

Teacher Panel

Meeting 6, 10:00 am, Wednesday 6 September 2017

Conference Rooms C and D, St Andrew's House

Additional Briefing – National 4

Background:

- The Herald (04/09) report "thousands of pupils risk being 'disadvantaged' because of delays to the reform of a controversial qualification". It references Seamus Searson from SSTA calling for National 4 to be scrapped as it had "reached the end of the road". EIS are also quoted as "being disappointed in the slow progress of discussions and have expressed concern at the suggestion any improvements could be delayed for another two school years". Eileen Prior from SPTC says "It had dropped down the priority list, with officials not seeing it as important enough to push through changes quickly".

Lines to take:

- **The Scottish Government has committed to reviewing the National 4 qualification**
- We are aware that a number of teacher associations have raised their concerns about the National 4 qualification following Results Day.
- However, whilst there is consensus on the need to review National 4, there is no agreement on either the specifics of any changes nor the timetable for introducing these.
- The review must be carefully thought through, taking account the views of a range of education bodies and other stakeholders.
- In agreeing a timetable for undertaking this work, we need to recognise the balance of commitments made to introduce changes to N5 in 2017/18 and Higher in 2018/19 with SQA's capacity to deliver the annual exam diet safely and securely.

Teacher Panel

Meeting 6, Wednesday 6 September 2017

Conference Rooms C & D, St Andrew's House, Regent Road, Edinburgh

Agenda

- | | |
|--|----------------------|
| 1. Welcome | 10:00 – 10:10 |
| <hr/> | |
| 2. One Year On | 10:10 – 10:45 |
| <hr/> | |
| 3. Update on Education Governance: Next Steps | 10:45 – 11:30 |
| <hr/> | |
| 4. National Improvement Framework: Measuring the Attainment Gap | 11:30 – 11:55 |
| <hr/> | |
| 5. AOB and Close | 11:55 – 12:00 |
| <hr/> | |

One Year on

Overall a positive year with a clear focus on equity and raising standards for all. The allocation of PEF funding to almost all schools provide further impetus in developing local initiatives that were clearly aimed at closing the gap.

Thinking back on the year past, we (the entire education community in Scotland) have at times been too quick to react, in particular to challenges.

In some respects the removal of N5 unit assessments and the subsequent response of the SQA were examples off this. The response of the SQA has resulted in secondary teachers putting their energy and effort into the qualification/senior phase when the focus should have returned to the BGE and delivery of National Priorities.

“Between stimulus and response lies a space. In that space lie our freedom and power to choose a response. In our response lies our growth and our happiness.” Wrongly attributed to Viktor Frankl.

In secondary schools there is, three weeks into the term, a feeling that we have a lot of initiatives going on. It is important that these initiatives maintain a clear focus on National Priorities and not become ‘industries’ in their own right with a number of agencies developing screeds of guidance.

On Governance

Given the vast complexity of the education system and the interconnectedness across the children and young people sector I do not think that those working in education (schools and LA) know what the Next Steps paper means for children, young people, staff and their practice.

There is a real danger, perceived or actual, that structural change at a time of austerity will always be a ‘cut’. An unintended consequence of structural change could be fragmentation of Education and Children’s Services, this would be detrimental to the least advantaged. This must be guarded against.

I have been fortunate enough to attend two international conferences in 2017. The GTCS was seen as the professional body ‘par excellence’. The ability of this independent professional body to maintain high professional standards, support CPL and the way in which it had adapted and modernised was viewed enviously by other countries. SCEL was seen as being a beacon of all that was best in Scotland; thoughtful, energetic, innovative, collegiate, international in outlook but with a clear focus on real local issues and having high impact with relatively little input (intelligent, lean and active). These two organisations enhanced the world-wide reputation of Scotland and Scottish education as modern, forward thinking and professional.

Following Teaching Scotland’s Future there was, in many schools, a re-evaluation of what it meant to be a professional teacher in Scotland. The emphasis in TSF on continuous professional learning throughout the career of a teacher linked to professional update has been led by GTCS. This new professionalism is central to achieving National Priorities. There will be serious deep seated concerns from the profession that the proposed changes to the GTCS will diminish the professionalism of teachers and the high regard with they are held by the public.

