

Meeting date	Action description	Action owner	Progress	Status
26-Oct-22	Colleges Scotland colleagues to facilitate the creation of a short-life sub-group. Members interested in joining the group should contact the SEC secretariat who will then liaise with Colleges Scotland with a membership list.	Shona Struthers, Colleges Scotland/SG Secretariat	The Short Life Sub Group has met on two occasions to date, on Tuesday 17 January 2023 and Monday 27 March 2023, and is scheduled to next meet on Monday, 24 April 2023. Discussions in January focused on how to deliver seamless school-college transitions, including through stakeholder partnership working, as well as exploring the role of Regional Improvement Collaboratives. Conversations in March touched on the role of colleges in tackling the attainment gap through partnerships with schools, in addition to focusing on how best schools and colleges can work collaboratively to support learners at risk of disengaging. The meeting scheduled for Monday, 24 April is to explore the role of language and perceptions and the role of school-college partnerships in challenging unhelpful narratives, before moving onto focus on the ongoing Education Reform agenda and what we need to see from the respective reviews to support and enhance school-college partnerships.	Ongoing
26-Oct-22	Colleges Scotland colleagues will return to the Council following the conclusion of the sub-group to summarise their work and next steps	Shona Struthers, Colleges Scotland	Colleges Scotland will provide a paper, incorporating a summary of work and recommendations for action, for the consideration of the Scottish Education Council membership for the meeting scheduled Wednesday, 23 June 2023.	Ongoing
15-Dec-22	SG colleagues to work further on developing a narrative on assessment and qualifications, and share with SQA prior to further circulation to wider membership. Final version and will return with a to Council members in April 2023.	Senior Phase and OECD Curriculum Reform Unit, SG)	This is on the agenda for the April meeting.	Ongoing
15-Dec-22	Challenges around ITE numbers in the context of work to reduce contact time for teachers to be noted as a substantive agenda item at the next SEC meeting.	SG Officials	This is on the agenda for the April meeting.	Ongoing
22-Feb-23	SEC members to recommend a possible head teacher representative for the sub-group on school-college partnerships	SEC members	SLS and AHDS colleagues contacted their members in February with a call for any volunteers to email the SEC Secretariat to register interest to be a headteacher representative on the sub-group.	Complete
22-Feb-23	SEC Secretariat to circulate an updated version of the minutes from SEC20221215 via correspondence.	SEC Secretariat	Complete - updated version of SEC 20221215 minutes issued to members in March 2023.	Complete
22-Feb-23	SEC Secretariat to arrange a follow-up discussion with Sophie Reid MSYP and Beinn Reid MSYP regarding the young person's takeover.	SEC Secretariat	It has not been possible to meet with the MSYPs to discuss this issue yet due to time pressures between SEC meetings and the change in Scottish Youth Parliament representatives on the Council following board and committee elections. As a result we have paused work to develop a Young Person's Takeover during the current academic year, and hope to discuss resuming this work with the MSYPs after the April meeting.	Ongoing
22-Feb-23	Discussion on headteacher applicant numbers to be added to the discussion on ITE intake numbers at the April SEC meeting.	SEC Secretariat/Greg Dempster	SG officials have agreed with AHDS colleagues that this item will be brought to the next SEC meeting in June, to allow the Council to consider the issues around teacher recruitment and retention at two consecutive meetings.	Ongoing
22-Feb-23	Item on digital access to SCQF Level 7 to be brought to a future SEC meeting.	SEC Secretariat/Gillian Brydson	Noted as an agenda item for the June meeting.	Ongoing
22-Feb-23	An item on a children's rights-based approach to Education Reform to be brought to a future SEC meeting	SEC Secretariat/Juliet Harris	The April update on the Education Reform programme includes a note on a children's rights-base approach to reform, with a more substantive item on this issue planned for a future SEC meeting.	Ongoing
22-Feb-23	SEC members to approach the Director for Education Reform with any follow-up questions on the reform programme	SEC members	Rolling action - members are welcome to raise any follow-up questions via the SEC Secretariat.	Ongoing
22-Feb-23	A more detailed update on the work of the School Empowerment sub-group to be brought to a future meeting of the SEC	SEC Secretariat/Education Scotland Officials/COSLA Officials	The Secretariat has had initial discussions with SG officials involved in the sub-group and will have further discussions with the chair of the sub-group and other members with representation on the SEC (COSLA and SLS) to co-design an item for the next meeting in June.	Ongoing
22-Feb-23	SG officials will rename work to establish a core data set before returning to the Council with an update	SG Officials	SG officials circulated a proposal regarding the development of a 'core measure for improvement' to SEC members on 27 March for members to provide any comments or feedback. Officials will review the feedback received and consider any implications for the proposal.	Ongoing
22-Feb-23	Further discussion to take place at the April SEC meeting around incorporating the UNCRRC into curriculum development.	SEC/CAB Secretariat/Colin Morrison	The routine update on the work of the Curriculum and Assessment Board includes further detail on its work in relation to UNCRRC incorporation.	Ongoing

Meeting date	Action description	Action owner	Final comment
08-Dec-21	Secretariat to distribute a final version of the role and remit paper, with stronger references to a whole system approach.	SEC Secretariat	Complete - paper distributed 26/01
08-Dec-21	Liam Fowley to share the paper version of survey results with SEC Secretariat.	Liam Fowley MSYP	Complete - paper sent to SEC Secretariat 08/12/2021
08-Dec-21	SEC Secretariat to distribute paper version of survey results to SEC members.	SEC Secretariat	Complete - paper circulated to SEC members 14/12/2021
08-Dec-21	SEC secretariat to liaise with colleagues to provide a more in-depth paper on key updates from the Curriculum and Assessment Board for the next SEC meeting.	SEC Secretariat, SG Curriculum colleagues	Complete - paper 4 for meeting 20220202 provides a more in-depth update on current and planned work for the CAB
08-Dec-21	Scottish Government colleagues will contact members in due course to establish a sub-group to inform this narrative	National Improvement Framework Unit, Scottish Government	Complete - This work has been overtaken by the upcoming National Discussion on Scottish Education as recommended in Ken Muir's report.
02-Feb-22	Scottish Government colleagues will take into account feedback from Council members as the refreshed SAC Framework is finalised.	Scottish Attainment Challenge Unit, Scottish Government	Complete - The SAC Framework for Recovery and Accelerating Progress was published on 30 March 2022 as planned, having taken account of the views of SEC membership and a range of other stakeholders.
02-Feb-22	Scottish Government colleagues to take forward comments to inform a proposal for consultation in March 2022.	National Improvement Framework Unit, Scottish Government	Complete - The consultation on NIF key measures will be published in May due to further discussion re the focus of the consultation and a clash with the pre-election period for local authority elections. A fuller update on the consultation, and an opportunity for SEC members to offer further comments, is on the agenda for this meeting.
02-Feb-22	A more detailed update on progress with the alternative proposal to children and young people's participation will be provided at the next SEC meeting in April.	Curriculum Unit, Scottish Government	Complete - this was discussed at the April SEC meeting.

