston Community High School, Edinburgh
Pauline Walker	Headteacher	Royal High School, Edinburgh
Deborah Davidson	Joint Headteacher	Dulloch Primary School and Cailiswood Special School, Dunfermline
Gareth Surgey	Technologies Teacher	Queen Anne High School, Dunfermline
Scott Duncan	Acting PTC Social Subjects	The Waid Academy, Anstruther
Gerry Lyons	Headteacher	St Andrew's Secondary School, Glasgow
Catriona Chaimbeul	Depute Headteacher	Glasgow Gaelic School, Glasgow
James Cook	Depute Headteacher	Crown Primary School, Inverness
Ellen Turnbull	Headteacher	Our Lady and St Joseph's Primary School, Coatbridge
Sabrina McCready	Depute Headteacher	Inverclyde Academy, Greenock
Annette Beaton	Headteacher	Crieff Primary School, Crieff
John Reilly	Headteacher	Holy Cross High School, Hamilton

Apologies

Panel Member	Position	School
Lynne Doyle	Class Teacher	Holy Trinity Primary School

Official Support

Name	Title
Gayle Gorman	Chief Executive, Education Scotland

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Fiona Robertson	Director, Learning Directorate
[REDACTED]	Deputy Director, Workforce, Infrastructure and Reform
[REDACTED]	Deputy Director, Strategy and Performance
[REDACTED]	Deputy Director, Curriculum, Qualification and Gaelic
[REDACTED]	Curriculum Unit (secretariat)
[REDACTED]	Curriculum Unit (secretariat)

TEACHER PANEL

SUMMARY OF THE KEY POINTS FROM EIGHTH MEETING – 13 MARCH 2018

Introductions

1. Panel members were welcomed to the meeting. The Panel congratulated Gayle Gorman in her appointment as Chief Inspector of Education. It was noted that separate dialogue is taking place between specific members of the Panel and the Scottish Qualifications Authority.

Workforce Planning

2. The Deputy First Minister and Cabinet Secretary for Education and Skills (DFM) outlined the Scottish Government's priorities in relation to workforce planning, teacher retention, workload and the impact of curriculum change. DFM noted the significant increase in routes into teaching. DFM invited comments on opportunities to address some of the key workforce challenges.

3. A number of points were raised by Panel members:

- That for many professionals the Chartered Teacher route was a positive way to give back to the school or region and to develop skills whilst based in a University.
- Some important issues with the previous Chartered Teacher initiative in relation to "self-selection" and perceptions about its inflexibility. It was suggested that any alternative approach would need to introduce greater flexibility.
- The potential benefits of providing opportunities for teachers to see an increase in pay and responsibilities on a temporary basis, for instance a 23-month period.
- The need for greater flexibility in the roles that teachers take on, in particular the potential to teach a wider range of subjects beyond their core subject.
- The potential benefits of the pedagogical aspect of the Initial Teacher Education course being provided within the main degree, allowing for 6 months of postgraduate experience in schools (rather than the current 1-year placements).
- The benefits of a Norwegian-style model where teachers can teach the Broad General Education (across primary and early secondary) without being required to teach the senior phase.
- The need for further collaboration between Initial Teacher Education (ITE) Universities and Further Education colleges in order to look at providing "hands on" industry work for prospective teaching graduates and vice versa i.e. so-called "2+2 routes".
- The concept of "teaching schools" where there is a strong partnership between a school or group of schools and a leading university.
- The importance of well-designed school/college relationships with the possibility of colleges delivering teaching within school buildings i.e. vocational centres within schools.
- The benefits of further expansion of the Western Isles e-Sgoil initiative.

4. Scottish Government officials were invited to expand on the forecasting of the impact of the various new routes into teaching on overall teacher numbers and quality. It was confirmed that the 11 new routes are forecast to provide an additional 10% increase over and above the increase in applications via “core” routes. In addition, it was confirmed that the new routes will be evaluated in order to measure quality.

5. There was a further discussion about the consequences of shortages in teachers for schools. Key consequences were for timetabling, narrowing of the curriculum, longer assemblies and removal of certain course options.

Pupil Equity Funding (PEF)

6. Graeme Logan, Deputy Director, Learning Directorate introduced the paper on Pupil Equity Funding, pointing to the commitment to provide teachers and headteachers with access to good quality evidence via the Education Endowment Foundation, a suite of evaluation for the PEF, the 11 key measures for “closing the gap” in educational attainment, the amended PEF guidance and the emphasis on flexibility and innovation.

7. Comments from the Panel were as follows

- The importance of clarity about when it is appropriate for local authorities to influence how funding is spent and when it is not appropriate for them to do so. Panel members commented that dialogue, discussion and constructive challenge from local authorities is helpful but bureaucratic approaches are not.
- The importance of collaborative working on how PEF is being used and the need to spread the message about targeted interventions that work. Gayle Gorman confirmed that the various PEF conferences and thematic reviews by Education Scotland are intended to assist with this work.
- That there is variation in experience and approach between schools and between local authorities.
- The importance of setting how PEF will be spent with evaluation of impact considered from the very beginning.
- The difficulties in evidencing impact within a year, but the very clear potential to evidence impact after 2-3 years.
- The need to maintain a focus on the “middle 60%” of pupils
- The very positive added benefit of the PEF in re-focusing schools on taking a forensic look at the levels of engagement as well as attainment.
- The need to minimise additional or bureaucratic reporting mechanisms, and to focus on the core Standards and Quality reports and statistics data.

8. The Panel discussed the need to develop clear and consistent central measures on health and wellbeing. It was noted that a number of schools are attempting to create their own tools and greater consistency would help to reduce duplication of effort. The Panel agreed that a national framework of measurement around health and wellbeing would be helpful.

9. The Panel confirmed that the introduction of PEF and Scottish Attainment Challenge funding is having a major impact on the options available to schools, with increases in attendance and engagement being two of the very obvious positive benefits. The Panel also confirmed that it is very clear to schools what they should be trying to achieve with the PEF

Regional Improvement Collaboratives (RICs)

10. The Deputy First Minister confirmed that regional improvement plans have now been received from all RIC areas with signs of progress across Scotland.

11. Gayle Gorman provided a short summary of the initial analysis of the RIC plans. All plans cover the key areas for improvement that would be expected, and with a focus on research, collaboration and improvement methodology.

12. One panel member noted that in his local authority area there had been a tentative start to the RIC's work, limited communication with headteachers and low awareness amongst senior managers and classroom teachers. It was commented that there needs to be further progress to stimulate collaboration amongst local authority Quality Improvement Officers and headteachers across RIC areas. It was also suggested that there should be a further effort to raise awareness and engage with professionals.

13. The Panel agreed that a key focus for the RICs should be to grow a culture of collaboration, moving beyond the initial focus on the creation of the strategic plan. In particular, it was suggested that the collaborative needs to be a "space" for professionals to go to rather than being driven by the Collaborative's plan. It was noted that plans were developed at a significant pace in order to ensure that areas make an early start, and that the forthcoming year would provide further opportunity to develop and grow collaborative practice.

Behaviour in Scottish Schools

14. A Teacher Panel member introduced an item on behaviour in Scottish Schools, focusing on a recent statistical publication by Scottish Government and a variety of comments by teaching unions.

15. Graeme Logan provided additional information about the research publication which showed a positive picture overall, though a small increase in "low level disruptive behaviour" in primary schools.

16. Comments were as follows:

- The most significant factor is often staff/pupil relationships and learning and teaching practice.
- That confident practitioners are, for the most part, not experiencing increasing difficulties with behaviour.
- The very positive policy on inclusion raises challenges for the education sector. The focus should be on continuing to improve professional practice.

- The need for high quality training for professionals and support staff

Close

17. The Chair thanked attendees.

Curriculum Unit
Scottish Government
March 2018

TEACHER PANEL

TEACHER SUPPLY, RECRUITMENT AND RETENTION

Purpose

1. This paper provides background information on the current position and challenges around teacher supply, recruitment and retention, and a summary of current and planned actions aimed at addressing these issues. The Teacher Panel is invited to consider the content of this paper and offer views on current and planned action, and any additional measures that it feels should be considered to address current and future challenges around teacher supply, recruitment and retention.

Current position

2. It is widely recognised that, within a school environment, the quality of teaching is one of the most influential factors in improving children's learning and the outcomes that they achieve. Ensuring we have the right number of teachers in the right places with the highest professional standards will help to ensure the highest standards and outcomes for all children. Supporting and developing the teaching profession to deliver excellent educational experiences for all pupils in Scotland's schools is therefore a key priority.

3. It is clear that it is becoming increasingly challenging to recruit teachers in many parts of Scotland (particularly in remote, rural areas and in the north east of Scotland) and in some secondary subjects. As at September 2017 local authorities reported 816 permanent teacher vacancies across primary and secondary schools. The teacher education universities similarly face significant challenges in recruiting sufficient student teachers in certain secondary subjects. While recruitment to primary seems to be a more localised issue, with most ITE courses oversubscribed, the availability of supply teachers, in primary and secondary schools, is a challenge nationally.

4. There are myriad reasons given for the current issues in teacher recruitment. Some parties indicate that this is the result of inaccurate workforce planning (Annex A provides information on the various elements that make up the teacher workforce planning model), others strongly maintain that it is a result of reductions in salaries in real terms over a number of years, teacher workload, excessive bureaucracy, constant developments in the curriculum, and some suggestions that there is a perception that the job is simply too big and too difficult.

Current activity

5. There are a range of actions already being taken forward to help address teacher supply, recruitment and retention issues. The Scottish Government has also made a wide range of commitments in the *Education Governance: Next Steps* document that are aimed at helping to address these challenges.

