

## Teacher Panel

Meeting 9, Tuesday 26 June 2018

TG: 20/21, The Scottish Parliament, 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. Scottish National Standardised Assessments (SNSAs)	12:10 – 12:30
3. The 15-24 Learner Journey Review	12:30 – 12:50
4. Education Scotland's role in: <ul style="list-style-type: none"><li>• supporting effective pedagogy; and</li><li>• preparing for the regional improvement collaboratives.</li></ul>	12:50 – 13:10
5. Curriculum for Excellence narrative	13:10 – 13:30
6. Close	13:30

## CHAIR'S BRIEF

### Teacher Panel

Meeting 9, 12:00 – 13:30, Tuesday 26 June 2018

TG: 20/21, The Scottish Parliament

**As the Panel meeting has been shortened to 90 minutes from the usual 2 hours, you may wish to prioritise some agenda items above others to ensure the required depth of discussion.**

A buffet lunch will be available from 11:45

You may wish to have lunch with 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 note apologies from:

- Gareth Surgey;
- Catriona Chaimbeui; and
- John Reilly.

You may also wish to inform attendees that Gerry Lyons has now left the Panel having accepted a role at Glasgow City Council.

Invite Panel members to agree the minute from meeting 8.

Key points to note:

- Officials have once again asked Panel members to suggest agenda items for the meeting. A full list of items suggested by Panel members is provided in Annex A.
- There was an agreement at the Panel meeting in December 2017 that the Panel should meet with representatives from Education Scotland and SQA to discuss our vision for children in Scotland. A date has now been pencilled in for September 2018 for the Panel to have that discussion.

#### **2. Scottish National Standardised Assessments [12:10 – 12:30]**

Introduce the discussion on the SNSAs. There is no paper to accompany this agenda item as policy officials have advised that we still do not have a definitive position on what is happening with our user review report. This matter is being discussed with SpAds however [REDACTED] SNSAs Product Owner will be on hand to provide a verbal update if required.

Key points to note:

- This discussion was requested by both [REDACTED] and [REDACTED]

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- The SNSA team undertook a user review the experience of learners and teachers from year 1 of the implementation of the assessments. This review had particular focus on P1 assessments as these have received the most comments, the raising of concerns on social media etc. The review was conducted by means of focussed sessions in schools across a number of local authorities which included observing assessments in action and speaking to head teachers, teachers as well as children and young people on their experience of the assessments. Both EIS and AHDS provided feedback based on the experience of their members carrying out the assessments. In addition, information was formally gathered by ACER the SNSA supplier which covered: assessments completion statistics; norming study analysis, equating study analysis, training participation and evaluation, service desk logged calls and psychometric data and analysis.
- In general the assessments have been well received in schools and local authorities with little or no issues being highlighted in P4, P7, and S3. The information gathered by ACER shows that learners have been performing at a higher capacity than anticipated in these stages suggesting that the questions the system provides to our most able learners in the adaptive assessments are not as challenging as they could be. In relation to P1 assessments there have been a range of issues raised. Some oppose standardised assessments in P1 in principle, others have provided specific feedback on the operation of the assessments, including concerns that the assessments are too hard, that they take too long to complete, are technically challenging for younger learners and take a lot of teacher time to administer.
- The evidence available suggests that assessments are in keeping with the early level of CfE. The questions were developed in partnership with Education Scotland and align with the early level benchmarks. The average time for an assessment to be taken at P1 is around 30 minutes when undertaken in one sitting. However, there will be a number of children at P1 who will require to complete the assessments over several sittings due to their individual needs.
- It is acknowledged that some question types are challenging for our younger learners such as drag and drop and scrolling. This will be addressed as part of the package of enhancements to the system planned for year 2. There are also plans to address classroom management arrangements to minimise teacher time allocated to the administration of the assessments and to provide hints and tips on good practice. The teacher workload involved in administering the assessments was raised at the EIS AGM and is an issue that we will keep a close eye on.
- A report summarising the main concerns raised and the changes and enhancements that we will be making to next year's assessments is being prepared (DFM currently has advice on this). We are proposing to publish that report around the start of the new school session in August.

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### 3. The 15-24 Learner Journey Review [12:30 – 12:50]

Introduce paper 09/01.

This paper provides the Teacher Panel with an update following the publication of the 15-24 Learner Journey Review report on 10 May and seeks the Panel's views regarding implementation.

