



Education
Scotland
Foghlam Alba

Closing the poverty related attainment gap during a period of significant change.

[REDACTED]

For Scotland's learners, with Scotland's educators

What is the change?

- System change in Scottish education
- Organisational change in Education Scotland

What's your response to change?

What gets you up in the morning?

Sources:

- **Education Governance: Next Steps (SG, 2017)**
- **Local government in Scotland: Challenges and performance 2018 (Audit Scotland, 2018)**
- **Fairer Scotland Action Plan (SG, 2016)**
- **Collaborative Professionalism (Hargreaves & O'Connor, 2018)**
- **Towards a learning system: a new approach to raising standards for all in Scottish schools (ADES, 2017)**

Education Governance:

“Improving the education and life chances of our children and young people is the defining mission of this Government. Our vision for education is to close the unacceptable gap in attainment between our least and most disadvantaged children and to raise attainment for all.

The attainment gap is not unique to Scotland and well not be closed easily, but we much have an education system which allows children to achieve their full potential whatever their background. This is critical for Scotland to succeed in tomorrow’s world”

John Swinney, Deputy First Minister and Cabinet Secretary for Education & Skills

Next steps:

- a relentless focus on improvement.
- a school and teacher-led education system.
- teachers will be supported through a **revolutionised** offer of support and improvement.
- transform the level of clear, practical support for headteachers
- changes in structures supported by changes in culture and practice.
- clear purpose and ambition.

“each individual responsible for taking decisions in the system should consider whether it will contribute to an improvement in learning in classrooms”

The language of change:

Empowerment

Autonomy

Excellence

Collaboration

Equity

Innovation

WE NEED SOME NEW JARGON,
THE PUBLIC ARE STARTING TO
UNDERSTAND WHAT WE'RE
TALKING ABOUT!



Reflection – the impact of change

If the excellence and equity ambition for Scotland's children and young people is realised what will it look like, feel like and sound like for those living in the areas of highest deprivation?

Work as a group to create a visual illustration of this. Aim to present the language of change in plain English

Fairer Scotland Action Plan

“What we really want to do is change deep seated, multi-generational deprivation, poverty and inequalities. One of the key ways we will do this is through eradicating child poverty”

Angela Constance: Cab Sec for Communities, Social Security and Equalities.

A national conversation: What matters to you about fairness and social justice in Scotland?

- Work and living standards
- Homes and communities
- Early years, education and health
- Community participation and public services
- Respect and dignity

Five ambitions for change:

1. A fairer Scotland for all
2. Ending child poverty
3. A strong start for all young people
4. Fairer working lives
5. A thriving third age

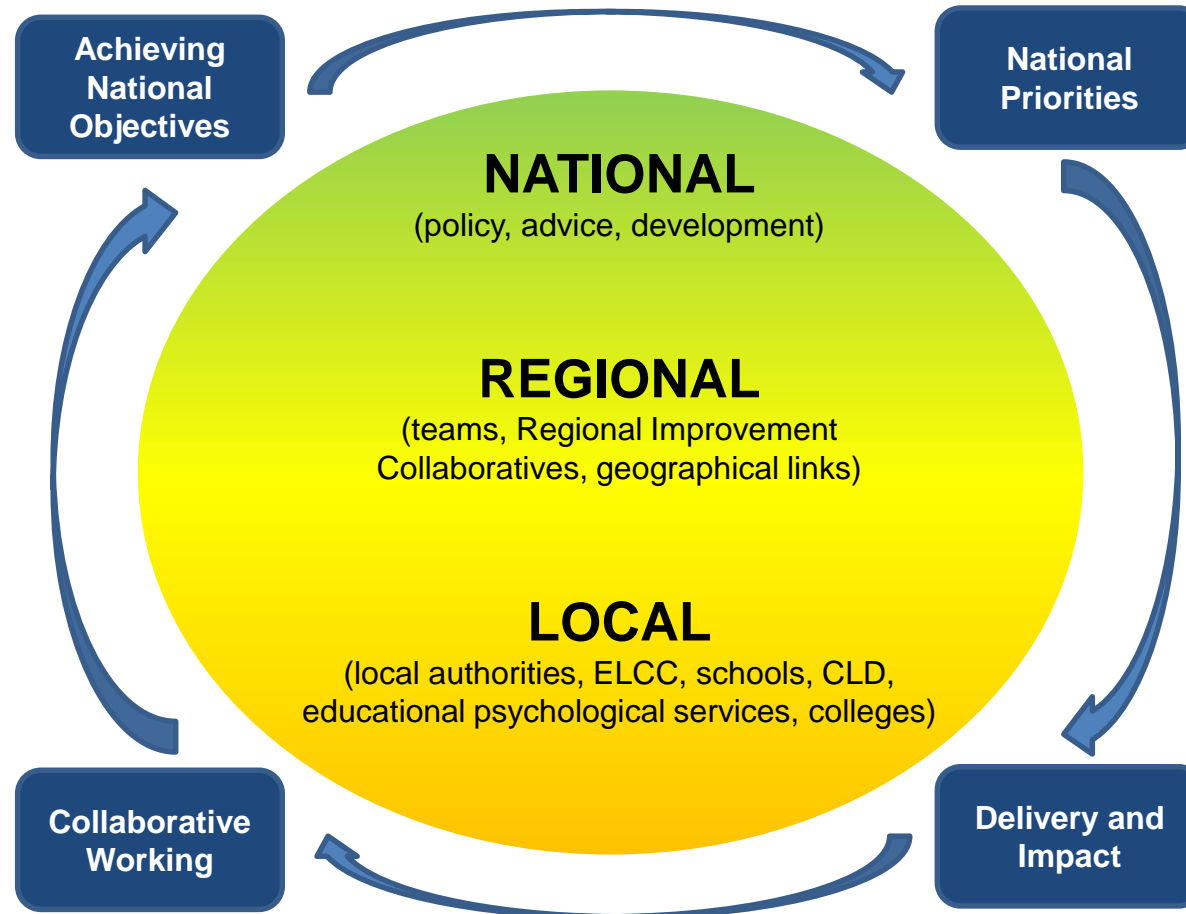
Local government in Scotland: Challenges