Supply

- The Scottish Government has a commitment to maintain teacher numbers via the local government settlement and to support the Teacher Induction Scheme.
- The multi-agency Teacher Workforce Planning Advisory Group has agreed increased student teacher intake targets for the last 7 years in a row, and has committed to actively considering, on an on-going basis, how the teacher workforce planning process can be improved.
- COSLA and the Scottish Government are working together on the collection of local teacher vacancy data so it can better inform the teacher workforce planning process.
- The Scottish Government has supported the teacher education universities to introduce a range of new routes into teaching, resulting in around 280 additional people training to be teachers. We will continue to support the universities, and others, to consider new and innovative routes into teaching.
- We have recently announced funding of £1.3 million to bring on board two new initial teacher education providers - Queen Margaret University and Edinburgh Napier University - which will offer more choice and flexibility for anyone considering teaching as a career, particularly in the Edinburgh area.
- Some Local Authorities have started a 'learn to teach' programme for existing Local Government employees to study part-time, fully paid, to qualify as a teacher with both academic and experiential input.
- Local Authorities in rural areas have worked with universities to develop distance learning programmes and a top up course for primary school teachers who have trained in England as well as a GTCS recognised course at the University of Northampton.
- Also, in rural areas, local authorities have worked with specific universities to develop secondary PGDE qualifications in subjects which are traditionally hard to fill such as STEM, home economics and modern languages.
- There are a number of recruitment campaigns at both local and national level to try and address the specific recruitment challenge in teaching including the second phase of the 'Teaching Makes People' recruitment campaign and a bespoke area of the Myjobscotland website which contains material on the benefits of teaching in Scotland, and is the national shared recruitment portal for local authorities and public sector bodies. We will also develop a national approach to support the recruitment of teachers from outwith Scotland.
- GTCS have introduced more flexibility in the registration of teachers, for example Provisional Conditional Registration, and we will continue to work with GTCS to introduce more flexibility, without compromising on quality.

Recruitment

- The Scottish Government has announced the introduction bursaries of £20,000 for career changers to train to become teachers of priority STEM subjects, starting from August 2018.
- A number of local authorities have used overseas recruitment and "golden hellos" to encourage more people into teaching in their areas.
- COSLA are developing a database, in response to recommendations made by the SNCT, which will address duplication in current practice of identifying and recruiting supply teachers.

- Some local authorities have created specific relocation packages for teachers including agreements with housing associations to offer bespoke rental agreements in sparsely populated areas for a fixed period of time.

Retention

- SNCT has agreed, as part of the 2017-18 pay deal, to undertake a strategic review of pay and reward as part of the 2018-19 pay discussions, which recognises the vital role teachers play in the education of our children and young people.
- As part of that process we will work with our partners to establish new career pathways for teachers allowing greater opportunities for development and progression into leadership, specialist or improvement roles.
- Scottish Government and COSLA have reached an agreement on regional collaboratives which will provide additional support into the system and have a key role in identifying and addressing workforce challenges through their improvement plans.

Conclusion

6. The Teacher Panel is invited to consider the content of this paper and offer views on current and planned action, and any additional measures that it feels should be considered to address current and future challenges around teacher and supply, recruitment and retention.

**Learning Directorate
March 2018**

ANNEX A

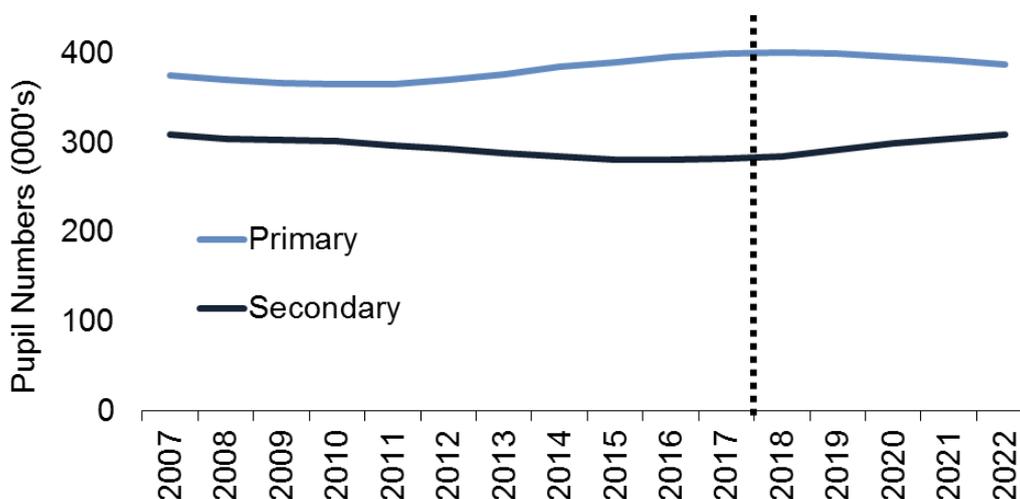
Teacher workforce planning 2017

The teacher workforce planning model estimates future student intake requirement by rolling forward recent patterns in school census and other data (model inputs) in combination with assumptions based on other sources of data. Alternative assumptions would result in different estimates.

1. Model Inputs

1.1. Pupil projections

Pupil Projections, 2017-2022



The primary school roll has been rising over the last five years but is set to stabilise from 2018 onwards. At secondary, however, the pupil roll increased in 2017 for the first time in 14 years. This was largely due to the increased primary roll graduating onto secondary school and increases in staying on rates (both S4-S5 and S5-S6) in recent years.

Staying-on rates of secondary pupils, 2009 – 2017

	All pupils	
	S3-S5	S3-S6
2009	79.7%	49.2%
2010	82.9%	53.3%
2011	83.4%	55.6%
2012	84.9%	58.3%
2013	86.1%	60.3%
2014	87.2%	61.7%
2015	87.7%	62.7%
2016	87.3%	62.6%
2017	87.4%	62.2%

1.2. Pupil Census

The 2017 Pupil Census showed an increase of around 3,600 primary pupils and an increase of around 1,000 secondary pupils, compared to 2016.

1.3. Teacher Census

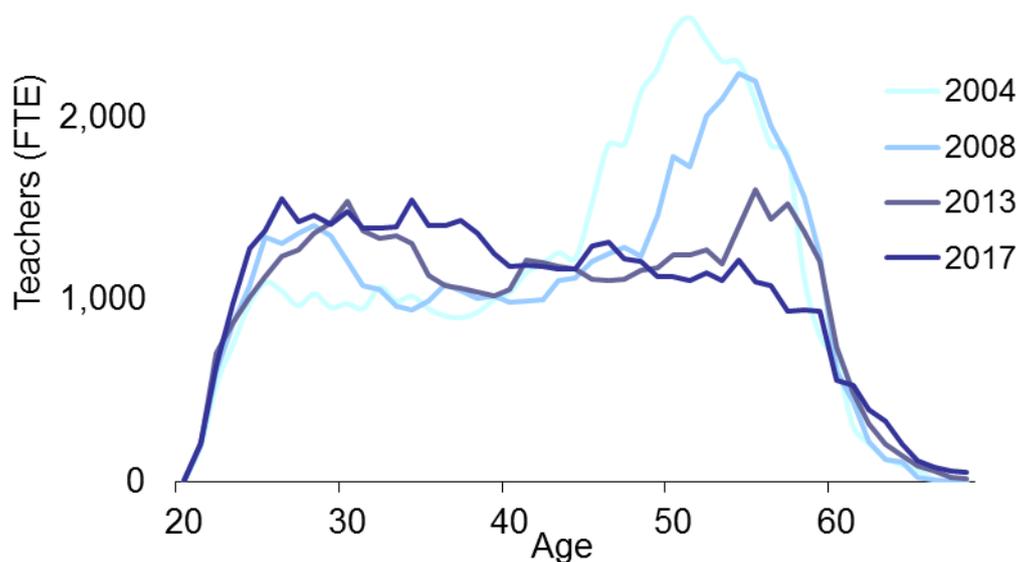
The 2017 Teacher Census reported an increase in primary teachers of 556 FTE and an increase in secondary teachers of 193 FTE. There were also small decreases in the number of special school teachers (-33), centrally employed (-110) and early learning and childcare teachers (-64).

Teacher Census figures include 666 Attainment Scotland Fund (ASF) funded posts. This demand for teachers in the sector is accounted for in this year's workforce planning process, as vacant posts due to ASF demands will have appeared in the vacancy figures which have been accounted for in the statistical model.

1.4. Age profile of teachers

The 2017 Teacher Census data shows that the age profile of teachers has changed much over recent years. The prominent peak in the fifties, as seen in 2008, no longer exists and there is now a peak in the mid-thirties.

Age profile of school based teachers, 2010 to 2017



1.5. Working patterns

The percentage of teachers working part-time has been fluctuating slightly over the last nine years and increased by 1.2 percentage points from 21.2% in 2015 to 22.4% in 2016, the highest rate over this period.

Number of teachers (headcount) by mode of working, all sectors, 2010-2016

	Full-time	Part-time	Total headcount ⁽¹⁾	Part-time (%)
2010 ⁽¹⁾	43,660	10,767	54,427	19.8
2011 ⁽¹⁾	42,572	10,701	53,273	20.1
2012 ⁽¹⁾	42,497	10,568	53,065	19.9
2013	42,472	10,427	52,899	19.7
2014 ⁽³⁾	41,934	10,866	52,800	20.6
2015	41,884	11,256	53,140	21.2
2016				
Primary	19,770	7,263	27,033	26.9
Secondary	20,345	4,299	24,644	17.4
Special	1,575	528	2,103	25.1
Total	41,701	12,003	53,704	22.4

(1) Teachers are counted as full-time if their total FTE across all schools where they teach is greater or equal to one.

(2) Data on early learning and childcare, primary and total teachers along with associated pupil teacher ratios for 2010, 2011, 2012 were revised in 2013 to remove teachers who were double counted as a result of working in both sectors.

(3) 2014 Teacher figures were amended in February and December 2015. See background notes.

Excludes centrally employed and early learning and childcare teachers.

1.6. Teacher vacancy data

The local authority teacher vacancy collection in September showed that there were 309 pre-school/primary and 507 secondary full-time and part-time permanent vacancies as at 20th September 2017 (excluding head teachers and deputy head teachers).