08-Dec-21	Scottish Government officials will do more work on data issues and bring a further paper to the SEC in due course.	National Improvement Framework Unit, Scottish Government	A meeting of the Curriculum and Assessment Board sub-group took place on 28 March to discuss the scope of the consultation on measurement of progress. A consultation on enhanced data collection for improvement closed on the 18th of July. Wider work on data issues permeates much of the discussion around the SAC stretch aims, the annual review of the National Improvement Framework, and the upcoming National Discussion on Scottish education. In the meantime we will look to raise the profile of the wider range of data that is included in the NIF which is used to inform policy development and specific actions linked to improvement.
28-Apr-22	SG colleagues to arrange a follow-up discussion on the proposed 'all SQA qualifications' measure with SQA.	National Improvement Framework Unit, Scottish Government	A meeting took place involving Scottish Government colleagues in the National Improvement Framework and Analytical Services Units and SQA colleagues on the 6th of May.
02-Sep-22	To bring a further paper on the NIF consultation on enhanced data for improvement to the next meeting of the Scottish Education Council in October.	National Improvement Framework Unit, Scottish Government	On the agenda for 26 Oct.
28-Apr-22	SG reform colleagues to take forward the recommendations of the Council to ensure the National Discussion involves all key stakeholders.	Directorate for Education Reform, Scottish Government	The National Discussion was launched at the Scottish Learning Festival on 21st September with a number of mechanisms in place to engage with children and young people, parents and carers, and teachers and practitioners. The National Discussion closed on 5 December and its outputs are anticipated in the spring.
26-Oct-22	Council members to contact the National Discussion team with any further suggestions for groups and organisations to engage with.	All members	As with above.
26-Oct-22	Andrea Bradley and Lorraine Davidson to discuss further the approaches for teachers to engage with the National Discussion.	Andrea Bradley/Lorraine Davidson	EIS arranged a one day conference for their members to engage with the National Discussion. Prof Carol Campbell attended in person and Prof Alma Harris attended virtually. The session was well attended and provided valuable input to the National Discussion consultation.
02-Sep-22	Officials to consider how we can take forward a shared understanding of the language around wider achievement.	Curriculum and Qualifications Division, Scottish Government	Paper presented and discussed.

28-Apr-22	Further work will be undertaken on variation and evidence in partnership with local authority colleagues, building on discussion at the April meeting	Scottish Government, Education Scotland, COSLA, ADES	An update on this work was provided at the meeting of the SEC on 26 October. A follow-up meeting took place on 18 November involving colleagues from Scottish Government, Education Scotland, ADES and COSLA. There was an agreed action to develop a narrative around understanding and addressing variation in performance across the system. The agreed narrative was included in the 2023 National Improvement Framework and Improvement Plan, published on 13 December 2022. The next meeting of this working group will take place on 16 February - a verbal update on this meeting will be provided.	Ongoing
02-Sep-22	Members to contact the SEC secretariat if they have any additional thoughts on what should be added to the work-plan.	All members	The workplan for the SEC for the 2022/23 session is a draft document which is amended based on emerging priorities and suggestions from members. We will send out an email inviting members to propose any agenda items ahead of each meeting, but would also encourage members to notify the secretariat of any proposed items to be added to the workplan at the earliest opportunity. An updated version of the workplan is on the agenda for discussion at the February meeting.	Ongoing
26-Oct-22	SG colleagues will return to the SEC at a future meeting with an update on aligning the SSAILD report and the Insight tool.	National improvement Framework Unit, Scottish Government	On the agenda for the February meeting.	Ongoing
15-Dec-22	The Chair and SEC secretariat will be mindful of the challenges which timings of future Council meetings during school hours may present for accommodating the needs of young members.	SEC Secretariat	It wasn't possible to hold the 22 Feb meeting outwith school hours given diary pressures. The Secretariat will consider options for the timing of future meetings. In the meantime, papers will continue to be released a week in advance to allow time for members to consider papers and the Secretariat is happy to meet with the MSYPs (outside of school hours if that works best) to help prepare for meetings, for example to go through the papers in more detail.	Ongoing

15-Dec-22	Fiona Robertson to follow-up on the points raised with MSYP members around the 2022 appeals process in a separate meeting.	Fiona Robertson, SQA	Fiona Robertson met with SYP representatives, including Beinn Grant MSYP and Sophie Reid MSYP on Monday 19 December. Topics discussed included learners' experience of both the 2022 appeals process and Exceptional Circumstances service, and the options SQA were exploring - and the risks and issues associated with these options - in relation to the appeals process for 2023. This was further discussed at the NQ Group on 20 January 2023 and with representatives of SYP at the Learner Panel on Wednesday 11 January and Tuesday 31 January. The new appeals process was announced on 1 February.	Closed
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Scottish Education Council

27 April, 09:30-11:30

Online – Microsoft Teams

AGENDA

1. Welcome and Introductions from the Chair – Jenny Gilruth, Cabinet Secretary for Education and Skills
2. Action log and minutes from SEC (8) 22 February 2023 [Papers 1 and 2]
3. Policy Prospectus for Education and Skills [Paper 3]
4. Update on the Education Reform Programme [Paper 4]
5. Initial Teacher Education recruitment and teacher retention [Paper 5]
6. Update on the draft Narrative on the Parity of Esteem between Qualifications and Learner Pathways [Paper 6]
7. Update on work of the Curriculum and Assessment Board [Paper 7]
8. Update on the work of the Strategic Board for Teacher Education [Paper 8]
9. Any other business

Scottish Education Council

Paper 3 – The First Minister’s vision for Scotland: Education and Skills portfolio

Purpose

1. To update the SEC on the vision for Education and Skills during the remainder of this parliamentary term/until 2026.

Background

2. In a statement to the Scottish Parliament on 18 April 2023, the First Minister set out what he expects the government to have delivered by the end of this parliamentary term.
3. The policy prospectus, '[New leadership - A fresh start](#)', describes three 'critical and interdependent missions' that will guide the Scottish Government in delivering a clear set of outcomes by 2026. They are:
 - Equality – tackling poverty and protecting people from harm
 - Opportunity – a fair, green and growing economy
 - Community – prioritising our public services
4. The document outlines the ambitious range of outcomes that the First Minister has agreed with each Cabinet Secretary and the co-leaders of the Scottish Green Party.
5. The document sets out a number of commitments under the education and skills portfolio. The full list is included in this paper at Annex A, but can roughly be categorised under the following priorities:
 - Teacher empowerment
 - Equity and attainment
 - Curriculum development and digital
 - Positive destinations for school leavers

Scotland’s participation in international studies

6. One of the headline commitments under the education and skills portfolio includes reinstating Scotland’s participation in the Trends in International Mathematics and Science (TIMSS) and Progress in International Reading Literacy (PIRLS) studies, to increase the availability of internationally comparable data on Scotland’s education performance.
7. Scotland’s education system already makes use of a wide range of evidence on achievement, assessment, progress, and learning to support students. The National Improvement Framework brings together an enhanced range of information and data at all levels of the system, to drive improvement for children and young people in early learning and childcare settings, schools,

and colleges across the whole of Scotland. Our participation in international surveys run by both the OECD and IEA will add to this evidence base, and will continue to ensure targeted and informed decisions are taken to strengthen our education system and identify where improvements need to be made.

8. Scotland will apply to join the next cycles of:

- PIRLS in 2026, which will deliver valuable information on attitudes in reading and development of reading literacy of our 9 year olds.
- TIMSS in 2027, providing an assessment of Maths and Science achievement of our 9 and 13 year olds.
- We will continue to participate in PISA, which will next report in December 2023 on the 2022 survey on the knowledge and skills of 15 year olds in Science, Reading and Maths.

Conclusion

9. The Council is invited to:

- note the policy prospectus set out at Annex A of this paper
- consider whether there are any other international studies in which Scotland should participate.

Learning Directorate
Scottish Government

April 2023

Annex A**Policy prospectus for the Education and Skills portfolio**

As the Cabinet Secretary for Education and Skills, working with my Cabinet colleagues, I commit that by 2026 I will have:

- Built a system of school age childcare and developed a funded early learning and childcare offer for 1 and 2 year olds, focusing on those who need it most.
- Sought to increase the provision of internationally comparable data on Scotland's education performance by re-joining the Trends in International Mathematics and Science (TIMSS) and Progress in International Reading Literacy (PIRLS) studies.
- Continued to focus on closing the poverty related attainment gap, whilst raising attainment for all - using our investment in the Scottish Attainment Challenge to further empower headteachers and Local Government to achieve their ambitions to improve outcomes for children and young people impacted by poverty.
- Delivered excellence in school education through empowering and supporting our teaching profession, putting learners' needs at the centre. Our new national education bodies will have clearer roles and responsibilities to support this work collaboratively.
- Strengthened support for the curriculum and have an equitable, accessible, valid, and reliable qualifications system for all.
- Improved the experiences and outcomes for children, young people and their families who use additional support for learning.
- Improved digital access for learners.
- Expanded free school meal provision.
- Made Scotland the first UK nation to incorporate the UN Convention on the Rights of the Child into domestic law, ensuring we are a country that respects, protects and fulfils children's rights.