Leadership at all levels is a key component in developing this notion of professionalism and SCEL (as a virtual leadership college) is central to this development of leadership. It has done more to provide a coherent narrative and develop professional learning in 3 years than other organisations have done in 20 years. The proposed change to SCEL is akin to a bright innovative young Scottish IT

company being taken over by a large corporate company with a risk that its high impact and special qualities will be lost.

A Regional Improvement Collaborative should have a clear focus on improving learning with a strong bottom up approach. At ISTP 2017, the Singapore delegation expounded the notion of 'porosity' between schools/LA/Government as teachers and other staff moved between layers in the education system. This model of the breaking down of layers and barriers is worth considering as a principle for RIC and a revitalised Education Scotland.

Measuring the Attainment Gap

Principles for broad balanced goals

- **Expand public thinking on education. This is key to moving forward the debate on the nature of learning and education.**
- **Support collaboration as a key to systematic improvement.**
- **Encourage risk taking**

There will not be one measure/tool that captures all

Are performance (quantity) goals the most appropriate? Can learning (improvement) goals be developed that capture progress?

The goals chosen should support the development of the organisational culture that we wish to develop. If we wish to develop an inclusive, collegiate, challenging learning culture then the nature of goals should 'fit'.

We must be aware that research has shown that Learning Environments are some of the most complex organisational settings and so the risk of causing harm through goal setting is heightened. The outcomes relate to a number of interdependent variables. Monitoring of outcomes is difficult. 'Gaming' and even cheating will be possible.

Narrow goals will narrow vision and may lead to important aspects being overlooked. For example, revised more complex HWB measures are being developed by OECD. Quality and quantity should both be included.

More provision for flexibility to allow local goal setting that will increase ownership. Locally developed cluster, area, region goals will develop collegiality and cooperation. At the same time there is a challenge - can the goals be tailored for local circumstances while preserving fairness?

Goals should support a move to modern forward looking curriculum. In particular they should not lead to a narrowing of the curriculum or a retrenchment to earlier curricular positions

With regard to the key measures

Those measures that encourage a modern curriculum and value high quality transitions should be used. Measures that may have a have perverse incentives e.g. leading to narrowing of opportunities for young people should be avoided. As this is the thinking behind the Insight measures we should look for existing measures that can be used.

Participation measure OK. The SCQF measures could be replaced measures of Tariff Points.

EDUCATION GOVERNANCE: NEXT STEPS – DELIVERING AN EMPOWERED SYSTEM

1. Building on advice from the OECD and the International Council of Education Advisers, responses to the Education Governance Review and the commitments set out in the Next Steps paper, we will introduce reforms to create a genuinely school and teacher-led system, centred around the child. As a result, decisions that shape the education of young people will be made in classrooms, schools and establishments, by those working with young people, their parents and communities. Powers and resources will be aligned with this vision.

2. Schools and teachers will be supported by three key elements: enhanced career and development opportunities; new Regional Improvement Collaboratives to provide consistent, high quality support and improvement services; and educational support services from local authorities.

Key Priorities:

- Establish a **Headteachers' Charter** to define Headteachers' responsibilities as leaders of learning in schools and set out the support they can expect.
- Provide the legislative underpinning for the establishment of **Regional Improvement Collaboratives**.
- Establish an **Education Workforce Council** to take on the responsibilities of the GTCs and the Community Learning and Development Standards Council and to register other education professionals.
- Improve **parental and community engagement** in school life and learning.
- Strengthen **the voice of children and young people**, promoting and supporting pupil participation.
- Provide for a **fair and transparent funding system** to support a more empowered education system [[consultation](#) currently under way].
- Enhance the **leadership support package** for teachers and headteachers to help them to take on their more empowered roles.
- Establish **new career pathways** for teachers to provide greater opportunities for development and progression into leadership, specialist or improvement roles.