The target student intake figures have been increased in line with these figures (accounting for drop out etc) on a one year basis for primary and a phased, more manageable, three year basis for secondary.

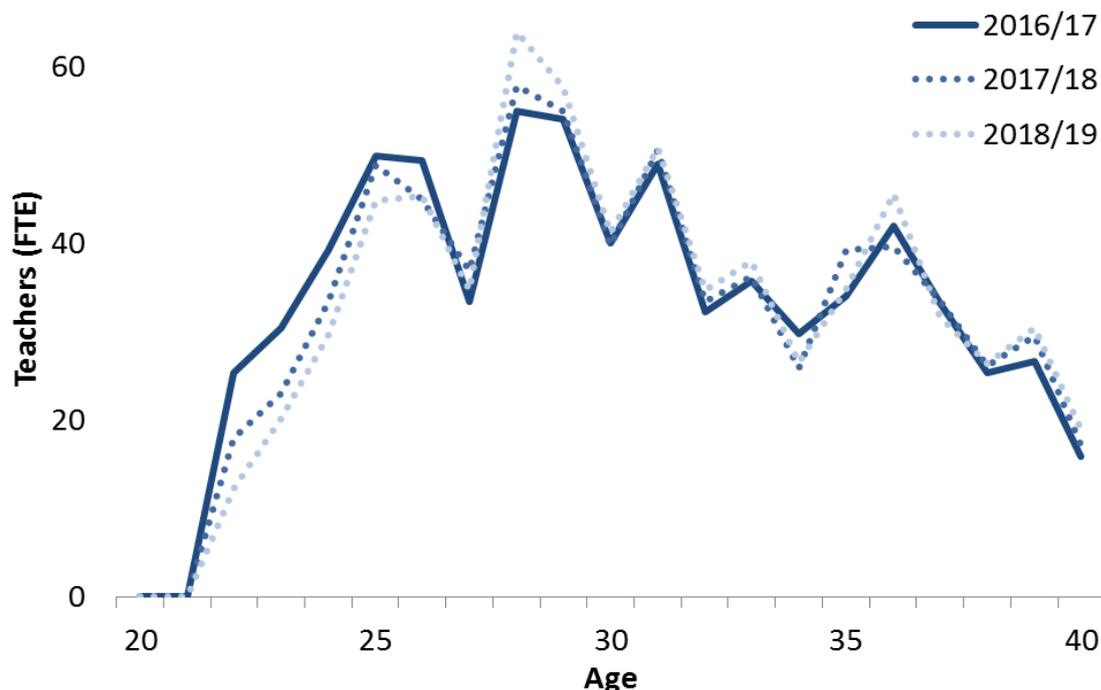
2. Assumptions

2.1. Leaver rates

Leaver rates are based on teachers in permanent employment only, as these are more stable and a more reliable measure of churn. Leavers include career breaks, retirements, teachers on maternity leave and any other long term or permanent move away from teaching. The percentage of permanent teachers “leaving” decreased from 6.4% in 2016 to 5.5% in 2017. Leaver rates for female teachers between the ages of 30-40 are broadly similar to 2016.

2.2. Maternity leave

The chart below shows the actual number of female leavers (aged 20-40) between 2016 and 2017. The proportion of 20-40 year old women who will leave the profession is assumed to remain the same in the near future.



2.3. Returner rates

Returner rates are also based on teachers in permanent employment. The average of the last three years figures in primary appeared to be skewed due to a higher than normal number between 2015 and 2016. Rather than assume that this high rate of returners would continue in future years, the previous approach of using 500 has been used. This approach errs on the side of caution rather than roll-forward possibly high returner rates and subsequently underestimate need.

The average of the last three years figures has been used for Secondary (452).

2.4. Supply pool

The model accounts for the need of a pool of supply teachers and increases the student intake figure by 12% for this purpose. This is in line with the figure used last year.

2.5. PTRs

The model is based on the assumption of maintaining pupil teacher ratios, therefore it projects future teacher requirements in line with pupil projections on the basis of current PTRs.

The 2017 pupil and teacher census results show that the primary sector PTR has improved from 16.6 in 2016 to 16.4 in 2017, and the secondary PTR remained the same as 2015 at 12.2.

2.5 Retention rates

Retention rates (ITE students who go on to the Teacher Induction Scheme) vary between routes. Retention rates for BEd are lower than for PGDE.

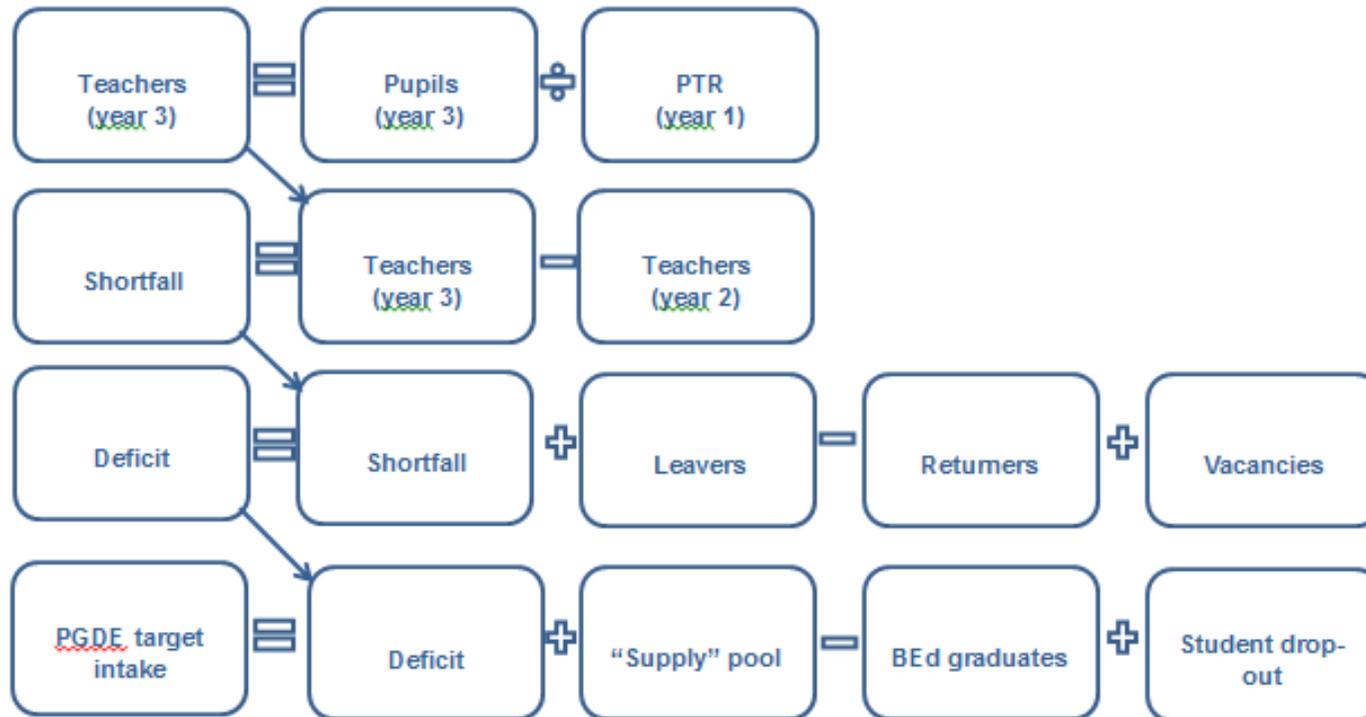
2.6 Post-probationer employment rates

The 2017 Teacher Census indicates that there has been an increase in the proportion of post-probationers in employment (permanent or temporary, full time or part-time). The figure has risen from 66% in 2011 to 88% in 2017, with the largest increase in the proportion of post-probationers with full-time permanent contracts (up from 13% in 2010 to 57% in 2017).

Teacher workforce planning timeline

Year 1				Year 2												Year 3																											
S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D																
Census Day		Census publication.	<u>IWPAG</u>	<u>PGDE</u> apps												<u>PGDE</u> intake													Graduate	Start teaching													

Teacher workforce planning model



PUPIL EQUITY FUNDING

Background

1. Members on the panel suggested a discussion take place on how we can ensure that PEF interventions are selected that are based on sound research and pedagogy, allow for appropriate measurement of the impact they are having, and report on the outcomes for young people.

Discussion

2. Some of the range of measures Scottish Government are employing to address these issues are set out below.

2.1 PEF National Operational Guidance

An updated version of the National Operational Guidance was published in February 2018. The guidance states that there must be a “clear rationale for use of the funding, based on a clear contextual analysis which identifies the poverty related attainment gap” and “plans must be grounded in evidence”. The guidance further states that schools must have plans in place to evaluate the impact of the funding. The guidance also provides information on monitoring and reporting, and evaluation.

2.2 Education Scotland National Improvement Hub

A framework, ‘Interventions for Equity,’ has been developed to support the planning and implementing of interventions and approaches to meet the needs of children and young people affected by poverty in order to close the attainment gap. Further exemplars of PEF are planned, and there is currently a social media campaign #PEFSCOT18 where schools are sharing examples of work being undertaken with PEF.

2.3 Education Endowment Foundation Toolkit

The Scottish version of the Education Endowment Foundation (EEF) Teaching and Learning Toolkit has been integrated into the National Improvement Hub. This EEF Toolkit provides an accessible summary of educational research designed to inform discussions on the most effective approaches to improving attainment, with a focus on 5-16 year olds and poverty disadvantage. It contains 34 teaching approaches and interventions, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. It is useful for education leaders and practitioners to inform decision making on the use of Pupil Equity Funding, raising attainment and improving equity. It is intended to be used in conjunction with the range of interventions and approaches provided through the framework above to encourage and enhance professional dialogue taking full account of the local context.

2.4 Evaluation Strategy

We have committed to evaluate the Attainment Scotland Fund, with the interim report due to be published shortly. The evaluation of the Attainment Scotland Fund gathers data from a broad range of sources, and for the final report we will undertake the specific research activities to fill gaps in our knowledge base regarding PEF, including surveys and case studies.