- Kept The Promise made to the care community by 2030, by helping families to thrive and stay together where that is appropriate, and reduced the numbers of children who have to go into care.
- Helped all school leavers, regardless of their background, to access the transition support they need to achieve their potential, and ensure every young person aged 16-24 can further their education or secure a job or training place.
- Introduced Scotland's first National Transitions to Adulthood Strategy to ensure there is a joined-up approach to supporting our disabled young people as they make the transition to adult life.
- Developed a more agile and responsive skills system that better meets the needs of Scotland's learners and employers.
- Met our interim target of 18% of full-time first degree entrants to universities coming from the most deprived communities in Scotland.
- Supported and evidenced the continuation of international excellence in teaching and research within Scotland's Higher Education institutions.
- Delivered a national framework to tackle gender-based violence and sexual harassment in schools, and then commissioned an independent review of our work on this.

EDUCATION REFORM PROGRAMME UPDATE

Purpose

1. To provide an update on the Education Reform Programme and its work to deliver change that will directly benefit children, young people, learners and Scotland's education leaders and practitioners.

National Discussion on a Vision for Scottish Education

1. The Independent co-facilitators of the National Discussion, Professor Carol Campbell, and Professor Alma Harris will soon submit their final report of the National Discussion to the Cabinet Secretary. It will contain a compelling and consensual 20-year vision for Scottish education based on the significant engagement which was undertaken at the end of last year.
2. The vision will be accompanied by a call to action for the system setting out the short, medium, and long-term actions which need to be taken to make the vision a reality. The Scottish Government and CoSLA will publish the outputs of the National Discussion later in the Spring.
3. The output from the National Discussion will influence wider ongoing reform activity, including work on the new national education bodies and the Hayward Review.
4. Please see paragraphs 22-23 for a summary of discussion on the National Discussion at the most recent meeting of the Education Reform Stakeholder Reference Group.

Independent Review of Qualifications and Assessment

5. Professor Louise Hayward is now in the third and final Phase of her Review. Professor Hayward published her [interim report](#) at the end of February. The interim report provides a summary of the work of the Review so far and gives an overview of the Review's preferred model.
6. This model is currently being tested with schools, colleges and other key stakeholders including universities and employers, ahead of a final report and recommendations being submitted to the Scottish Government for consideration at the end of May.

Purpose and Principles for post-school education, research, and skills

7. Scottish Government has developed and is seeking views on an interim purpose and principles for post-school education, research, and skills. This is with an aim of publishing a final set of purpose and principles that reflect what

we value and reach a clear position on where our collective future focus needs to be.

8. On final publication, the Purpose and Principles will fulfil the Scottish Government's commitment to publish a statement of strategic intent (now referred to as Purpose and Principles) following the Scottish Funding Council's (SFC) recommendation in its review "Coherence and Sustainability: A Review of Tertiary Education and Research." [[Review of Coherent Provision and Sustainability \(sfc.ac.uk\)](#)].
9. The development of the Purpose and Principles is about creating a framework to deliver better social and economic outcomes for the investment that we currently make in post-school education, research and skills that are visible to learners, to employers and other actors in the ecosystem.
10. As previously noted, in June 2022 Scottish Government published [the scope and approach](#) that will be taken to develop the Purpose and Principles and in December 2022 we published an [Interim version of the Purpose and Principles](#) to support the final phase of engagement and to stimulate discussion on how the principles might be delivered in practice.
11. This work will complement ongoing work including:
 - Supporting successful delivery of all NSET programmes, in particular the Skilled Workforce Programme.
 - Delivery of the Adult Learning Strategy published in 2022 which sets out our actions to improve life chances for adult learners across Scotland. It outlines how we will ensure that there are accessible opportunities for adults to learn throughout their lives.
 - Implementation of the Careers Review recommendations and the work of the Careers Collaborative.
 - Building on the wider work to reform the entirety of the education and skills ecosystem including through the national discussion on education, independent review of qualifications and assessment, independent review of the skills delivery landscape and work to create new national bodies for education, qualifications, and inspection.

Independent review of the skills delivery landscape

12. The report of this review, which is being led by James Withers, formerly CEO of Scotland Food and Drink, is anticipated later in the spring. As noted in the previous update, this report will make recommendations on:
 - how the skills delivery public body and advisory landscape could be adapted to drive forward the objectives and outcomes of National Strategy for Economic Transformation, and the Scottish Government's response to the Scottish Funding Council Review; and

- on the basis of these considerations, the specific future functions remit and status of Skills Development Scotland (SDS) within the wider public body landscape.

New National Education Bodies

13. The priority for this programme continues to be ensuring that the roles, responsibilities, and accountabilities of each body, individually and within the education system, are clearer and more readily reflect the needs of learners, whilst ensuring that teachers and education practitioners are supported to improve that experience and education outcomes.
14. The Education (Scotland) Bill will be introduced to establish a new independent inspectorate and a new public body responsible for qualifications.
15. Please see paragraphs 24-25 regarding discussion of the Education Reform legislation at the most recent meeting of the Education Reform Stakeholder Reference Group.
16. Draft strategic target operating models (TOMs) for the three new organisations continue to be developed. The draft TOMs will set out the options for the high-level functions and services to be delivered by each body.
 - The development of the TOM for the new national agency is currently focussing on the key functions of Curriculum; Learning, Teaching and Assessment; and Professional Learning and System Leadership.
 - The development of the TOM for the new inspectorate is focussing on refining the options for the role of an independent Chief Inspector and the approach to inspection, building on experience to date and consideration of other inspection models.
 - The draft TOM for the new qualifications body is also being developed. It includes arrangements to support the decision that regulation and accreditation functions will move into the new body, but with new governance arrangements to support the independence of these functions from the awarding function.
17. Continued and expanded stakeholder and user engagement is an ongoing focus of the programme. The Education Reform Stakeholder Reference Group met for the third time on 22 March (see below). Work is ongoing to develop a User Panel to support and contribute to the Education Reform Programme with an aim for this group to meet for the first time in May.
18. This work will reflect the wider commitment within government to a rights-based approach to involving and engaging children and young people in policy areas that most affect and impact them.

Education Reform Stakeholder Reference Group

19. The group met for the third time on 22 March.
20. Professor Alma Harris, co-facilitator of the National Discussion, outlined that a great deal of work had been undertaken and thanked everyone from throughout Scottish Education who had taken part to date. In her presentation Professor Harris:
 - noted that there had been a high degree of engagement with the National Discussion and that she was not aware of another country that had engaged on this scale.
 - outlined that she believed the level of engagement reflected the high level of enthusiasm and passion in Scotland's education system for reform.
 - noted that the International Council of Advisors had commented on the breadth and depth of engagement.
 - shared a draft vision for Scottish education and explained the importance of every young person feeling that they matter, and that the education system is for them; and
 - shared draft three draft values (inclusive, ambitious, and supportive) and outlined that 'excellence and equity' – the current strapline of Scottish education – was not heard during engagement and that she believed it was not present in learners' consciousness.
21. Discussion among members covered areas including the scope of the vision and call to action, in particular in the context of the post-school and lifelong learning environments, ensuring its language was relevant and accessible, and the role of stakeholders and users in shaping and delivering its outputs.
22. Scottish Government presented an overview of intent and aims in the prospective Education Reform legislation. It was highlighted that legislation is planned to be enabling and broad enough to provide an overarching framework that will allow the new national bodies to be flexible, responsive, and agile to future change, and takes into account Professor Muir's recommendations.
23. Discussion on this item covered topics including the governance arrangements for the new qualifications body, and the need to ensure alignment between the new functions and activity of the new inspectorate and other relevant quality and inspection frameworks.