- A significant pace of public sector reform
- New Councillors and new political groups
- Substantial reductions in public spending
- Increasing demand for local public services
- Balancing need to reduce costs and maintain services for an ageing population

VUCA – volatile, uncertain, complex, ambiguous

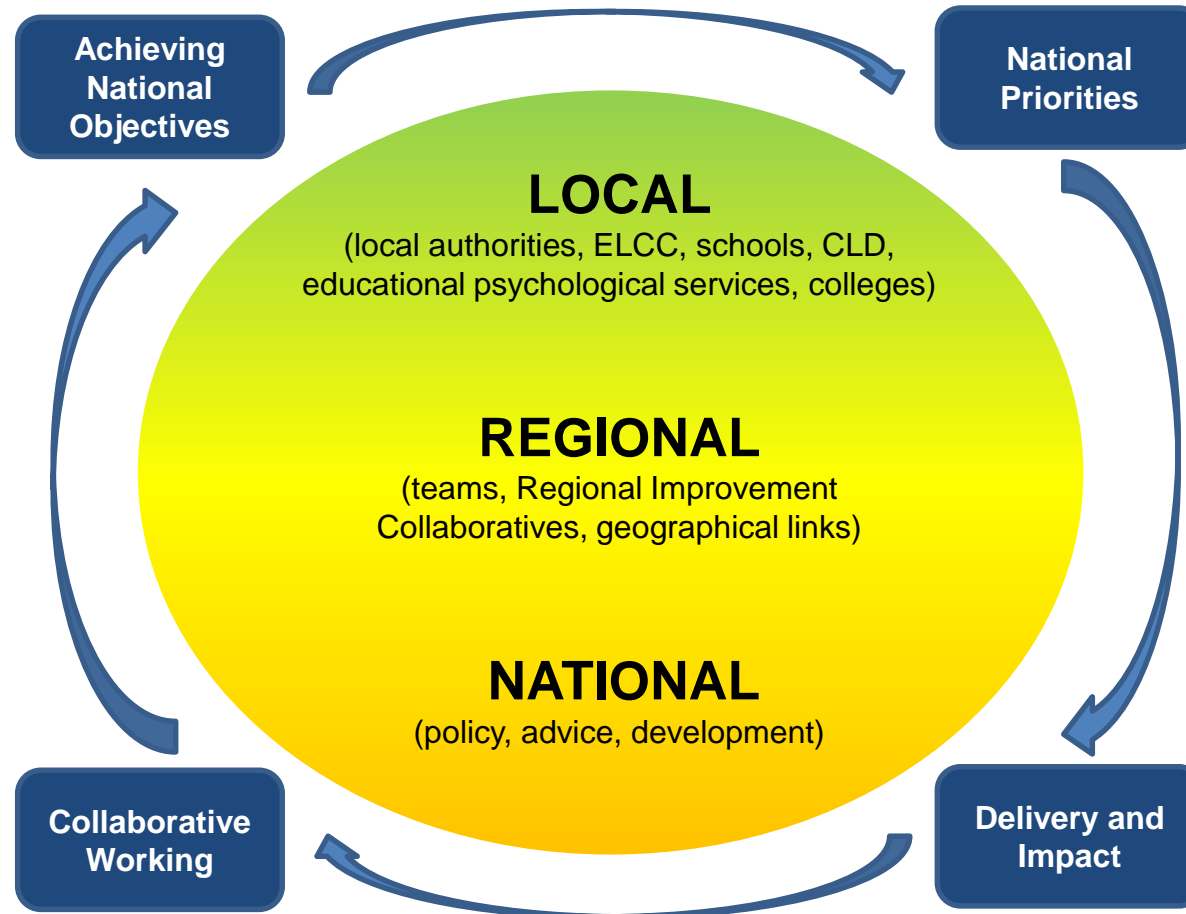
Need for response focused on increased partnership, collaboration and transformational change