2.5 Inspections

School inspection and other review processes will be used where necessary to ensure schools use their funding appropriately. 'How Good Is Our School? 4' includes an evaluation on the six point scale of the school's success in raising attainment and achievement and ways in which they can demonstrate improvements to equity for all learners. In addition, the operation, use and effectiveness of the Pupil Equity Funding in closing the poverty related attainment gap at a local authority level will feed into other existing quality assurance processes, such as Audit Scotland's Shared Risk Assessment.

2.6 Measuring the attainment gap

The Scottish Government has made clear its commitment to closing the poverty-related attainment gap between children and young people from the least and most disadvantaged communities. Ministers are committed to making demonstrable progress in closing the gap during the lifetime of this Parliament, and to substantially eliminate it in the next decade. In line with the commitment set out in the 2017 NIF & Improvement Plan, we have worked with key stakeholders to explore and agree what specific measures were felt to drive improvement most usefully across all stages of a child or young person's life. This has led to the development of a basket of 11 key measures to measure the gap and allow us to monitor if progress is being made.

Conclusion

3. Scottish Government would be keen to hear your thoughts on whether these are sufficient, and any other measures you feel should be put in place to support teachers, and ensure PEF is used to achieve the best outcomes for our children and young people.

**Learning Directorate
March 2018**

Regional Improvement Collaboratives (RICs)

Purpose

1. To provide the Teacher Panel with up to date information on progress on the development of Regional Improvement Collaboratives for Education. This is to inform focussed discussion on the role of RICs in facilitating collaboration and the sharing of learning and best practice across Scotland's schools, including supporting practitioners to benefit from research-based improvement approaches and methodologies.

Background – RICs

2. In September 2017, the Scottish Government and Local Government agreed a framework for the establishment and operation of regional improvement collaboratives for education across Scotland. This includes an expectation that, when fully operational, and in addition to strengthening subject and sector-specific support, each RIC will:
 - support schools to interpret and implement key educational developments and insights gained from research;
 - build capacity in improvement methodology, through review, collaboration and shared approaches. This will include working with local authorities to ensure appropriate support is in place for schools to 'manage change' successfully through training, support, peer review and challenge; and
 - will work with local authorities and other partners to support wider collaborative working across the 'system', including education, social work, health, Community Planning Partnerships.
3. The full RIC framework report has been forwarded to all members of the Teacher Panel as background. A number of the 6 RICs build on existing alliances or partnerships and the appointment of Regional Improvement Leads to drive their implementation further was secured in October 2017. In January 2018, the RICs submitted their initial regional improvement plans to the Chief Inspector of Education, who has reviewed each plan and provided constructive feedback to the Regional Improvement Collaborative Leads. Work will continue on the further development of the regional improvement plans and associated work and resourcing plans throughout 2018. The Chief Inspector of Education has set a deadline of September 2018 for the RICs to deliver the next iteration of their regional plans.
4. The Teacher Panel discussion provides an opportunity to inform that further development and to identify areas where the RICs, their members and partners, including the Scottish Government, could focus efforts to better develop, identify, support and share learning on evidence and research-based improvements that have a positive impact in the classroom.

Discussion Questions

5. It would be helpful if the Teacher Panel could consider:

- What support at local, RIC and national levels would most assist schools and practitioners in identifying and benefitting from evidence and research-based improvement?
- How can we more widely share and apply the learning from existing examples of good research or evidence-based practice, including through the RICs?
- What targeted (subject or sector) or universal research-based improvement approaches have proved successful in improving outcomes – why did they work and why did other approaches fail?
- Are there areas where further focussed research and/or the availability of improvement methodology toolkit/s would support practitioners in considering and applying potential improvement approaches to their own context?

**Learning Directorate
March 2018**

REGIONAL IMPROVEMENT COLLABORATIVES FOR EDUCATION

Report of the Joint Steering Group – Updated 21st September 2017

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1. Background

Following the publication of the '*Education Governance: Next Steps*' paper in June 2017, it was agreed that a joint Steering Group be established between the Scottish Government and Local Government. The remit of this group is to work together to develop proposals, based on the policy direction outlined in the 'Next Steps' document.

The Steering Group is led by co-chairs, Fiona Robertson, (Director of Learning, Scottish Government), and Angela Leitch (SOLACE Education and Young People's Strategic Lead). Membership includes representation from the following:

- Scottish Government, Learning Directorate
- Scottish Government, Children & Families Directorate
- Education Scotland
- COSLA
- SOLACE
- ADES

2. Purpose

This report summarises the first task of the Steering Group, which is to develop options for the role and responsibilities of the Regional Improvement Collaboratives. The purpose of this task is to ensure that together we can establish a clear basis for the Regional Improvement Collaboratives (ICs) so they can be developed at pace, with a clear focus on supporting schools and authorities to raise attainment and close the attainment gap. This work is driven by 'Getting It Right for Every Child' (GIRFEC), and will also make a central contribution to ongoing joint work on Public Service Reform, and in particular, the collaborative work on children and young people that is already underway.

3. Scope

The remit for this work on ICs was jointly agreed and defines a set of specific areas for the Steering Group to consider. These were set out as follows (direct extract):

- Guiding principles: Clear guiding principles will be developed and agreed to frame the work of the collaboratives and help to 'operationalise' the policy intentions in the 'Next Steps' document.
- Functions: Building on the purpose of the collaboratives as set out in the 'Next Steps' paper (Section 3.1 and 4.1 in Annex A), consider the essential functions that each collaborative must discharge, and the extent to which other functions

should be for each collaborative to determine. This will include what needs to be consistent across the collaboratives and where there is scope for regional flexibility in terms of approaches to improvement.

- Leadership: Proposals for putting in place interim leadership arrangements that will enable the collaboratives to develop their work, and consider arrangements for filling leadership roles in the longer-term. This includes views of the group on the skills and qualities that those leading the collaboratives will need to demonstrate and build on existing collaboratives.
- Staffing: Initial guidance on the optimal staffing mix of the collaborative, drawing on existing local authority officers, Education Scotland and staff from other agencies.
- Geography: Agree the process, building on existing work, to define the regional improvement collaborative geographies, ensuring reach and deliverability in every part of Scotland and to every school.
- Accountability: Options to consider local democratic accountability alongside national accountability.
- Measures of success: Initial thinking on criteria to describe what success would look like at the various stages of the development and implementation of the collaboratives; including the initial launch, the formation and content of a collaborative action plan, at the end of year one, and so on.

4. Process

The Steering Group first met on 3rd August 2017 and agreed how to tackle each of the areas identified in the remit, drawing on the expertise and experience of all members. A number of discussion papers were commissioned from group members for wider discussion by the Group as a whole. The Steering Group also drew on the work of existing collaboratives operating on a regional basis, in order to learn lessons from their experience and build on their approach. The Group recognised the need for pace, commitment and energy to be focused on collaboration, in order to improve outcomes for children and young people.

This report will now outline the Group's interim conclusions for each of the areas outlined above, for consideration by SOLACE Officer Bearers (by Education and Young People's Strategic Lead), Sally Loudon (Chief Executive, COSLA) and Paul Johnston (DG Education, Justice and Communities, SG).

The report will then be subject to discussion and agreement between Ministers and COSLA. An interim discussion took place between DFM and Cllr. McCabe on 15th September, which is reflected in the accountability section. A further discussion took place on 21st September to agree this version of the report.

5. (a) Interim Conclusions: Key Messages

It should be noted from the outset that all members of the Steering Group welcomed the opportunity to work together to shape these proposals, which will essentially deliver on the policy direction set by 'Next Steps'.

Early discussions revealed a strong consensus around a number of key messages, namely:

- A shared vision to improve the education and life chances of our children and young people, through delivering excellence and equity, with a collective commitment to close the gap in attainment between our least and most disadvantaged children and to raise attainment for all.
- Clear recognition of the improvement work that is already underway across Scotland, whilst acknowledging the need to address variability in performance and quality improvement support for schools. There is a need to secure greater consistency in pace and impact, reflecting the ambition of 'Next Steps'.
- Agreement on the importance of increased collaboration and the principle of establishing ICs, as part of wider improvement work.
- Recognition that strong and collaborative leadership, at all levels, will be key to delivering on this ambition. This is not about creating a new formal body, but about developing different ways of working, bringing together capacity from across an area, and beyond, in order to add value through collective efforts.
- A commitment that the development and implementation of the ICs should be driven by the analysis of data and performance, and an absolute focus on addressing gaps, variability in outcomes and areas for improvement.
- A strong commitment to the principles of GIRFEC and a clear desire to ensure that together we create an empowered 'system' to deliver excellence and equity for all our children.

5. (b) Interim Conclusions: Guiding Principles

A set of 'guiding principles' will frame the work of the ICs to help 'operationalise' the policy intentions as set out in the 'Next Steps' document. The Steering Group has therefore defined a set of guiding principles which it is proposed should be core to all ICs. This does not preclude individual ICs from expanding upon this core list should they wish to reflect additional aspects of existing regional activity, or to respond collectively to particular local needs.