CHALLENGES RELATED TO RECRUITMENT TO INITIAL TEACHER EDUCATION PROGRAMMES & SUBSEQUENT TEACHER RETENTION

STRATEGIC BOARD FOR TEACHER EDUCATION PAPER TO THE SCOTTISH EDUCATION COUNCIL - 27 APRIL 2023

Purpose

1. The purpose of this paper is to outline the current situation, challenges and possible actions that can be taken to increase recruitment to initial teacher education (ITE) programmes and the subsequent retention of individuals entering the teaching profession.
2. This paper has been developed by the Strategic Board for Teacher Education (SBTE) and is based on initial discussions that have taken place within SBTE and the Teacher Workforce Planning Advisory Group (TWPAG).

Aims and Priorities

3. SBTE aims for the recruitment and retention of teachers in Scotland are to ensure that we have the right numbers of qualified teachers, in the right places, with the right areas of expertise, representing the diversity of Scottish society, in order to support improved learning and societal outcomes for all children and young people, whatever their background, circumstances and wherever they are being educated.
4. In order to help achieve these aims, the SBTE propose four key priorities that require collective action from partners across the education sector in order to be achieved.

Priority 1 – Increased Resource Demand Analysis

Local and national teacher resource demands are better understood to improve longer-term workforce planning. This includes tackling geographical challenges and ensuring targets for ITE programmes are set and met accordingly, particularly at secondary level and for hard to fill subjects such as science, technologies, mathematics, modern languages and Gaelic.

Priority 2 – Reducing Barriers to Becoming a Teacher

The barriers to individuals with protected characteristics such as race, religion or disability entering or staying in the teaching profession are better understood and reduced.

Priority 3 – Increased Support for Early Career Teachers

Teachers in the early phase of their careers experience more consistent mentoring and coaching to increase their confidence, motivation and satisfaction, raising retention rates after achieving full registration with the General Teaching Council (GTC) for Scotland.

Priority 4 – Improving the Promotion of Teaching as a Valued Career

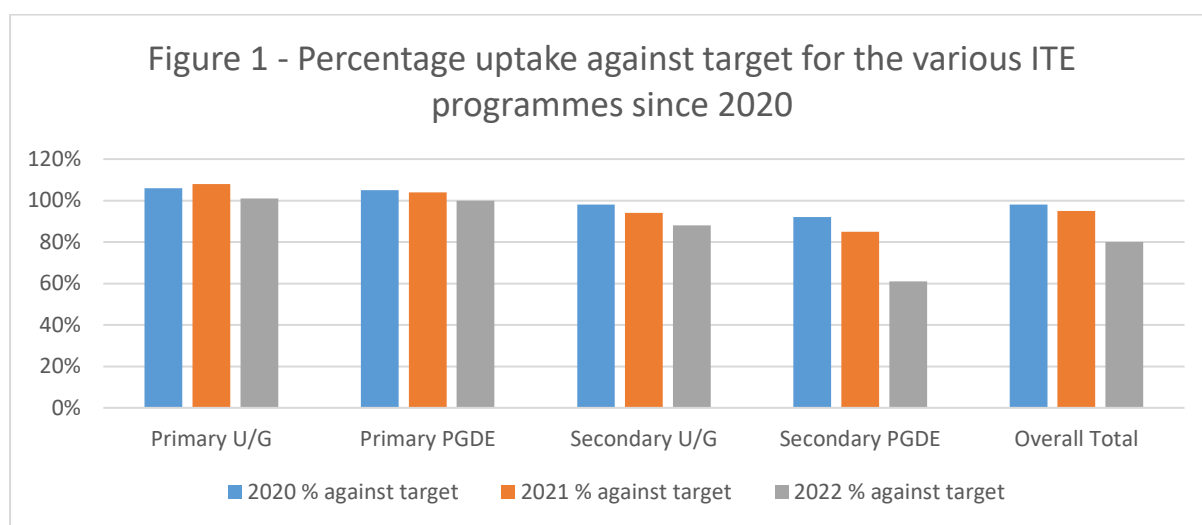
Teachers are valued and teaching is recognised and better promoted as important, complex and impactful work, improving the attractiveness of teaching as a career.

Current Position

- To understand what action may be required, it is important to understand how the current position maps against the aims and priorities outlined above.

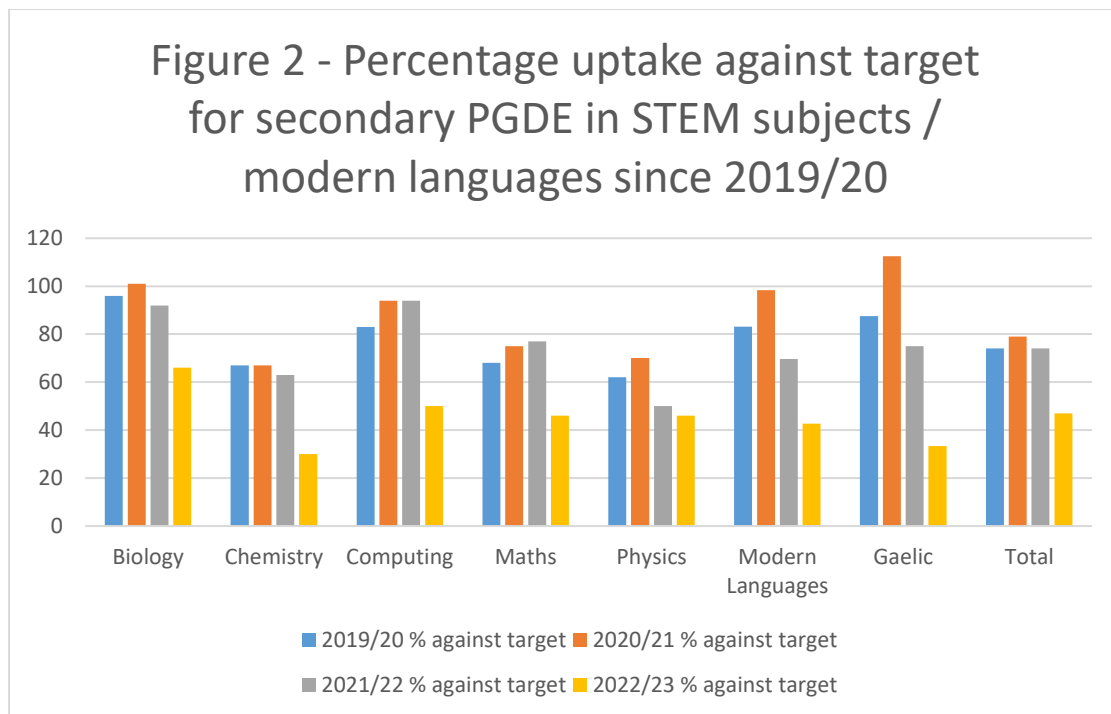
ITE Intakes

- Figure 1 shows percentage of recruitment against targets in Scotland for the various ITE programmes at Scottish Higher Education Institutions (HEIs) since 2020. More detailed information is contained in table 1 in Annex A.



- Figure 1 demonstrates that primary undergraduate, and primary Post-Graduate Diploma in Education (PGDE) targets were achieved or exceeded each year. Secondary undergraduate shows a downward trend, with 88% uptake in 2022 compared to 98% in 2020. Secondary PGDE intakes show a more significant downward trend from 92% in 2020, 85% in 2021 and 61% in 2022.
- There are particular challenges in meeting secondary PGDE intake targets in science, technologies, mathematics and modern language subjects, as shown in figure 2. For example, in 2022/23 there was an intake of 114 maths students compared to a target of 250 (46%) and an intake of 48 chemistry students compared to a target of 159 (30%). More detailed information is contained in table 2 in Annex A.
- The Scottish Government is also committed to encouraging new Gaelic Medium Education (GME) primary and secondary schools by increasing the number of teachers who can teach in the medium of Gaelic. Figure 2 shows that secondary PGDE ITE intake dropped to 33% against target in 2022/23 (target was 9, intake was 3). It is recognised that this is a complex issue with

the lack of Gaelic teachers leading to arguably less opportunity to study Gaelic and subsequently support a pathway to becoming a teacher of Gaelic.