[REDACTED], Head of Curriculum, Qualifications and Gaelic 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 to consider the following to guide discussion:
  - How can we ensure that teachers, head teachers and young people are involved in supporting the implementation of the recommendations?
  - What are the biggest opportunities and challenges around implementation of the recommendations?
  - Which of the review's recommendations would you prioritise?
  - Thinking specifically about providing effective information to young people regarding the options and various routes open to them, how do you think this can best be realised?

### 4. Education Scotland's role in supporting effective pedagogy and preparing for the RICs [12:50 – 13:10]

Introduce paper 09/02.

This paper provides Panel members with an update on the steps Education Scotland are taking to work with the RICs, and in doing so, support effective pedagogy.

Gayle Gorman, Chief Executive of Education Scotland will be on hand to either introduce the paper or contribute to the discussion if you require.

#### Key points to note:

- The discussion on Education Scotland's work with the RICs was requested by Gayle Gorman while the discussion on Education Scotland's support of pedagogy was requested by Panel member [REDACTED]
- While not directly related to this topic, it is worth noting that [REDACTED] was involved in a meeting of the social subjects teacher association leads with Curriculum Unit and Education Scotland officials on 17 May. Whilst a number

## CHAIR'S BRIEF

of concerns about the status of these subjects in the school curriculum was raised, the subject associations were grateful for the opportunity for a joint discussion and agreed to meet again in the autumn.

### 5. Curriculum for Excellence narrative [13:10 – 13:30]

Introduce the discussion on the narrative around Curriculum for Excellence. There is no paper to accompany this agenda item however [REDACTED] Head of Curriculum, Qualifications and Gaelic will be on hand to provide a verbal update if required.

Key points to note:

- [REDACTED] has requested this discussion.
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**Agenda items suggested by Panel members**

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## Teacher Panel – Learner Journey Review – Update Paper

### Purpose

1. To provide the Teacher Panel with an update following the publication of the 15-24 Learner Journey Review report on 10 May and to seek their views regarding implementation.

### Background

2. The 15-24 Learner Journey Review was undertaken with the aim of reviewing the learning journey for all 15-24 year olds “to ensure that education provision for young people is as effective and efficient as possible and provides more stepping stones for those needing most support”.
3. While recognising the importance of the curriculum prior to Senior Phase (and learning beyond the age of 24), the review specifically focused on the 15-24 stage of learning, as a critical point for young people in their learning journey, being the point of greatest choice and, potentially, overlap in provision.
4. The publication of the 15-24 Learner Journey Review Report on 10 May 2018 follows extensive engagement with stakeholders and young people from across the education and skills system throughout 2017.

### Key messages

5. Engagement throughout the Review highlighted that:
  - Scotland is rightly proud of its education and skills system, which continues to deliver excellence and equity for so many of our young people. However, we need all of our young people to get as much as possible from that system.
  - Many young people feel there is a disconnect between the personal support, advice and guidance they receive on subject choices and on longer term learning and career options.
  - Additional focus is needed to secure genuine parity of esteem across the vocational and academic offer available to young people to ensure that all learners have access to a more balanced range of options that are valued equally.
  - We need to improve the alignment of courses so that our learners are able to progress through the post-15 education system as smoothly and efficiently as possible.
6. The report established five key priorities for improvement, with 17 recommendations for improvement underneath these:

- **Information, Advice & Support** - Making it easier for young people to understand their subject and career choices at the earliest stage and providing long-term person-centred support for the young people who need this most;
- **Provision** - Broadening our approach to education and reframing the offer; do more for those who get the least out of the system; ensure all young people access the high level work-based skills Scotland's economy needs;
- **Alignment** - Making the best use of the four year degree to give greater flexibility for more learners to move from S5 to year one of a degree, more from S6 to year 2, and more from college into years 2 and 3 of a degree, where appropriate;
- **Leadership** - Building collective leadership across the education and skills system;
- **Performance** - Knowing how well our education and skills system is performing.

### **Recommendations most relevant to teachers and schools**

- We will support practitioners, parents, carers and learners to have access to an online prospectus setting out the learning choices available in their region, building toward a one-stop shop approach.
- We will ensure learners in schools, colleges and universities receive a joined-up approach to careers, information, advice and guidance.
- We will take account of the outcomes of the PSE (Personal Social Education) Review, due to be published later this year, and consider what further improvement is needed on wider personal support for young people in schools.
- We will develop a national communication strategy to explain and promote the breadth of choices in the 15-24 learner journey.
- We will raise our aspiration and improve the offer and support for statutory leavers and looked after young people.
- We will better align financial incentives to encourage continued participation in school for young people at risk of disengagement and we will ask Young Scot to assist us with this.
- We will embed DYW in the school curriculum by 2021, having achieved the headline target for DYW four years early.
- We will support and enable the Foundation Apprenticeship and other vocational qualifications to be embedded, providing a range of options for all learners in the senior phase by 2021.