The guiding principles proposed by the Steering Group for all ICs, are as follows:

- **Outcome-focused** – the primary purpose for ICs is to support schools in the delivery of educational improvement, developing and maintaining a coherent focus on raising attainment and closing the attainment gap, whilst ensuring that activity is aligned to the National Improvement Framework (NIF).
- **Child-centred** - improvement must reflect the principles of GIRFEC and take a holistic approach to the needs of the child. ICs must consider the 'whole system' and ensure that all partners are working across authority boundaries and that they are engaging with those working closest to children, and with children themselves, at the point of need, as and when required.
- **A thematic approach** – in order to ensure function comes before structure, ICs must establish clarity of purpose and common goals, drawing on the NIF and contributions of all partners. The focus should be on building collective expertise, knowledge and capacity to drive continuous improvement.
- **Robust, locally-driven and evidence-based** – reform initiatives must be driven by the needs and priorities identified in each region, whilst reflecting national priorities and evidence. Where appropriate, ICs will also draw on the activity and experience of existing regional groupings and their work to date. Evaluation must be built in from the outset.
- **Agile and flexible** – each IC must build the capacity of the 'system' in order to respond to specific needs, and to react to change and unexpected events. They should actively encourage innovation and seek opportunities for partnership working. Sharing best practice within and beyond their IC will be essential.
- **Empowering** – it will be important for ICs to create an environment based on trust and open dialogue, working with partners to ensure that progress can be made at pace, and that any ambiguities or tensions can be surfaced and resolved through collective effort. A 'culture of collaboration' will need to develop at all levels across the 'education community', whilst ensuring collective support to the role and responsibilities of headteachers in securing change in the classroom and beyond.

Furthermore, the Steering Group discussed whether ICs may want to supplement these guiding principles with more detailed 'design principles' to further assist them in their work, particularly in areas where collaborative working is at an earlier stage. These could be expressed as key questions to be asked when considering specific priorities and improvement initiatives. An example of some initial work that was developed by an existing Collaborative is given in Appendix A for consideration.

5. (c) Interim Conclusions: Functions

The Group was asked to consider the functions for ICs, based on the overarching purpose set out in 'Next Steps' which states that ICs will:

- Provide excellent educational improvement support for headteachers, teachers, managers and practitioners through dedicated teams of professionals. These teams will draw on Education Scotland staff, local authority staff and others.
- Provide coherent focus across all partners through delivery of an annual regional plan and associated work programme aligned with the National Improvement Framework.
- Facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches.

The Steering Group wish to endorse and emphasise the importance of the following parameters regarding the functions of ICs:

- The functions of the ICs must support and directly contribute to nationally and locally identified priorities, and the overall policy objective of empowering our teachers, parents, partners and communities to deliver excellence and equity for all our children.
- There should be clarity at the outset regarding the essential core functions for all ICs, and those functions which individual ICs should determine, where a more tailored and flexible approach is required to suit local areas and clusters of schools. As referred to in 'Next Steps', there is no 'one size fits all' solution. The Steering Group has set out a proposal for that distinction in the next section on 'functions'.
- All ICs should be evidence-based and build on existing practice across Scottish education, at both local and national level. Activity should not be restricted to schools alone, but encompass the range of learning environments that are experienced by children and young people, including all early learning and childcare providers delivering the statutory entitlement.
- ICs should also consider educational improvement within the context of local Children's Services and the range of work led by multi-agency partners to improve outcomes for children, including Community Planning Partnerships, Social Work, Community Learning and Development and the Third Sector. Links with business and skills-related organisations will also be important in terms of supporting the development of the young workforce.
- The Group was also clear that this was about all partners working differently, as well as about securing 'additionality' through collaboration, thereby protecting against displacement or replication of activity.

- The Group emphasised the key role that Education Scotland will play in supporting the delivery of all the functions, as a core part of the work of ICs, including bespoke support to schools. This will require Education Scotland to take on a significantly enhanced role and purpose going forward, with a strengthened improvement function, as referred to in 'Next Steps'.

On this basis, the Steering Group proposes that the following functions are undertaken by all ICs:

- Identify **priorities** for improvement within the region, based on an **analysis** of all available evidence on educational performance within the region, including school attainment data, and consideration of the priorities set out in the **National Improvement Framework (NIF)**.
- Formulate a **regional improvement plan**, based on the process of analysis and prioritisation mentioned above, and drawing on school improvement plans, local authority improvement plans and the national improvement plan. The plan should be agreed with the Chief Inspector of Education, to both ensure that it takes account of all available evidence on performance, and to support and challenge the selection of the educational strategies and interventions. 'Next Steps' refers to this plan being an annual requirement for all ICs. **The Steering Group discussed whether it would be preferable to require three year regional plans, with a clear commitment for an annual review of performance.** This would empower colleagues to tackle more systemic change and to develop more substantive and sustainable programmes of work, whilst retaining a clear commitment to pace and delivery. It would also match the three year budget planning timeframe within local authorities which could help unlock new ways of allocating resource to improvement activity. **It is proposed that this is considered alongside the current legislative requirements for annual reporting on the National Improvement Framework.**
- Enhance and improve **professional learning** for teachers, other professionals and key partners within the region, within a national framework, to ensure delivery on identified local priorities.
- Ensure that an appropriate **range of support, interventions and programmes** are in place to raise attainment and close the poverty-related attainment gap within the region. This should include proportionate and tailored support to schools and early learning and childcare providers.
- **Identify, promote and share good practice** in learning, teaching and assessment within the region, and with other regions. This should operate at all levels, and include developing networks of teachers and other professionals to share good practice, through **peer-to-peer and school-to-school collaboration**. These networks should include subject or sector specialisms across the region and build on areas identified for improvement, ensuring an appropriate level of challenge is injected into these groupings.

- Support schools **to interpret and implement key educational developments** and insights gained from research.
- Ensure and enhance **subject-specific support and advice** across all eight curriculum areas, with a clear focus on literacy and numeracy and the areas of improvement identified for that region, and their contribution to attainment.
- Facilitate access to **sector-specific support and advice** which may include areas such as early learning, Gaelic Medium Education, and additional support for learning.
- Build capacity in **improvement methodology**, through review, collaboration and shared approaches. This will include working with local authorities to ensure appropriate support is in place for schools to ‘manage change’ successfully through training, support, peer review and challenge.
- Take a **regional approach to supporting staffing challenges**, including recruitment and retention; promoting shared approaches to building capacity and securing improvement.
- Work with local authorities and other partners to **support wider collaborative working** across the ‘system’, including education, social work, health, Community Planning Partnerships and others to ensure that together, ‘we get it right for every child’.

The Steering Group proposes that the following functions should be tailored to local needs by individual ICs:

- The ‘**improvement offer**’ should be proportionate depending on school performance and capacity for self-improvement. Within a region, some schools may need a ‘light touch’ approach and others may need more significant support or intervention to secure improvement. It will therefore be the responsibility of the IC, in collaboration with the constituent local authorities, schools and other local partners, to determine the nature of activity and how that is delivered in practice.
- Following on from this, it should be the responsibility of each individual IC to decide on their ‘**model of staff deployment**’, to ensure they are able to deliver on the core functions and agreed priorities.
- Each IC will have a different starting point as they consider how best to deliver on the core activity and priorities. It is anticipated that all the ICs will develop over time and that in order to secure real improvement, each IC will need to **test new and different ways of working** to assess the impact on improvement in their area. What works in one area may not work in another. Whilst all ICs should encourage innovation, there will need to be flexibility and variation in the approaches taken.

Once regional plans are in place, it will be important for each IC to **simplify and clarify the landscape to avoid any confusion in schools and learning centres**,

in terms of where to go for different types of improvement and support. This will be particularly important for headteachers given their changing role and responsibilities, as well as by other professionals, who will need clarity as to what is being provided by the IC, what is being provided by their individual local authority, and essentially where to go for specialist advice.

5. (d) Interim Conclusions: Leadership

The Steering Group would like to highlight the critical role of effective leadership in the development of the ICs, for example:

- It is clear that the ICs will rely on excellent educational leadership and the top priority for educational leaders will be to achieve excellence and equity for every child within the region.
- There is already a wide range of improvement activity underway across the education sector in Scotland. 'Next Steps' builds on this and sets out a clear ambition for increased pace, reach into every school and greater consistency of impact. Strong and collaborative leadership, at all levels, and across the system, will be key to delivering on this ambition.
- The leadership must ensure that improvement activity is focused on the most effective interventions and that it progresses with pace and impact.
- Educational leaders working within the ICs must have the highest levels of credibility, visibility and educational strength and expertise in order to motivate and inspire change and improvement.
- They will also need to ensure that improvements are embedded and sustained.

There are a number of options available for developing leadership capacity across the ICs. As stated in 'Next Steps', leadership development at all levels will be built around new career pathways for teachers and the 'Framework for Educational Leadership'. Programmes currently led by SCEL will be expanded and offered as progressive leadership pathways for teachers within regions. This will be linked to succession planning and the new campaign to attract more teachers into promoted posts including headship.

The Steering Group has considered the policy direction set by 'Next Steps' and a number of themes have emerged from those discussions:

To recap, 'Next Steps' indicates that strategic leadership and direction will be provided by a 'Regional Director' and a wider regional leadership team. It indicates that the Regional Director post will be appointed by the Scottish Government and will report to the Chief Inspector of Education for Scotland.

- Whilst there is a strong recognition of the importance and critical contribution of leadership to the work of ICs, since the publication of 'Next Steps' there have been a range of views regarding the model of leadership proposed. This relates to the identification, deployment and accountability of the Regional Directors, as well as to any changes in the statutory responsibilities of Local Government with respect to education.

- Having considered how this might operate, local government colleagues have reflected on current experience and developed a proposal for that top tier of leadership which is intended to address some of those concerns and to secure buy-in, pace, ownership and support from local authorities, ADES and other partners. In this model, the Director role is positioned as a 'Regional Co-ordinator' and is appointed following a nomination by local authority Chief Executives and employed by a Local Authority. The Director would be accountable as senior officer, to the Chief Executives of the constituent local authorities, as well as providing reports and information to the Chief Inspector of Education. A wider system of local and national reporting could then be developed which allows for local and national democratic accountability for children and families. This type of model is currently being developed in the Northern Alliance and West Partnership.

On considering the proposed Local Government model of leadership, Education Scotland indicated that the Chief Inspector of Education would want to be involved in the appointment, working with colleagues to ensure that candidates have the right skills, experience and track record, to make the best possible impact on leading improvement within the region.