Geographical Challenges

10. Rural local authorities report recruitment issues across both the primary and secondary sector. This has previously been considered by the SBTE¹. A more recent press article regarding Aberdeenshire² noted there were 47 secondary vacancies advertised in January 2023 and none were filled. The reasons behind this are likely to include issues such as transport and housing costs. Local authorities do have the option to offer incentives to encourage teachers to take up posts and several initiatives have been implemented.

Impact of the Covid Pandemic

11. The impact of the Covid pandemic on teacher recruitment and retention also needs to be investigated and better understood. Research in England has suggested that the challenging contexts faced by trainee teachers during the pandemic may risk them having insufficient experience leading to increased attrition rates of early career teachers³. The research did also note, however, that the experience of training to teach during the pandemic- has not been wholly negative for trainees and the flexibility and resilience that the situation has necessitated may even impact positively on professional development and a desire to remain in the profession.

¹ [SBTE+agenda+and+papers+--+May+2019.pdf \(www.gov.scot\)](https://www.gov.scot/publications/sbte-agenda-and-papers-+-+May+2019/pdf)

² [Aberdeenshire secondary teaching numbers 'close to crisis point' \(pressandjournal.co.uk\)](https://pressandjournal.co.uk/aberdeenshire-secondary-teaching-numbers-close-to-crisis-point/)

³ [Findings-and-recommendations-to-address-teacher-quality-and-enable-retention.pdf \(kcl.ac.uk\)](https://kcl.ac.uk/research/centres/centres-for-research-in-education-and-social-justice/findings-and-recommendations-to-address-teacher-quality-and-enable-retention.pdf)

Diversity in the Teaching Profession

12. A Scottish Government priority⁴ is to ensure that we have a teaching profession which reflects the diversity of our communities with the ambition that 4% of teachers identify as coming from black and minority ethnic (BME) backgrounds by 2030. As at 2017 this figure was 1.4% and by 2021-22 had increased to 1.8%.
13. In 2021-22, 165 or 4.5% of UK-domiciled entrants to ITE programmes at Scottish HEIs came from ethnic minority backgrounds. The proportion of entrants from ethnic minorities was higher on postgraduate courses at 5.2% compared to undergraduate courses at 3.4%. All three percentages are noticeably higher than 2016-17 when only 2.7% of UK-domiciled entrants were from an ethnic minority background, including 3.3% and 1.3% to postgraduate and undergraduate courses respectively. A six-year time series is shown in tables 3 and 4 in Annex A.
14. The Scottish Government also supports student teachers to undertake the Catholic Teachers' Certificate (CTC) to ensure a supply of appropriately qualified teachers in denominational schools. A recent analysis by the University of Glasgow and the Scottish Catholic Education Service shows that across Scotland there is a significant number of teachers permanently employed in denominational schools who do not hold the CTC yet are expected to have it. The analysis also shows 156 primary vacancies and 66 secondary vacancies in denominational schools (6% and 3% of the overall staffing complement respectively)

Comparison with other countries

15. Issues relating to teacher recruitment and retention are not unique to Scotland and are being seen in developed education systems across the world. For example, the National Foundation for Educational Research's 2023 annual Teacher Labour Market report⁵ monitors the progress the school system in England is making towards meeting the teacher supply challenge. The report highlights that schools posted 93% more vacancies in 2022/23 compared to the year before the pandemic and Initial Teacher Training recruitment in 2022/23 was 20% lower than in the year before the pandemic.
16. The International Summit on the Teaching Profession, which brings together education ministers, unions and teacher leaders from high-performing education systems, are due to hold their annual summit in April 2023. The agenda includes the issue of teacher shortages due to factors such as the pandemic, lack of respect for the profession and inhospitable working

⁴ [Teaching in a diverse Scotland: increasing and retaining minority ethnic teachers - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/teaching-in-a-diverse-scotland/increasing-and-retaining-minority-ethnic-teachers/pages/10.aspx)

⁵ [Teacher Labour Market in England Annual Report 2023 - NFER](https://www.nfer.ac.uk/publications/2023-01-01-teacher-labour-market-in-england-annual-report-2023/)

expectations may be required, noting that any proposed changes are subject to statutory consultation.

- 22. It would be helpful to get views from SEC on how to improve longer term workforce planning and ensure ITE intake targets are set and met accordingly.**

Priority 2 – Reducing Barriers to Becoming a Teacher

23. The Scottish Government’s Anti-Racism in Education Programme¹⁰ has a workstream dedicated to increasing the racial diversity of the teaching profession by addressing barriers to recruitment, retention and promotion. Work underway which will contribute to that ambition includes: considering effective recruitment practices in local authorities which mitigate the barriers which BME teachers can experience; and working with the SCDE to encourage ITE providers to engage with, and implement the recommendations in the Council’s new anti-racism in ITE framework¹¹.
24. Work is also being taken forward by the Diversity in the Teaching Profession and Education Workforce sub group to consider local authorities’ approaches to recruitment and recruitment of BME teachers in particular and how emerging practice can be shared with and potentially replicated in other areas.
25. Engagement with partners on the SBTE such as the Scottish Catholic Education Service and SCDE will also help us better understand issues related to teacher recruitment and retention in denominational schools and look to develop new approaches to overcome them.
26. Work could also be undertaken with HEIs to consider targeting ITE programmes to defined groups, such as individuals who have a disability.
- 27. It would be helpful to get views from SEC on other areas that could be explored to reduce barriers to becoming a teacher for individuals with protected characteristics.**

Priority 3 – Increased Support for Early Career Teachers

28. There is general agreement that support in the early phase of a teachers career (1-5 years) is vital and will strengthen role satisfaction and retention rates. The move from ITE to probation is formally supported through the Teacher Induction Scheme (TIS) with reduced class contact time and dedicated time for support and development. It is noted that not all teachers enter TIS, instead taking the flexible route to achieving full registration with GTC Scotland. Employers of teachers are encouraged to provide effective support for all individuals progressing from provisional to full registration

¹⁰ [Anti-Racism in Education Programme - gov.scot \(www.gov.scot\)](http://www.gov.scot)

¹¹ [Media_934784_smxx.pdf \(gla.ac.uk\)](http://gla.ac.uk)

regardless of the route taken. However, once probation has finished and teachers have achieved the Standard for Full Registration there is variable availability of ongoing support.

29. SBTE could give further consideration to address inconsistencies in support and identify gaps in development opportunities. For example, there is an opportunity to consider how best to support experienced teachers who provide support to early career teachers through and beyond the probation period. An exploration of the role of the 'school based teacher educator' would also be of value.
30. It would also be helpful to better understand the presumed cause and effect mechanisms underlying the retention of teachers to help ensure the most appropriate support strategies and structures are available across the country.
31. While the percentage of teachers on permanent contracts in Scotland has not changed significantly over recent years (82% in 2020, 81% in 2021 & 81% in 2022) it is clear that those new to the profession are finding it difficult to obtain permanent employment¹². The proportion of TIS probationers in full-time permanent posts in the year following their probation year is 33% and much lower than the high of 57% for the 2016/17 cohort¹³. This is likely to be one of the drivers behind those choosing to leave the profession. SBTE/SG can work with COSLA to address this issue, as part of £145.5 million being provided in the 2023-24 budget is to ensure it assists employing teachers on permanent contracts.
32. **It would be helpful to get views from SEC on how to better support teachers in the early phase of their careers and improve retention rates post-probation.**

Priority 4 – Improving the Promotion of Teaching as a Valued Career

33. Studies suggest that individuals are put off becoming a teacher due to perceived low pay, workload, stress and working conditions¹⁴ ¹⁵. Anecdotally we hear that teaching is often not considered a rewarding and fulfilling graduate career in the same way other degrees are.
34. The negative perception of teaching can also be found within the current profession. An EIS member survey from 2021¹⁶ found that almost 60% of respondents said they were unlikely or very unlikely to recommend teaching as a good profession to someone who is thinking of entering the profession.