Education (Scotland) Bill

Key Themes:

- Headteachers' Charter
- Education Workforce Council
- Improving parental and community engagement
- Strengthening the voice of children and young people
- Legislative underpinning for the establishment of Regional Improvement Collaboratives
- Providing for a fair and transparent funding system

Timetable

Jul to Oct 2017	Working with stakeholders to develop detailed policy.
Oct 2017 to Jan 2018	Consultation, refining policy and preparation of instructions for solicitors.
Jan to Jun 2018	Drafting Bill and accompanying documents. Bill to be introduced to Parliament by June. Committee likely to issue its call for evidence for Stage 1 before summer recess.
Sep 2018 to Mar 2019	Parliamentary scrutiny of the Bill.
June 2019 onwards	Commencement of provisions and implementation.

Headteachers' Charter

The Charter will enable Headteachers to:

- Be the leaders of learning in their schools
- Be supported through a revolutionised offer of support and improvement
- Raise attainment and close the poverty-related attainment gap
- Deliver quality and improvement at school level
- Select and manage the teachers and staff in their school
- Decide school management and staffing structure, including business managers
- Decide curriculum content and offer
- Work with partners to meet learners' additional support needs at school level
- Collaborate for school improvement at school, cluster and regional level
- Lead self-evaluation and improvement of school performance
- Monitor school progress and reporting
- Manage defined and greater proportions of school funding (this will be part of the accompanying consultation on funding)

Panel members may wish to consider

- *Whether there are practical barriers to Headteachers selecting and managing staff in their school which will need to be addressed; the local authority is to remain the employer.*
- *How decisions should be taken around staff in roles which become surplus to the requirements of the school.*
- *The sort of 'management and staffing structure' decisions Headteachers may want to make.*
- *The extent to which Headteachers should be involved local authorities' recruitment of staff or recruitment campaigns.*
- *How the Charter may impact on the intention to strengthen parental and community engagement and the voices of children and young people.*
- *How the Charter may impact on local democratic accountability.*

Regional Improvement Collaboratives

The Regional Improvement Collaboratives will:

- Provide a relentless focus on improvement and closing the attainment gap
- Identify and report on regional educational priorities with regional plans under the National Improvement Framework
- Provide dedicated teams with a sole focus on supporting collaboration and improving standards in all schools in the region
- Provide professional learning
- Provide clear accountability with Regional Directors reporting to the Chief Executive, Education Scotland

We have established a joint Scottish Government/Local Government Steering Group, to develop proposals to drive forward the creation of the Collaboratives informed by the experience of current and emerging partnership working. This work must progress with pace and focus, to ensure that schools are able to access this support as soon as possible.

Panel members may wish to consider the types of support which the Regional Improvement Collaboratives could usefully provide in their own schools.

Empowering School Unit, August 2017

Measuring the attainment gap

1. The Scottish Government has committed to making demonstrable progress in closing the poverty-related attainment gap during the lifetime of this Parliament, and to substantially eliminate it in the next decade. Therefore, it is essential to have clear milestones to measure whether, and how quickly, the gap in achievement between the most and least disadvantaged children and young people is closing. We have undertaken to consult on proposals for measuring the gap and milestones towards closing it and to publish our proposals as part of the 2018 Improvement Plan in December.

Proposals for consultation

2. In developing our proposals, we have based our thinking on a number of principles:

- the most and least disadvantaged for these purposes are those children and young people from the bottom and top SIMD quintiles respectively
- focussing on a single measure is neither helpful, meaningful, and would provide a false and limited picture
- measures and milestones should be relatively simple to measure and report against
- there needs to be a clear line of sight from the agreed measures and milestones to the priorities set out in the National Improvement Framework
- there should be a focus on literacy and numeracy, complemented by health and wellbeing
- the focus should be across the age ranges – from 3-18
- they should be a credible set of measures – understood to fairly reflect progress in closing the poverty related attainment gap
- the need to avoid perverse incentives through whatever milestones or stretch aims are set.