Following discussions between the DFM and Cllr. McCabe on 15th and 21st September, each IC will be led by a 'Regional Improvement Lead' (rather than the title of 'Regional Director'). The Regional Improvement Lead will be selected jointly by the local authorities that make up the IC and the Chief Inspector of Education. The appointment would be made with the agreement of the Chief Executives in all the authorities and with the Scottish Government, (who would be advised by the Chief Inspector). The Regional Improvement Lead would be formally line managed by the Chief Executive of the employing authority, whilst reporting to all of the collaborating authorities and to the Chief Inspector.

5. (e) Interim Conclusions: Staffing

The Steering Group agreed the following:

- Staffing decisions must directly reflect consideration of all the functions required for the IC and the agreed priorities for improvement.
- It will be important for each IC to ensure they secure the best possible mix of staffing to enable them to deliver with ambition and pace. Getting the right mix of expertise will be essential.
- The Group acknowledged the current variability in support for improvement across the country and that for some there will be a need for a significant shift and rapid scaling up of activity, based on the local needs identified.

The Steering Group has developed some initial guidance for ICs to consider when developing their education leadership teams. For example:

- Firstly, it is worth re-emphasising that within 'Next Steps', there is not a proposal to establish a new body or employing authority, a position supported by the Steering Group. Collaborating on a regional basis towards collective aims will be a **way of working** which will be embedded throughout the system – both within and between organisations who are working to get it right for every child. This should be reflected in how the ICs approach their staffing decisions.
- Each IC will develop a '**workforce plan**', taking a holistic view of the functions they need to deliver on, (reflecting national, regional and local priorities), the skills mix to deliver those functions, and identifying where there is existing capacity, (including the role of digital solutions), and where there are gaps.
- As mentioned earlier, the Steering Group proposes that it should be the responsibility of each individual IC to decide on their '**model of staff deployment**', to ensure they can deliver on the core functions and agreed priorities. The priority for each IC is to ensure it has an agile and flexible staffing model which is responsive to the needs and priorities within the region, whilst also reflecting the ongoing requirements of the constituent local authorities. ICs will also need to think carefully about how they balance that need for flexibility with the need to ensure that the core offering is sufficiently resourced to deliver progress at pace, and to ensure that improvement support is available where and when it is needed.
- In determining the exact make-up of each IC, each area should consider the evidence and the agreed priorities, but also ensure that they draw on existing activity, connections and partnerships. Furthermore, given the strong focus on the use of performance data and evidence from a range of sources, it will be important for each IC to consider how best to ensure they have the required **resource for data analysis** on a regional basis.

- It will also be important to **consider the respective areas of strengths and expertise within a region, alongside areas for accelerated development**; this will help ensure a region is getting the most from existing skills and expertise, that it is identifying gaps, and that it can target where to share and redeploy resources and where it needs to bring in additional expertise.
- All ICs will need to have a **core team** which will include senior officers, e.g. the Chief Education Officers from each local authority within the IC, and senior officer(s) from Education Scotland and from the Care Inspectorate in relation to early learning and childcare. They should also ensure that their Attainment Advisers form a key part of the ICs, charged with bringing an equity focus to the work of the IC, whilst still working intensively on the Scottish Attainment Challenge. It will also be important to link with the Improvement Advisers for the Children & Young People Improvement Collaborative.
- This **core offer would obviously be built upon** depending on the scale of the IC and the needs/ priorities within the region. Other areas that ICs may want to consider include Continuing Professional Development, social care, health and well-being, parental engagement, and additional support for learning.
- A **wider leadership forum** could also include cluster leaders, (for example, a headteacher from each of the clusters/ area school groups within the region), and leaders from partner agencies and youth employment co-ordinators.
- It is anticipated that **additional resources** will be needed to boost staffing capacity within the ICs. This may include specialists in all eight curriculum areas within each IC, plus additional dedicated sector or specialist expertise and capacity as required. The impact of recruiting additional staff, (who are likely to come from schools), will need to be risk assessed in terms of staffing shortages in areas such as STEM. Resourcing may also draw on universities, businesses and other wider community links, again depending on local needs and priorities. ICs may also need to look beyond their own region to secure the required expertise and input, and engage with national agencies and national networks.
- A model for **administrative support** will be required for each IC. This could include communications, events and branding. Arrangements for aspects of support such as travel and subsistence could be met by the employers of the individuals within the IC or through a service level agreement between the partners within the IC. This will be for each IC to determine.

5. (f) Interim Conclusions: Geography

The Steering Group was asked to agree the process, building on existing work, to define the geographies of the ICs. The approach must ensure reach and deliverability in every part of Scotland and to every school, including consideration of early learning and childcare settings.

Initial work has been undertaken by Local Government to look at existing relationships and the range of activity. They propose that each local authority in Scotland belongs to a collaborative grouping based on local assessment of where the most meaningful work can be undertaken on a partnership basis. The geographies proposed by Local Government are noted below:

The Northern Alliance	Aberdeen City Council Aberdeenshire Council Argyll and Bute Council Comhairle nan Eilean Siar Highland Council Moray Council Orkney Islands Council Shetland Islands Council
The Tayside Collaborative	Angus Council Dundee City Council Perth and Kinross Council
The West Partnership	East Dunbartonshire Council East Renfrewshire Council Glasgow City Council Inverclyde Council North Lanarkshire Council Renfrewshire Council South Lanarkshire Council West Dunbartonshire Council
South West Collaborative	East Ayrshire Council North Ayrshire Council South Ayrshire Council Dumfries and Galloway Council
South East Collaborative	Edinburgh City Council East Lothian Council Fife Council Midlothian Council Scottish Borders
Forth and Almond Valley Collaborative	Clackmannanshire Council Falkirk Council Stirling Council West Lothian Council

The Steering Group noted the groupings which have been identified by Local Government. Based on this consideration, the Group reflected further on the remit of the Steering Group which was to agree the process for final decision-making. The Group had an initial discussion on the range of factors that will need to be taken into consideration when deciding on the final groupings. They are as follows:

- Scale of the grouping.
- Capacity to deliver additionality, including the availability of specialist support.
- Range of school performance.
- Existing regional footprint and regional arrangements.
- Other cross-authority collaborative working, such as the City Region Deals.

Furthermore, it is worth noting that the Scottish Government Early Learning and Childcare Expansion Programme Delivery Team is working with the Improvement Service, to ensure that Change Managers appointed to support authorities in planning for and implementing the expansion, are aligned to IC geographies, once agreed.

5. (g) Interim Conclusions: Accountability

The Steering Group was tasked with developing options to address local democratic accountability alongside national accountability, within the context of the policy direction set out in 'Next Steps'. This will enable ICs to directly support teachers, practitioners and headteachers to deliver excellence and equity in education, by facilitating both the decentralising of some Education Scotland resources and the pooling and sharing of local authority resources to ensure an enhanced and responsive improvement capacity.

There is also a strong link between governance and funding. The Steering Group's remit does not extend to funding and so this is highlighted as an area requiring further discussion.

In considering a possible model, the Steering Group looked at how an accountability framework can contribute to an effective governance system, with reference to the changes that are articulated in 'Next Steps' regarding the roles of headteachers, Local Government, Education Scotland and the Scottish Government, as well as the step change in pace and impact which 'Next Steps' requires. The Steering Group therefore considered accountability along the lines set out in 'Next Steps', as well as a proposal developed by local government colleagues.

The Steering Group agreed that the key responsibility for all ICs will be to:

- **Secure excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed.
- **Achieve equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.
- **Share collective responsibility across the whole system - the embodiment of GIRFEC:** multiple agencies within and outwith the Scottish Government and local authorities strive towards these aims at every level of their delivery. Relationships forged at a strategic level help to make sure that delivery on the ground can put the child at the centre.

The Steering Group also agreed that any model must also meet the following five principles:

- **Strategic alignment and deliverability** - the role of ICs within the system to ensure alignment from high-level strategy to operational delivery and to bring added value to the delivery of the policy direction of 'Next Steps'.

- **Clarity** - clear agreed goals for multiple agencies and parties, (the system), around children and young people, striving towards commonly held aims (primarily delivering excellence and equity).
- **Simplicity and transparency** - minimal additional bureaucracy and structures.
- **Agility** - each stakeholder's (agency or individual) ability to articulate their place in the whole picture and be an active participant in its success.
- **Support collaboration** - clear process(es) whereby stakeholders can add value to the 'system' and be held to account for their contribution and performance in relation to ICs.

Following discussions between DFM and Cllr. McCabe on 15th and 21st September, the following model of shared accountability is set out below. This model demonstrates a commitment to collaboration throughout the approach, at every stage and at every level:

The Regional Improvement Lead would be:

- Selected jointly by the local authorities that make up the IC and the Chief Inspector of Education for Scotland. The process of selection will itself be collaborative, with the IC authorities and the Chief Inspector working closely from the outset of the appointment process. It is the expectation that in the first instance, the regional role will be fulfilled by reassigning an existing local government employee into this post, although this may be someone from outwith the region. The exact parameters will be for discussion between the local authorities and the Chief Inspector depending on their assessment of the local context. The final appointment should be made with the agreement of all of the Chief Executives within the IC and with the SG (who will be advised by the Chief Inspector).
- Formally line managed by the Chief Executive of the employing authority, but reporting to all the collaborating authorities (at official and political level), and to the Chief Inspector.

The IC as a whole would also have an accountability to the Chief Executives and Convenors of the collaborating authorities and to the Chief Inspector. Schools and headteachers must have an opportunity to comment on the extent to which the IC provides the support that they need.

This model is based on the following agreements:

- **Each IC must take forward a meaningful and substantive improvement agenda**

As stated earlier, a 'Regional Improvement Plan' must be developed that covers all eight curriculum areas, with a clear focus on the key improvement priorities in the region and on the work that is needed to close the attainment gap. The Plan must also be designed in a 'bottom-up manner, based on the needs and improvement priorities of schools, and must be approved by the Chief Inspector.