¹² [School education statistics - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/school-education-statistics-2022/pages/1-introduction.aspx)

¹³ [Post-probationer teacher employment dashboard - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/post-probationer-teacher-employment-dashboard/pages/1-introduction.aspx)

¹⁴ [Review education policies - Education GPS - OECD: Teacher working conditions](https://www.oecd.org/education/2022/04/review-education-policies-education-gps-oecd-teacher-working-conditions)

¹⁵ [Issue 13: The Urgent Need for Action: Addressing the Teacher Recruitment and Retention Crisis in the UK \(linkedin.com\)](https://www.linkedin.com/company/eis-education-international)

¹⁶ [EIS Member Survey 2021: Health and Wellbeing findings](https://www.eis-education-international.com/eis-member-survey-2021-health-and-wellbeing-findings)

35. UK union member surveys have also suggested that a significant number of teachers have considered leaving the teaching profession altogether¹⁷. Reasons cited include workload and stress. To balance this research finding, it should also be noted that since December 2014 the number of school teachers in post in Scotland has increased by 8%, from 49,521 to 53,459 in December 2022¹⁸.
36. Work is required to shift public attitudes and improve the perception of teaching as a rewarding career with a strong sense of professional development, responsibility and the opportunity to make a difference to the lives of children and young people. It is important that we collectively seek opportunities to recognise this and positively promote the profession with the aim of improving teacher recruitment and retention.
- 37. It would be helpful for SEC to consider how the narrative around the value of teachers and the satisfaction that can be gained through teaching as a career is positively promoted.**

Education Reform

38. As the Education Reform programme continues to develop we must ensure that the interdependencies and impacts those reforms, including revisions to qualifications and curriculum, may have on ITE programmes and teacher recruitment and retention are understood.
- 39. SEC are potentially in a unique position to consider the holistic impact of all aspects of reform and to provide guidance, support and challenge to SBTE to ensure the activities proposed in this paper synchronise with and complement wider system changes. It would be helpful to get SEC's view on this.**

Conclusion

40. In summary, SEC are asked to consider the points set out above and the following questions:-
- **Do SEC agree with the analysis of the situation presented here, including that we should increase the collective focus on this area?**
 - **Are SEC content with the actions proposed to be led by SBTE? Are there other actions they would like to see SBTE take forward?**
 - **Where can SEC add value in helping to achieve these priorities?**
 - **How would SEC like to be kept updated on this as we move forward?**

Jim Thewliss, SLS / Pauline Stephen, GTC Scotland. SBTE Reps. April 2023

¹⁷ [Big Question Survey Report 2022 \(nasuwt.org.uk\)](https://www.nasuwt.org.uk/big-question-survey-report-2022)

¹⁸ [Teacher census supplementary statistics - gov.scot \(www.gov.scot\)](https://www.gov.scot/teacher-census-supplementary-statistics)

Annex A

Table 1 - ITE Targets and Enrolments in Scotland 2020-2022

Programme	2020			2021			2022		
	Target	Enrolment	% against target	Target	Enrolment	% against target	Target	Enrolment	% against target
Primary U/G	711	754	106%	707	767	108%	707	711	101%
Primary Combined	68	105	154%	72	95	132%	72	93	129%
Primary PGDE	1155	1214	105%	1155	1203	104%	1,155	1,154	100%
Primary Total	1934	2073	107%	1934	2065	107%	1,934	1,958	101%
Secondary U/G	165	161	98%	163	154	94%	158	139	88%
Secondary Combined	171	118	69%	173	132	76%	178	121	68%
Secondary PGDE	1800	1647	92%	1800	1527	85%	2,000	1,211	61%
Secondary Total	2136	1926	90%	2136	1813	85%	2,336	1,471	63%
Overall Total	4070	3999	98%	4070	3878	95%	4,270	3,429	80%

**Table 2 - Scotland - Showing STEM intakes to Initial Teacher Education
PGDE Courses Since 2019/20 Academic Year**

	Scotland 2019/20				Scotland 2020/21	
Subject	target	intake	% achieved	Target	Intake	% achieved
Biology	134	129	96	142	144	101
Chemistry	150	101	67	150	100	67
Computing	53	44	83	47	44	94
Maths	225	154	68	230	173	75
Physics	122	76	62	120	84	70
Total	684	504	74	689	545	79
	Scotland 2021/22				Scotland 22/23	
Subject	target	intake	% achieved	Target	Intake	% achieved
Biology	142	131	92	163	107	66
Chemistry	144	91	63	159	48	30
Computing	47	44	94	52	26	50
Maths	224	172	77	250	114	46
Physics	117	59	50	131	60	46
Total	674	497	74	755	355	47

Table 3 - UK-domiciled Entrants to ITE Programmes at Scottish HEIs by Level of Study, 2016-17 to 2021-22

Level of Study	Ethnicity	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Postgraduate	White	2,305	2,345	2,430	2,385	2,425	2,350
	Other						
	Ethnicity	80	90	105	110	120	130
	Not known	20	85	45	55	20	25
	Total	2,405	2,515	2,585	2,550	2,570	2,500
Undergraduate	White	1,115	1,095	1,085	1,060	1,130	1,135
	Other						
	Ethnicity	15	25	30	45	40	40
	Not known	0	5	0	5	0	0
	Total	1,135	1,120	1,115	1,105	1,175	1,180
Total	White	3,425	3,440	3,520	3,440	3,560	3,485
	Other						
	Ethnicity	95	110	135	155	165	165
	Not known	20	85	45	60	25	25
	Total	3,540	3,635	3,700	3,655	3,745	3,675

Source: HESA Student Data, SG analysis

Figures have been rounded to nearest 5. Therefore, sums may not equal totals.

Records only include primary and secondary education sector (i.e. where TQSSEC = 1, 2 or 5)

White includes: white, white Irish, white British, Irish traveller, gypsy or traveller and other white background.

Table 4 - UK-domiciled Entrants to ITE Programmes at Scottish HEIs by Level of Study, 2016-17 to 2021-22 (Percentage)

Level of Study	Ethnicity	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Postgraduate	White	96%	93%	94%	94%	94%	94%
	Other						
	Ethnicity	3%	4%	4%	4%	5%	5%
	Not known	1%	3%	2%	2%	1%	1%
	Total	100%	100%	100%	100%	100%	100%
Undergraduate	White	98%	98%	97%	96%	96%	96%
	Other						
	Ethnicity	1%	2%	3%	4%	3%	3%
	Not known	0%	0%	0%	0%	0%	0%
	Total	100%	100%	100%	100%	100%	100%
Total	White	97%	95%	95%	94%	95%	95%
	Other						
	Ethnicity	3%	3%	4%	4%	4%	4%
	Not known	1%	2%	1%	2%	1%	1%
	Total	100%	100%	100%	100%	100%	100%

Source: HESA Student Data, SG analysis

Proportions based on rounded numbers due to low values.

Narrative on the Parity of Esteem between Qualifications and Learner Pathways

Background

1. This narrative has been developed by the Scottish Government, with members of the Scottish Education Council (SEC) informing its development, and follows a discussion on 15 December 2022 about improving the narrative on assessment and qualifications, the purpose of which is to ensure parity of esteem for different course choices and learner pathways. The discussion led to the following action:

SG colleagues to work further on developing a narrative on assessment and qualifications, and whether this narrative will achieve its anticipated aims on the ground, and will return with a proposal to Council members in early 2023 (Action: Senior Phase and OECD Curriculum Reform Unit, SG).