3. There are 8 proposed key measures (2015/16 data):

Measure	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap (percentage points)
27-30 month review (Children showing no concerns across all domains)	64	55	72	17
Primary – Literacy (P1, P4, P7 combined)	68	58	80	21
Secondary Literacy (S3, 3rd level or better)	82	74	91	17
Primary – Numeracy (P1, P4, P7 combined)	75	68	85	18
Secondary Numeracy (S3, 3rd level or better)	86	77	94	17
SCQF 5 or above (1 or more on leaving school)	85.6	74.4	94.7	20.3
SCQF 6 or above (1 or more on leaving school)	61.7	42.7	81.2	38.5
Participation measure	90.4	83.4	96.2	12.8

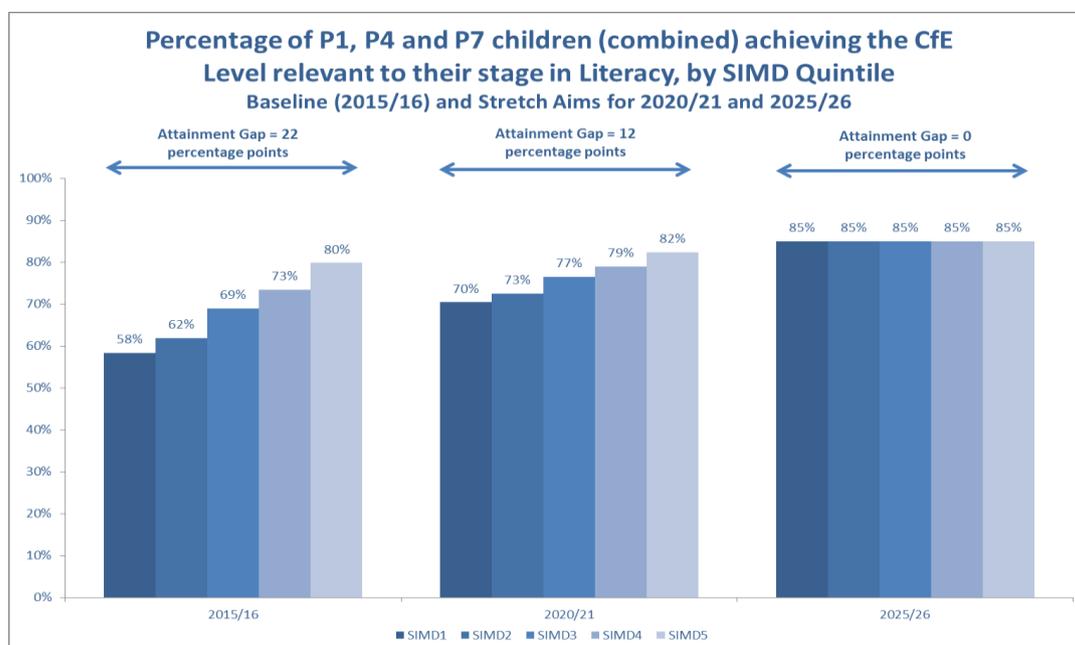
4. These 8 key measures will be supported by 17 sub-measures. These sub-measures cover attainment in literacy and numeracy at each of P1, P4, P7 and S3 to ensure that we have a picture of progress at each of these levels, as well as a number of input measures such as attendance, exclusions and health and wellbeing. These have not been included in the key measures to ensure that we have a manageable number and because the input measures are not direct measures of attainment.