A 'Workforce Plan' also needs to be developed alongside the Improvement Plan. The Workforce Plan will be assessed to ensure that it will deliver the full range of activity within the Improvement Plan, at pace. As many staff as possible need to be deployed full-time or close to full-time, in order to achieve the relentless focus on improvement as set out in the functions of the ICs. All contributors will have a role to play in the staffing (including Education Scotland) and the Chief Inspector must agree the Workforce Plan.

- **The Role of Education Scotland**

Each IC will be committed to supporting headteachers to deliver improvement at pace. This requires close collaborative working with Education Scotland who will make a substantial contribution to each IC, including involvement in selecting the Regional Improvement Lead, agreeing the Improvement Plan and the Workforce Plan, as outlined earlier.

- **Timing**

Each IC must be fully operational with a Regional Improvement Lead in place by the end of October. Given that the primary purpose of the ICs is to support schools and teachers in the delivery of educational improvement, the views and priorities of schools will be crucial in developing the plans. The Improvement Plans of ICs should flow from those identified by schools in the National Improvement Framework process. Each IC must also consult with schools and wider interests on the development of their Improvement Plan and their Workforce Plan. To ensure that sufficient time is built in to support this consultation, it is suggested that both plans must be agreed by the end of January 2018 in alignment with National Improvement Framework timescales.

- **Geography**

It will be important to ensure that each proposed grouping has sufficient educational strength.

- **Review**

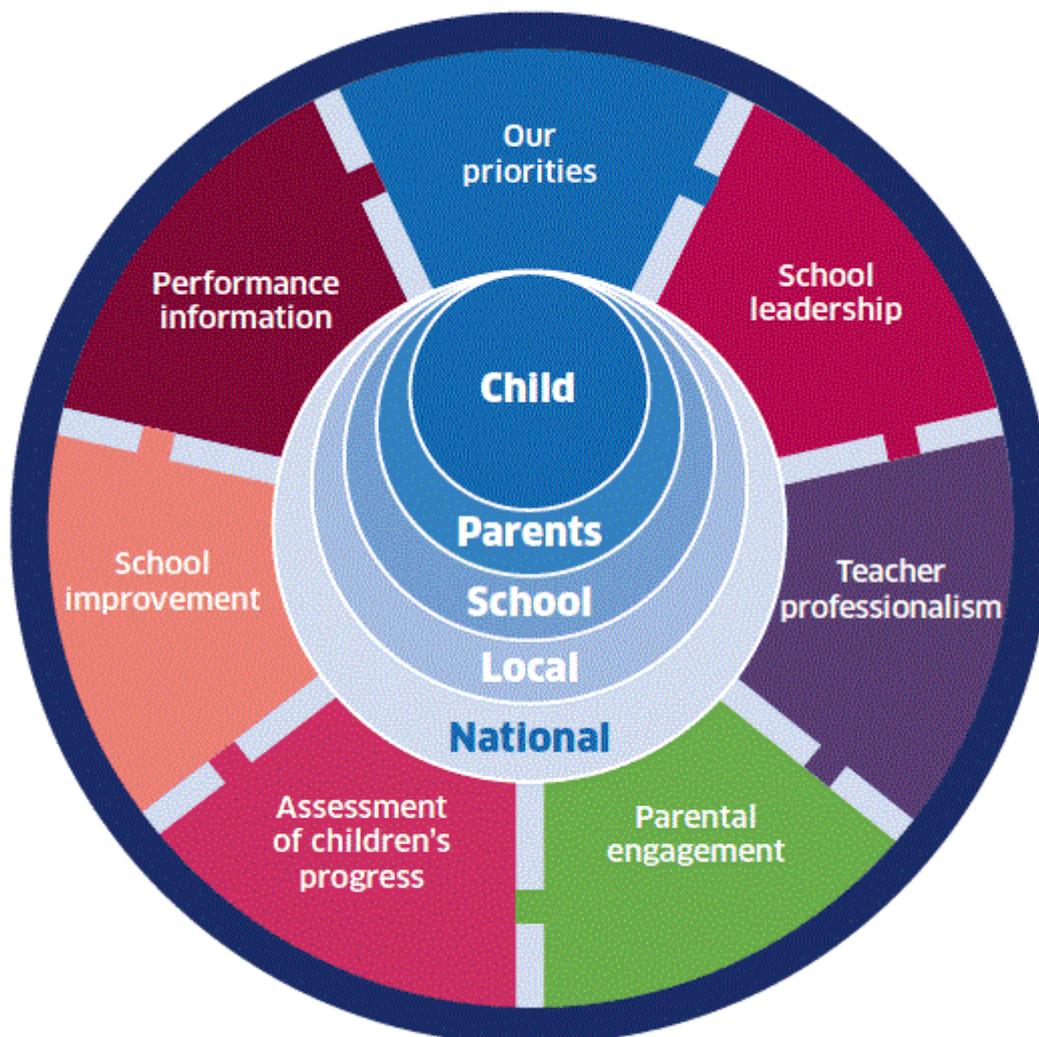
This arrangement will be subject to review. This would involve an independent review when each IC has been in full operation for six months, followed by a more detailed review after 12-18 months. One suggestion is to invite the OECD to conduct a 'rapid review'; this will be explored further, along with other options.

6. Interim Conclusions: Measures of Success

The Steering Group has undertaken initial thinking on what criteria and approaches could be adopted to reflect the various stages in the development and implementation of the ICs.

The Steering Group agreed that we are starting in a strong position with the National Improvement Framework (NIF), which provides a clear foundation for looking at performance data and the established drivers of improvement (see diagram below). This should form a core part of the regional plans for each IC and their assessment of progress going forward, along with other measures that may already be in operation.

It will also be important to look at what other mechanisms reveal about ‘measures of success’. ICs will need to draw on existing measures, where they exist, and link in with other initiatives and evaluations that relate to children and young people, and the attainment gap in particular.



The challenge will be how to assess the additional contribution of collaboration to improved outcomes. Several existing collaboratives are already in discussion with partners from academia regarding independent evaluation. It would be worth drawing on those discussions to share the thinking and to consider whether these approaches could be developed for other regions, and to consider how this might contribute to a 'national picture' of progress. HM Inspectors of Education may also inspect and review the impact of the ICs in the future. Similar models of inspection have been introduced in other countries where regional models are in place, e.g. Wales.

The approach to measurement should also reflect the move to an outcomes-based approach to performance which ties in with existing mechanisms for monitoring performance.

At this stage, the Steering Group recommends that further development work is undertaken once the approach and formation of ICs have been agreed.

This would enable the work to be more closely aligned to the principles and functions that have been proposed in this report, drawing on the NIF, as well as wider work looking at the measurement of the attainment gap. A subgroup could be formed to bring together experts and analysts from relevant organisations along with links to the existing Collaboratives. This subgroup could be tasked with developing a more detailed plan, perhaps considering the core expectations for all ICs and other options that individual ICs might consider. This would also inform further thinking on the key milestones for the development of ICs.

This will be considered alongside the proposal referred to in the accountability section, where all ICs would be subject to an initial independent evaluation, after six months of full operation.

Appendix A: Example of Design Principles/ Key Questions

As reported earlier, the Steering Group agreed a set of guiding principles to shape the work of ICs. The Group also agreed that ICs should consider some key questions as they develop their plans. Whilst acknowledging that design principles must be locally driven to be meaningful and effective, the Group felt that the following extract, drawn from work by an existing Collaborative, could be a helpful way of supporting prioritisation and assessing individual proposals.

- Which outcome/ priority does this contribute to? What is the scale of change envisaged?
- Does it support our national priorities of excellence and equity, and the principles of GIRFEC?
- How well does it reflect the 'guiding principles'?
- What does the related evidence tell us? Do we have the views of headteachers, teachers, other professionals, families, children, others?
- Is the proposal about a change in delivery or improving performance within the current approach? Have a range of options been considered?
- Has the use of digital technology been considered?
- What are the staffing implications?
- What is the potential social impact?
- Are there any negative social consequences or potential unintended consequences?
- Does this reflect the level of ambition envisaged – could it go further?
- Does this contribute to a shift to prevention?
- Have all partners agreed to this? Are there other organisations that this may impact upon? Do we have a 'handling plan'?
- Does it require a realignment or closure of other services or funding streams? Who would need to make changes or realign funding?
- What does the cost-benefit analysis reveal?
- Are there any potential savings that arise from this? If so, when would they be realised?
- Are there other options that could have a greater impact?

Appendix B: Current Regional Groupings

A number of local authorities across Scotland have already begun to develop stronger approaches and mechanisms for collaborative working. The three most developed are the Northern Alliance (eight Councils), the Tayside Children's Services Collaborative (three Councils and an NHS Board) and the West Partnership (eight Councils). All have established relationships with wider partners in their region, in addition to these core members.

These models of collaboration all vary in scope, approach and maturity, but all illustrate a strong and shared commitment to the improvement agenda and our shared goal of improving the education and life changes of our children and young people.

The Steering Group has drawn on the experience of these areas in developing this initial work and further engagement will be undertaken to ensure that the development of ICs continues to build on that activity and indeed the learning.

A number of key themes from these three groupings have emerged to date:

- All have a strong commitment to raise the ambition and pace and are thinking carefully about scale, capacity and how best to secure additionality through their collective efforts.
- There is variation in the contexts in which they are defining their collaborative working, (e.g. an initial focus on education now evolving to the wider system, children's services as the starting point, and economic development as the overarching framework); all have devoted time to articulating their shared purpose and local connections.
- All have identified education as a key priority and demonstrate a strong commitment to delivering excellence and equity.
- There is a strong focus on the use of data and evidence as the main driver to inform priorities and action.
- Whilst all are at different stages of delivery, all report being at a crucial stage in their development, thinking carefully about the leadership and sustainability of their collective efforts, including the potential to increase the scale and pace of those efforts, and how they can measure impact and the contribution of collaboration to improved outcomes.