2. The choices learners make about their learning pathways and course choices before, during and beyond the Senior Phase can have a significant impact on their future lives. Over the last decade or more, particularly as part of the Developing the Young Workforce Strategy, schools, colleges, employers and other providers continue to broaden the range of high quality learning options available. Work has also been undertaken to provide reassurance to young people that options are available to them through a variety of pathways, such as through the Developing the Young Workforce #NoWrongPath campaign.
3. The Scottish Government recognises that understanding of some of these choices: by parents, and carers, teachers, employers, universities, colleges and young people themselves is vital, and it is important to challenge assumptions that may restrict the perceived accessibility to courses for learners based on protected characteristics or socio-economic status.
4. We believe that the choices that students make about the next steps in their learning should reflect their interests, prior learning and aspirations, and should be rooted in the knowledge that all learning that is undertaken on this basis is valued and valuable, as is every learner.
5. The education reform agenda presents opportunities to reframe thinking in relation to the equal value of different types of learning and learners and associated parity of esteem.

SG Commitment

6. We will seek to:
 - Engage with organisations and networks on how the narrative about assessment and qualifications can unintentionally limit learner's choice and seek their support and input on promoting a more balanced narrative.
 - Review the action plans that follow the education reform reports published in 2023 and be mindful of those elements which will improve the narrative, working in partnership where it can increase impact.

- Commit to supporting positive change through being deliberate in our use of language and the ways we value all learners and celebrate their diverse success.
- Reflect the shared commitment to parity of esteem in any relevant media communications, particularly in relation to 'Results Day'.
- Take every opportunity to provide strategic support so learners can make well-informed choices about the pathways they pursue and value and celebrate these in equal measure.
- Address any misunderstandings and conscious or unconscious bias regarding courses, awards and qualifications, with appropriate and evidenced support and/or challenge.

Use of Language

7. While we recognise that altering language will not, in isolation, achieve parity of esteem, considering use of language is an important "quick win". Issues of cultural attachment to certain qualifications may be worth exploring over the longer-term. Terms such as; "other qualifications and awards", "wider achievement" and even the term "vocational" suggest (to some) that these are somehow 'other' or are for those who are unlikely to achieve well at National Qualifications and this can play a part in undermining their value. In order to support positive change we will:

- Where possible refer to 'qualifications and awards' when specific context is not required.
- Learners can choose from more than general subjects so instead of 'subject choice' say 'course choice'.
- Avoid using language which confirms negative stereotypical views about the roles of people in work and society and address them in as supportive a way as possible.

Senior Phase and OECD Curriculum Reform 20 April 2023

Paper for SEC, 27 April 2023

Update from the Curriculum and Assessment Board

At the last meeting of CAB on 22 March 2023, the following items were discussed:

1. **OECD recommendations 1.1-1.4 - Update on progress** – see below section for further details.
2. **Developing a systematic approach to curriculum review** – a paper outlining a project that is currently being carried out in-tandem between Education Scotland and the Scottish Government to explore options in response to an OECD recommendation to develop a systematic curriculum review cycle – see section below for further details.
3. **School leaver attainment – core measure for improvement** – a verbal update proposing a paper to expand the scope of Scottish Government National Statistics on school leaver attainment.
4. **Choice, Attainment and Positive Destinations: Exploring the impact of curriculum policy change on young people** – a presentation by Prof Mark Priestley setting out the findings of a report he co-authored following research funded by the Nuffield Foundation.

Update on the work of CAB around curriculum development and how it is engaging with incorporating UNCRC

This section provides background to a question from the last SEC meeting on how CAB discussions about curriculum development are engaging with UNCRC incorporation. A summary of three papers, which were recently presented to CAB, and the most relevant elements of the associated discussion, is set out below:

1. Curriculum Review and Improvement Activity on 18 January 2023,
2. OECD recommendations 1.1-1.4 - Update on progress on 22 March 2023 and
3. Developing a systematic approach to curriculum review on 22 March 2023.

The most relevant aspects of the UNCRC to education are set out in **Annex A**.

1. Curriculum Review and Improvement Activity

1.1 [redacted s.38(1)(b)](Curriculum Unit, Scottish Government) summarised a paper setting out the full package of curriculum development and improvement activity that is underway at present¹.

1.2 CAB members were invited to offer feedback:

- Concerns about seeking joins in equalities priorities, given the distinct differences in approach needed to ensure activity can make meaningful change for the groups experiencing different kinds of inequality. [redacted

¹ The curriculum review workstreams identified initially within this overall package included the workstreams on 1) Children's Rights in the Curriculum; 2) an LGBT Inclusive Curriculum; 3) An Anti-Racist Curriculum (1-3 comprising an overall "social justice" theme); 4) Strengthening the national action plan on Learning for Sustainability; 5) National Response to improving Literacy; 6) National Response to Improving Maths; 7) the Expressive Arts Network; 8) Personal and Social Education Review; 9) STEM – Logan Examination of Computing Science; 10) Creation of a Systematic Cycle of Curriculum Review; 11) Review and reform of outcome measures for CfE, and 12) All remaining Education Scotland-led implementation of the 2021 OECD Review.

s.38(1)(b)] explained that the individual workstreams were continuing and that stakeholders from all relevant workstreams would be involved. [redacted s.38(1)(b)] from Education Scotland explained that the co-design group will consider where alignment and collaboration might support educators to take an intersectional approach to social justice, rights and equalities curriculum, whilst maintaining the distinctiveness of individual priorities. [redacted s.38(1)(b)] acknowledged the potential risk of misunderstanding around distinct equalities priorities. She affirmed the commitment to continuing to engage with stakeholders with lived experience to minimise this risk.

- The different streams of work need distinct leadership with resources so that teachers and pupils can develop a better sense of understanding. Taking an intersectional approach to link it all would be helpful.
- It was suggested that there may be further sources of external input to help develop this work, for example through the SUIG (Scottish Universities Inclusion Group), on decolonising the curriculum through contributions from academic experts and practitioners.

* Additional note on curriculum review work relating to children’s rights / UNRCR

1.4 In recognition of the specific interest in children’s rights, an update on that particular theme is provided below:

- The workstream / CAB sub group on UNCRC and Scotland’s Curriculum was cited at the CAB meeting in January 2023 as one of the package of curriculum review workstreams which could be better integrated with other work, in particular with the work on LGBT education and anti-racist curriculum.
- Whilst the CAB did not discuss the UNCRC/curriculum work in specific detail, the Scottish Government and Education Scotland are acutely aware of the need to make further progress and to now implement the initial findings from the UNCRC/CfE working group.
- One of the reasons for pausing the next steps from the CAB sub group on UNCRC was to reflect on findings from the National Discussion on education. Now that those findings are beginning to emerge, the SG Curriculum Unit are keen to meet with Children’s Parliament and Together in order to develop proposed next steps on this workstream in particular.
- Next steps would take account of the initial recommendations from the CAB sub group on UNCRC/curriculum, the emerging themes from the National Discussion, the further moves towards a more coherent management and governance across all existing curriculum reviews, the work to further strengthen our approach on Learning for Sustainability (children’s rights being a key component of LfS) and the opportunities provided by the Scottish Government’s arrangement with Unicef in relation to Rights Respecting Schools.

2. OECD recommendations 1.1-1.4 - Update on progress

2.1 Ollie Bray (Strategic Director, Education Scotland) summarised a paper providing context to ongoing work being led by Education Scotland on four curriculum specific recommendations that sit under the broad heading, “Balance Curriculum for Excellence so students can fully benefit from a coherent learning experience from 3

to 18 years”, that was published in the 2021 OECD report, *Scotland’s Curriculum for Excellence: Into the Future*.

2.2 Following suggestions made in the 2022 Muir Review to bring young people and those working with young people, such as teachers and practitioners, closer to policymaking by listening to their voices, a process of co-design has been implemented across this work where appropriate. Work is now underway, spanning a number of key themes.

2.3 To date key activities have followed a model where current curriculum challenges are firstly explored with the system, clearly defined by the system, and exemplified across the system with the intention of empowering and enabling the system. A set of tools and approaches have been developed as part of the process that can be adapted meet local and community needs. Early evidence suggests that this is having impact.