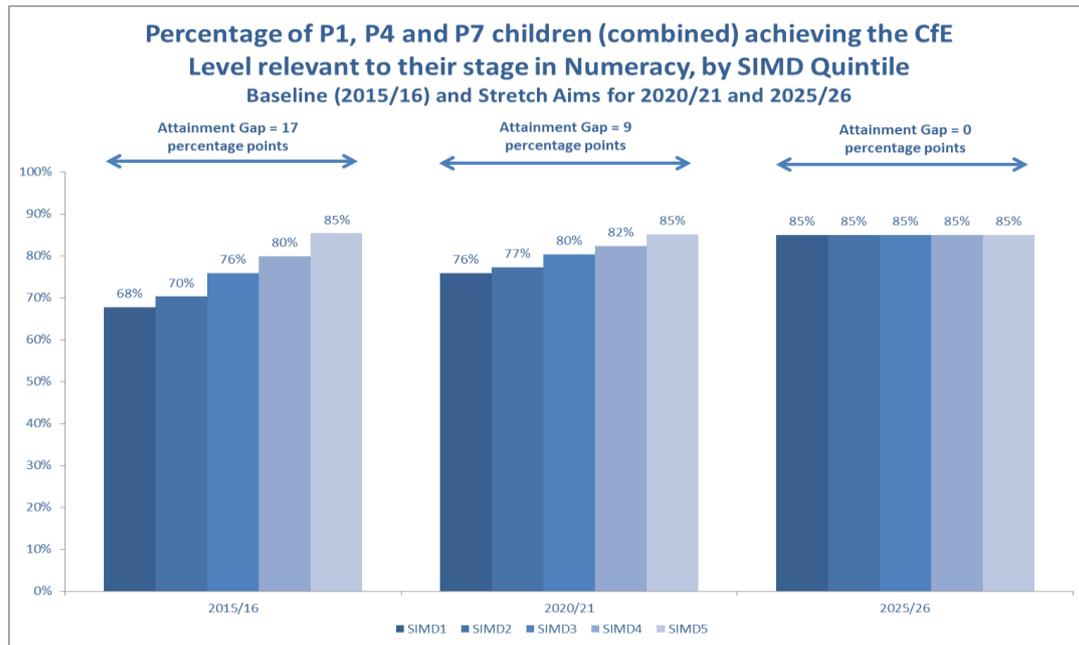
Milestones

5. We are not proposing to set milestones simply related to reducing the gaps identified for each measure, eg a 25% reduction in that gap by 2020. While achieving this milestone would demonstrate that the gap was closing, it would not necessarily mean that attainment was increasing.

6. It is suggested therefore that the most effective way of measuring progress is to use stretch aims, similar to those set out in the Children and Young People Improvement Collaborative, which sets aims that reflect improvement in every quintile. Stretch aims for improvement purposes are specifically focussed on the improvement which a system needs to make in order to reach a particular goal (i.e. closing the gap) – they do not generally articulate the goal itself, although achieving the aims would also mean significant steps towards achieving the goal.

7. The graphs below give an illustration of possible stretch aims for two of the key measures to give an indication of what this would look like and the positive impact achieving them would have on closing the gap.





Questions

- Are these the right principles?
- Do you agree with having a basket of key measures to assess the progress made?
- Are the proposed key measures the right ones?
- Is the use of stretch aims, by SIMD quintile, the right way to set milestones?

National Improvement Framework Unit, August 2017

CHAIR'S BRIEF

Teacher Panel

Meeting 6, 10:00 am, Wednesday 6 September 2017

Conference Rooms C and D, St Andrew's House, Edinburgh

1. Welcome and Introductions [10:00]

Welcome attendees.

To note, apologies have been received from Jenny Kerr, as she is currently on maternity leave and Gareth Surgey, as his school was unable to obtain cover for him to attend.

You may wish to inform the Panel that Louise Sanders (Headteacher, Ayton and Reston Primary Schools) has now left the Panel as she has taken up new posts with Glasgow University and SCEL.

Introductory remarks:

- This meeting marks the one year anniversary of the Panel. It has also been just over a year since this Government was formed.
- As we enter the second academic year of this Parliamentary term, it is an appropriate point for us to pause to take stock of what we have achieved to date, and to reflect on the further action needed to drive the improvement.
- This meeting will focus on significant items on the horizon which will ensure our system is focussed on driving improvement in learning and teaching, and that we can accurately assess what that improvement looks like.
- As ever, grateful for the honest, frank and open views which Panel members bring to these meetings.

Invite attendees to agree minute for Meeting 5.

2. One Year On [10:10]

Included below is a list of some recent policies, interventions and reforms, if you would like to detail some of these in your opening remarks.

- Since May 2016, we have introduced a number of policies, reforms and other interventions to drive improvement. Our three main building blocks remain Getting it Right for Every Child; Curriculum for Excellence and Developing the Young Workforce.
- Our key priorities, as set out in the National Improvement Framework, remain:
 - Improvement in attainment, particularly in literacy and numeracy;
 - Closing the attainment gap between the most and least disadvantaged children;

CHAIR'S BRIEF

- Improvement in children and young people's health and wellbeing;
 - Improvement in employability skills and sustained, positive school-leaver destinations for all young people.
- Interested to hear your reflections on the last year, our action and your ideas on the issues we still need to address.

Invite reflections from the Panel. To prompt discussion it might be helpful to ask:-

Whether the above key priorities are still current?

What activity has seen the greatest impact on delivering improvement?

What further improvement activities are needed?