Behaviour in Scottish Schools Research 2016

1. The Scottish Government commissioned Ipsos MORI to undertake a fourth wave of the Behaviour in Scottish Schools Research in 2016. It's a well-established survey with its first wave undertaken in 2006. The research explored staff, pupils' and parents' experiences of relationships and behaviour in publicly-funded mainstream schools.
2. The overall aim of the research was to inform the development of policy, guidance and support by providing a clear and robust picture of current relationships and behaviour, and of policy and practice in this area.
3. The BISSR 2016 report was published in December 2017, with full findings available online at the following address:
<http://www.gov.scot/Publications/2017/11/5792/0>.
4. A summary of the main findings and methods is provided below, along with a discussion of related policy developments.

Summary of methods and findings

Methods

5. The research involved a quantitative survey (of headteachers, teachers and support staff) and a programme of qualitative research (with headteachers, teachers, support staff, pupils and parents).

Quantitative survey

6. For the first time, the survey was conducted online rather than on paper (although, unless the headteacher was confident that all support staff would have confidential access to a computer during their normal working day, support staff were also given the option of completing the survey on paper).
7. All 362 secondary schools and a randomly selected sample of 508 primary schools were invited to participate. At each school, the headteacher and a randomly selected sample of teachers and support staff were invited to participate.
8. Fieldwork was conducted between 9 February and 18 March 2016. In total, 4157 members of staff participated and the overall response rate was 48%.

Qualitative research

9. Between November 2016 and February 2017, a programme of qualitative research was conducted to explore and build on elements of the quantitative survey findings. This took place at 11 primary schools and 12 secondary schools (purposely selected to provide a range in terms of size, area deprivation and geographical spread across Scotland) and involved in-depth interviews with 11 headteachers and five depute headteachers, 15 focus groups with teachers, 14

focus groups with support staff, 12 focus groups with pupils and 12 focus groups with parents.

Main findings

Overall perceptions

10. Overall, the majority of staff report that they encounter positive behaviour from pupils all or most of the time. Headteachers were particularly likely to report this.
11. As in previous waves of the survey, the results from headteachers tend to be more positive than the results from teachers (e.g. headteachers report they experience more good behaviour and less low-level disruptive behaviour), and the results from teachers are more positive than the results from support staff.
12. When support staff and teachers were asked about the behaviours that had the greatest negative impact on their experience during the last week, they identified the most common low-level disruptive behaviours (rather than more serious disruptive behaviours, which are much rarer) as having the greatest impact.

Changes over time

13. The biggest change relates to low-level disruptive behaviour in the primary classroom (e.g. hindering other pupils, work avoidance and making unnecessary noise). Reports of this have increased between 2012 and 2016.
14. Primary staff were asked what they thought the reasons for this increase might be. They suggested reasons relating to societal changes (including the increased use of digital technologies), their perception of some approaches to parenting, and a reduction in the availability of ASN resources (support staff, on- and off-site provision, and expert advice).
15. Overall, there has been little change in low-level disruptive behaviour in secondary schools.
16. Overall, looking at the whole range of behaviours in this category, there has been little change in serious disruptive behaviour in either primary or secondary schools. However, primary support staff report that they have experienced higher levels of general verbal abuse, physical aggression and physical violence towards them personally, when looking back over the previous 12 months. However, there was no significant change while reporting over the previous week, so the messages about the overall environment for support staff are unclear.

Factors which predict experiences of negative behaviours

17. Analysis of a range of school and teacher variables showed that by far the strongest predictor of experiences of negative behaviours, for teachers and support staff in both sectors, was perceptions of school ethos: those who gave a poorer rating when asked to rate 'the overall ethos of your school' reported that

they experienced negative behaviours more often. This demonstrates the strong link between ethos and behaviour.

18. Among secondary teachers, after perceptions of ethos, the next best predictors were working in a school with a higher proportion of pupils from the most deprived areas and being a less experienced teacher.

Pupil engagement in learning

19. The qualitative research with staff and pupils suggests a strong interaction between engagement in learning and behaviour in the classroom. Rather than specific teaching methods being more or less effective, what matters most is how they are delivered and how well they engage pupils.
20. Staff and pupils agreed that teachers taking an interest in, and getting to know pupils as individuals, was key to developing relationships and managing behaviour.
21. The following aspects of teachers' manner and demeanour were important to pupils: being happy/smiling, being enthusiastic, using humour, being calm and not shouting.
22. Both pupils and staff agreed that using a variety of different teaching methods was one of the most important ways to engage pupils.

Approaches used in schools to support relationships and behaviour

23. As in 2012, whole-school strategies and supportive approaches, rather than the exclusion of pupils or other punishments, were identified by headteachers and teachers in the survey as the most frequently used approaches to encourage positive relationships and behaviour and manage disruptive behaviour.
24. The use of restorative approaches and solution oriented approaches increased between 2012 and 2016. Although changes to the wording of the question mean that the results for 'nurture approaches' cannot accurately be compared over time, the qualitative research suggested that the use of nurture approaches may also have increased. The use of detention and punishment exercises decreased.
25. Regardless of the specific approaches or interventions used, staff and pupils agreed it was important to: be clear about expectations; regularly reinforce these expectations; be clear about the consequences if expectations are not met; follow through on the consequences.
26. There was a consensus among staff that approaches need to be adapted on the basis of what works for individual pupils.
27. Among all groups of staff, there was a widely held view that a lack of both internal and external resources was having a negative effect on the management of behaviour.

School ethos and support for staff

28. Staff ratings of school ethos were positive and were broadly the same as in 2012. Staff, pupils and parents felt that a positive ethos was characterised by: a school feeling like a community; shared values (including, above all, respect,); strong leadership from the SMT (Senior Management Team); communication and openness among staff; and 'everyone's voice' – particularly the pupil voice – being heard.
29. Most teachers were confident of their abilities to promote positive relationships and behaviour and respond to indiscipline in their classrooms.
30. Most teachers and support staff were confident that senior members of staff would help them if they experienced difficulties with behaviour management.
31. The experiences of support staff were mixed in relation to their role and the support they receive. Primary support staff tended to be more positive than secondary support staff.

Conclusions and implications

32. The 2016 wave of the Behaviour in Scottish Schools Research shows that positive behaviour and relationships continue to be the norm in Scottish schools:
 - most staff report that they encounter positive behaviour from pupils all or most of the time
 - most staff give a high rating to the overall ethos of their school
 - most teachers are confident in their ability to promote positive behaviour in their classrooms and to respond to indiscipline
 - where there are problems, these are more likely to relate to low-level disruptive behaviour than serious disruptive behaviour. Serious violent incidents are rare.
33. Nonetheless, there are challenges. While the most common problems might be classed as 'low-level' (e.g. talking out of turn, hindering other pupils and work avoidance), this kind of disruption impacts on the learning of all pupils. Moreover, low-level disruptive behaviour in primary schools increased between 2012 and 2016.

The role of parents

34. A number of staff in the qualitative research identified that parents have a key role to play in supporting the development of their children's relationships and behaviour and mitigating against the potential negative impacts of societal change.

The role of support staff

35. Headteachers, teachers, support staff and pupils commented on the link between positive behaviour and having sufficient numbers of support staff in

class. Staff felt that a reduction in numbers of support staff, alongside an increased number of pupils with ASN (as a result of inclusion policies), had resulted in a lack of one-to-one support for pupils who need it and a wider negative impact on behaviour.

36. The research with support staff also indicated a need to allow them more time for discussions with class teachers about individual pupils and classroom planning, and time for involvement in whole-school discussions about approaches to behaviour and relationships. There is also scope for improvement in relation to: ensuring support staff feel valued, communication and training.

Resource issues

37. Headteachers and teachers talked about the problems of reduced external support for pupils with additional support needs. They identified a need for additional support staff as well as more specialist input and advice.
38. They also indicated that, more generally, resources within schools have been stretched – and this has had a knock-on impact on aspects which help promote positive relationships and behaviour such as SMT visibility around the school; time for class planning; and time for peer observations and sharing experiences with colleagues.

The links between behaviour and ethos, relationships and engagement

39. Both the quantitative and qualitative research confirms that behaviour in schools cannot be seen in isolation and it is inherently bound up with the ethos of a school, with relationships in the classroom and around school, and with engagement in learning. This reinforces the emphasis placed on these aspects in recent years by a range of policies and guidance.

Engagement in learning

40. In the qualitative research, both pupils and teachers identified the pupil-teacher relationship as the most important element of engagement. This includes teachers taking an interest in pupils and getting to know them as individuals.

Policy use

41. The Scottish approach to behaviour in schools has evolved over the past 10 years, and has a strong focus on promoting positive, pro-social behaviour. We have worked with a range of stakeholders to embed this approach and it is well understood and accepted in Scottish schools
42. The Scottish Advisory Group for Relationships and Behaviour in Schools (SAGRABIS) represents that group of stakeholders and provides advice to local and national government on behaviour and relationships in schools. All of the major teaching unions in Scotland are represented as well as organisations including the Association of Directors of Education (ADES), School Leaders Scotland (SLS) and the Association of Principal Educational Psychologists (ASPEP).

43. Scottish Government officials are working with colleagues in Education Scotland to produce a response, setting out priority actions, to the findings within BISSR. This will be discussed further with members of SAGRABIS to incorporate their views at their next meeting.
44. The priority actions will support local authorities, establishments, practitioners and partners to further improve the ethos and culture in Scottish schools including relationships, learning and behaviour. All establishments are expected to have robust policies and procedures in place to ensure a consistent approach to improving school ethos and culture. Children should experience positive relationships with staff and their peers, stimulating learning experiences which meet their needs and a range of approaches which promote positive behaviour. This should be underpinned by a focus on Children's Rights.
45. This is central to the successful delivery of Curriculum for Excellence, implementation of Getting it Right for Every Child and the aspirations of the Scottish Attainment Challenge and the National Improvement Framework.
46. The priority actions will be contained within a new policy guidance document which builds on and supersedes previous policy guidance on promoting positive behaviour. This was first set out in the 2001 report *Better Behaviour - Better Learning* and most recently the 2013 leaflet *Better Relationships, Better Learning, Better Behaviour*.

Learning Directorate
March 2018