The changing landscape



For Scotland's learners, with Scotland's educators

The changing landscape



Reflection: What's changing in Scottish education? How might the changes impact on our work?

strengths	opportunities
weaknesses	threats

Responding to the change:

- “many of the traditional systems and structures to support school improvement are rapidly diminishing...the Scottish education system is at a crossroads”

Maureen McKenna, ADES 2017

Systems leadership:

“A cross-systems response, which tries to harness the energy in the turbulence and galvanises collective responsibility for more effective use of diminishing resources.”

“ Leadership that extends beyond the confines of single agencies or organisations, stretching the remit and skills of leaders in to places where their usual authority, derived from organisational position, may not be recognised”

“leadership that strives on and is responsive to flux”

System leaders:

- Strong personal values, a clear moral purpose and an ethical stance.
- Thinking beyond the service and short-term.
- A singular focus on performance.
- Supporting and developing individuals & teams.
- Communicating clearly, openly and effectively.
- Acting as a positive role model
- Building a broad network, partnerships and solid working relationships.
- Using systems leadership approaches
- Setting a clear vision and direction.

Who are we?

What is our work?

Reflection: “System leaders need to support schools to think more often, more deeply and more radically about their mission”

- What are the conditions that enable schools to achieve this?
- How might we collectively promote the right conditions to make this happen?
- What is the lense of the attainment advisor? How can this view contribute to system change?

Collaborative professionalism

“collaborative professionalism is how teachers and other educators transform teaching and learning together to work with all students to develop fulfilling lives and meaning, purpose and success” *Hargreaves.*

Important features of this approach to improvement include:

- Evidence informed, not data driven
- Rigorous planning
- Deep & demanding dialogue
- Candid, constructive feedback
- Continuous, collaborative inquiry

Building our capacity

*“The support provided by Attainment Advisors was seen by schools as **pivotal** to the successful implementation of the fund. In particular, Attainment Advisors played a key role in increasing collaboration across schools and across local authorities; improving understanding and the use of data amongst schools; and providing evidence-based approaches to choosing interventions and defining targeting strategies”. (Executive summary of the interim report (2015-2017) for the Attainment Scotland Fund)*

Attainment Advisors:

- lead the way on the use and development of data to inform decision-making.
- provided support and expertise in use of data and research methodologies.
- asked challenging questions that brought about change in thinking and practice.
- were a conduit to other support links including Education Scotland and other agencies and organisations.

Their 'level of expertise' and ability to access wider networks was valued by schools and local authorities. Credibility within the system was highlighted as an asset. Collaboration between school and the attainment advisor in a few cases was one of the most positive aspects of participation with the fund.

Relationships were important – a climate of TRUST being established through the perceived approachability and visibility of the AA that schools and teachers found a reliable and 'extremely useful source of support'. In this climate they were able to raise challenging questions in order to drive improvement. This worked best where AAs were accepted by the authority and not seen as a threat.

The Attainment Scotland Fund Interim Report

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Attainment Advisors Support

Working well....



Fostering collaboration



Support and expertise



Raising challenging questions
to drive improvement

Requiring further thought...



Clarity of role



Gaps in provision



Skills and expertise

To what extent is this the case for you/for the team?



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