Where are there gaps in the evidence to help us to understand what is working?

Recent Interventions

Since May 2016, this Government has:

*- Extended the funding available through the **Attainment Scotland Fund** to £750m over the course of this Parliament. From April, £120m has been allocated directly to schools, targeted at those children most affected by the poverty related attainment gap.*

*- Published the first round of **data on Achievement of CfE Levels** (December 2016) which from this academic year, will be supported by nationally consistent **standardised assessments** (launched 24 August 2017).*

*- Published the **Statement on Curriculum for Excellence** (August 2016), which this Panel helped to refine, ensuring clear, practical advice for teachers and practitioners on planning learning, teaching and assessment.*

*- Developed **benchmarks** for all curriculum areas, to give teachers definitive guidance on assessing learner progress from pre-school through to S3.*

*- Carried out a **focused review of the demands placed on schools by each local authority in relation to CfE** (published September 2016).*

*- Launched a new, streamlined **National Improvement Hub** (December 2016) and **Scottish Attainment Challenge Learning & Teaching Toolkit** (supported by the Education Endowment Foundation).*

*- Announced proposals to **remove mandatory unit assessments** from National Qualifications (September 2016).*

*- Extended the **First Minister's Reading Challenge** (August 2017) to all primary age children in academic year 2017/18 and announced pilots in certain secondary schools*

*- Launched the **Governance Review** to create a school and teacher-led system, centred around the child and set out in **Education Governance: Next Steps** (June 2017) our plans to put schools in charge of the key decisions about a child's education.*

*- Published (July 2017) an initial report from the **International Council of Education Advisers**, which looked at the three priorities: improving pedagogy, developing effective leadership and ensuring a culture of collaboration.*

3. Education Governance: Next Steps [10:45]

[REDACTED] from the Education Bill Team will be in attendance and you can call on him, if helpful, to expand on the issues raised in this discussion.

- As we discussed in June, we are introducing reforms which will create a genuinely school and teacher-led system, centred around the child.
- Decisions that shape the education of young people will be made in classrooms, schools and establishments, by those working with young people, their parents and communities. Powers and resources will be aligned with this vision.
- The paper you have been provided with sets out our key priorities and next steps. Interested to hear in particular your views on two key elements of our reform agenda: the introduction of the Headteachers' Charter and the creation of Regional Improvement Collaboratives.

Invite reflections from the Panel. To prompt discussion it might be helpful to ask:-

Are there practical barriers to Headteachers selecting and managing staff in their school which need to be addressed?

How should decisions be taken around staff in roles which become surplus to school requirements?

What types of 'management and staffing structure' decisions do Headteachers want to make?

To what extent should Headteachers be involved in local authorities' recruitment of staff?

How will the Charter impact on the intention to strengthen parental and community engagement and the voices of children and young people?

How will the Charter impact on local democratic accountability?

What types of support could the Regional Improvement Collaboratives usefully provide in schools?

4. National Improvement Framework: Measuring the Attainment Gap [11:30]

[REDACTED] from the National Improvement Framework Unit will be in attendance and you can call on him, if helpful, to expand on the issues raised in this discussion.

- This Government is committed to making demonstrable progress in closing the poverty-related attainment gap during the lifetime of this Parliament, and to substantially eliminate it in the next decade.
- To meet this goal, it is essential that we have clear milestones to measure whether, and how quickly, the gap in achievement between the most and least disadvantaged children and young people is closing.
- You have been provided with a paper which sets out our proposals for measuring the gap and milestones towards closing it. We will be consulting

CHAIR'S BRIEF

on these, prior to publication as part of the 2018 Improvement Plan in December.

- Interested to hear the Panel's views on whether we are setting out the right proposals and measurements.

Invite reflections from the Panel. To prompt discussion it might be helpful to ask:-

Are these the right principles?

Do you agree with having a basket of key measures to assess the progress made?

Are the proposed key measures the right ones?

Is the use of stretch aims, by SIMD quintile, the right way to set milestones?

5. AOB and Close [11:55]

None received in advance. If none offered then close meeting.

We suggest that the next Panel meeting takes place in early December, prior to the end of the school term. You may wish to ask the Panel for views on whether this is suitable.