3. Systematic review of the curriculum

3.1 [redacted s.38(1)(b)] (Unit Head, Senior Phase and OECD Curriculum Reform) delivered a paper outlining a project that is currently being carried out in-tandem between Education Scotland and the Scottish Government to explore options in response to recommendation 3.4 of the 2021 OECD report, *Scotland’s Curriculum for Excellence: Into the Future*, to: “Develop a systematic approach to curriculum review. Scotland could consider establishing a curriculum review cycle with a planned timeframe and specific review agenda, led by the specialist stand-alone agency”.

3.3 CAB members were invited to provide feedback on the draft success criteria and provide initial advice and direction on what the key components of a good process of systematic curriculum review should look like in Scotland.

3.4 CAB members raised the following points:

- Various members raised issues about the timing of a review, with concerns raised about the frequency due to lack of time and the toll it would take on the system.
- Practitioners and learners should be placed at the heart of the review and involved at appropriate stages.
- Equality should also be built into the review of the curriculum.

Annex A: Education-related elements of UNCRC

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 5 (parental guidance and a child's evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

UPDATE FROM STRATEGIC BOARD FOR TEACHER EDUCATION

The Board met on Wednesday 29th March 2023.

Remit and Workplan

The Remit was reviewed and deemed fit for purpose with the Board agreeing it should be revisited periodically. The workplan will undergo further development, with the aim being to move this onto more of a project management basis and ensuring it reflects where the Board can collectively add value.

Recruitment Challenges in Initial Teacher Education

The Board discussed a paper on the current situation, challenges and possible actions that can be taken to increase recruitment to initial teacher education (ITE) programmes and the subsequent retention of individuals entering the teaching profession.

A paper capturing the outputs of this discussion and seeking views of the SEC will be tabled at the 27 April meeting by SBTE representatives.

Proposed Revisions to the Teacher Induction Scheme

The Board discussed the Teacher Induction Scheme (TIS) and possible revisions to it that has been developed by Teacher Induction Scheme Ongoing Review Group (TISORG). Proposed revisions include increased information sharing between local authorities to ensure a more strategic approach to the allocation of probationers. The need for a part-time option was also raised. As the scheme is 20 years old consideration is needed on whether a more fundamental and systematic review of TIS should be carried out.

Student Placement System

The Student Placement System (SPS) is the system currently used to place student teachers into school placements and is operated by GTCS. It is to cease operation by June 2024 due to technical support being retired. There was agreement that a replacement national system is needed to manage this process and delivering the project to timescale will be challenging and not without risks. An SPS subgroup of the Student Placement Management Group will develop practical solutions for this project.

The Board will next meet on 31st May 2023.

SBTE Secretariat
April 2023

SCOTTISH EDUCATION COUNCIL

REVISED ROLE AND REMIT OF THE SCOTTISH EDUCATION COUNCIL

Background

1. The Scottish Education Council (SEC) was established in 2017 as the key stakeholder forum for oversight of improvement activity in Scotland. Chaired by the Deputy First Minister, the SEC ensured a system-wide focus on improvement by involving those who can directly deliver improvements in education.

2. The Covid-19 Education Recovery Group (CERG) was formed in April 2020. Co-Chaired by the DFM (and now the Cabinet Secretary for Education and Skills) and Cllr McCabe from COSLA, the CERG aims to provide advice on education policy, planning and delivery to Ministers and local government leaders in the context of the response to the pandemic. Due to the focus on recovery, and the common membership between the SEC and the CERG, the SEC has not met since early 2020.

3. A significant amount of improvement and recovery work is currently taking place, for example in response to the OECD and Audit Scotland reports, alongside the review of the SQA and Education Scotland. This work – as with the other priority work that is not directly recovery related – requires the strategic oversight and governance that a board like the SEC brings, hence why arrangements have been made to restart the Council at this point.

4. An updated version of the SEC role/remit and workplan was distributed to Council members in advance of its meeting on 8 December, taking into account comments provided by members via correspondence and the updated status of Children and Young People's participation in the Council. The below role, remit and workplan takes into account final observations made by members during the 8 December meeting. It includes stronger references to a collaborative and whole-system approach.

Role

5. The Council will be chaired by the Cabinet Secretary for Education and Skills. It will have enhanced local government input from across the Regional Improvement Collaboratives, reflecting the key role of local partners in the delivery of system-wide improvement as well as the need to have joint responsibility for the delivery of improvement and increased transparency of decision making. It will also have an enhanced membership which includes young people and children's rights representatives and representatives from the Colleges, ELC and CLD sectors, to reflect the whole-system approach of the Council.

6. Safe, inclusive, and purposeful engagement with children and young people will be critical to the success of the Council.

7. It will also have strong links to both the Curriculum and Assessment Board (CAB) and the Strategic Board for Teacher Education (SBTE). Scottish Government officials will ensure that there is a consistent system of feedback between these

governance groups and Ministers. The Council's work will be also be informed by input from the International Council of Education Advisers.

8. The role of the Council will be to focus on high level strategic issues that set the direction for educational improvement. It will contribute external perspectives and a diversity of expertise and experience in order to drive improvement and engagement across the Scottish education system. The Scottish Government will provide feedback on how the Council's work has contributed to the delivery of strategic goals.

Remit

9. The remit has been updated to include the involvement of children and young people on the refreshed Council, the focus on the key reports published in 2021, and the ongoing work on educational reform and child poverty.

10. The Council, in pursuit of collaborative partnership and supportive of social dialogue, will:

- Bring together the main decision makers, key influencers, and children and young people's representatives with a strong focus on excellence and equity for all, and be a forum for frank and open discussion and challenge.
- Ensure children and young people's voices are at the heart of discussions about improvement and reform of the education system, alongside those of teachers.
- Promote, protect and defend the rights of children and young people in order to ensure they are incorporated fully across the Scottish education system.
- Provide comment and professional advice on the strategic direction, vision and outcomes of key education policies and initiatives. The Council will not be a decision making body.
- Use key evidence and data about what is working nationally and locally to drive improvement, and what more is required in the context of the pandemic and future educational reform.
- Consider progress and provide views on how the recommendations and actions from key reports have been taken forward (ICEA, Equity Audit, Audit Scotland, SAC progress report and OECD review).
- Provide leadership and advice to Ministers and local government in developing the strategic approach and vision for improvement across Scottish education, as defined by the National Improvement Framework.

- Have a primary focus on issues related to the school years, including the provision of community learning and development, but have the ability to focus on wider education issues as and when required. This will include a focus on the partnership between education settings, such as the link between schools and colleges/ ELC settings.
- Provide guidance and advice at all levels of the system, working across organisational and structural boundaries to support the development of key improvement priorities for Scottish education and ensuring those priorities are reflected in national, local and regional improvement planning.
- Work closely with Regional Improvement Collaboratives via agreed governance arrangements to oversee progress towards delivery of those national, regional and local improvement priorities and outcomes.
- Contribute to cross governmental work on child poverty to ensure that there is a whole system approach to improvement and recovery.

(Workplan on next page.)

SCOTTISH EDUCATION COUNCIL – OUTLINE WORK PLAN (2022)

<i>Meeting</i>	<i>Proposed agenda items</i>
2 February 2022 Via teams	<ul style="list-style-type: none"> • Input from Curriculum and Assessment Board • Update on the refreshed SAC Framework
6 April 2022 Via Teams or a school setting tbc	<ul style="list-style-type: none"> • Possible joint meeting with the International Council of Education Advisors • Input from Curriculum and Assessment Board and Strategic Board for Teacher Education [standing item]
8 June 2022 Via Teams or a school setting tbc	<ul style="list-style-type: none"> • Proposals for 2023 National Improvement Framework and Improvement Plan • Input from Curriculum and Assessment Board and Strategic Board for Teacher Education [standing item]
August 2022 (date tbc)	<ul style="list-style-type: none"> • Input from Curriculum and Assessment Board and Strategic Board for Teacher Education [standing item]
October 2022 (date tbc)	<ul style="list-style-type: none"> • Input from Curriculum and Assessment Board and Strategic Board for Teacher Education [standing item]
December 2022 (date tbc)	<ul style="list-style-type: none"> • Input from Curriculum and Assessment Board and Strategic Board for Teacher Education [standing item]