- We will provide system leadership to ensure there is a shared vision about the purposes of post 15 education.
- We will support greater alignment and collaboration across the education and skills system making best use of the Scottish Candidate Number to help support effective transitions.

### **Questions for discussion**

- How can we ensure that teachers, head teachers and young people are involved in supporting the implementation of the recommendations?
- What are the biggest opportunities and challenges around implementation of the recommendations?
- Which of the above recommendations would you prioritise?
- Thinking specifically about providing effective information to young people regarding the options and various routes open to them, how do you think this can best be realised?

## BRIEFING FOR TEACHER PANEL 26 JUNE 2018

### EDUCATION SCOTLAND'S ROLE IN PLANNING FOR REGIONAL IMPROVEMENT COLLABORATIVES

#### Background

1. Education Scotland's transition plans started immediately following the Education Governance: Next Steps announcement. The plans have been developed further following the appointment of Gayle Gorman as Chief Inspector of Education/Chief Executive in December 2017. Considerable progress has already been made.
2. The organisation is now moving forward with a clear focus and vision of building an organisation that is **'for Scotland's learners, with Scotland's educators'**. The organisation's strapline has been amended to reflect this.
3. The transfer of the Scottish College for Education Leadership (SCEL) to Education Scotland is now complete. SCEL's existing suite of leadership programmes has been transferred and work is underway to enhance this offer.
4. A scoping exercise gathering the views of teachers and stakeholders to better define professional learning at a national level and help identify priorities for curriculum support at a local level is now complete. This work will contribute to the development of agreed national guidance on professional learning as part of the work of the Strategic Board of Teacher Education.
5. Education Scotland has recently published a new Standards and Evaluation Framework which sets out the way in which inspection supports improvement. It has also launched 'How Good is OUR school?' - a framework to support children and young people's participation in their learning and school life.
6. Joint planning with the Care Inspectorate on a revised joint Early Years Inspection framework is nearing completion.

#### Current developments

7. It has been agreed that Education Scotland will recruit for a significant increase in staff. A major recruitment campaign is currently underway for Strategic Directors, Assistant Directors, curriculum specialists, Attainment Advisors and HM Inspectors of Education.
8. Education Scotland is currently working on its new Strategic Improvement Plan for the period 2018-2021. The plan will detail how it fulfils its newly defined role, for example through:
  - a strong focus on learning, teaching and leadership;
  - national collaborative professional learning networks;
  - Getting it Right for Every Child;

- best use of high quality evidence; and
- effective partnerships

9. The Children and Young People (Scotland) Act 2014 places a new set of duties on a range of public bodies now identified as corporate parents. Education Scotland as a corporate parent has an important role in improving the wellbeing of care experienced children and young people. We have published a plan setting out how we intend to fulfil our duties as a corporate parent over the next few years.

### **Supporting effective pedagogy**

10. Education Scotland is currently making the transition to a regional delivery model, with a collective and collaborative approach at national, regional and local levels. Education Scotland will deploy most of its education staff to work alongside leaders and frontline practitioners through the Regional Improvement Collaboratives (RICs).

11. Staff across Education Scotland are currently developing a generic offer of support for the RICs. The offer includes elements from a broad range of our current provision. This offer will develop and evolve over time as new staff are recruited and the organisation has increased capacity to deliver its enhanced role and remit.

12. Education Scotland has deployed a Regional Advisor for each of the RICs. Our Regional Advisors are working closely with Regional Improvement Leads to develop planning and broker any short term support required from the agency up until new plans are submitted in September 2018. They are also coordinating Education Scotland's early support offer.

13. As new staff are recruited, the organisation will transition further to meet the needs of the RICs better and be increasingly responsive to their requests for support.

14. Each RIC submitted a phase one plan in January 2018. Each of these has been reviewed by the Chief Inspector. The Chief Inspector has met with each of the Regional Improvement Leads to discuss the review of phase one plans and clarify expected next steps/support. Phase two plans are due to be submitted in September 2018.

15. The organisation is about to undergo a restructure to move to clear specific core areas to support better improvement in the system. A review of current programmes of work is complete and exit strategies are being deployed to ensure staff are freed up to re-focus on the new priorities.

16. The professional learning and development offer for all Education Scotland staff is currently being reviewed to ensure that all staff are confident in their new roles and ways of working.

**Education Scotland  
June 2018**