

National Conversation PKC Key themes Oct-Nov 22



Q1. What kind of education will be needed by children and young people in Scotland in the future and how do we make that a reality?

Children and young people are valued and listened to.

Pupil Voice - Child's voice is prioritised and actioned.

Physical Environment - Review and evaluate school building - being fit for purpose.

Community focus - all children and young people are a part of it.

Partnerships working - Provision of education - who else can be involved.

Digital - Greater use of online offers.

Skills for Life Learning and Work- development of thinking skills - preparing young people for work and further study. Problem solving, resilience and reflective of society.

Digital - More flexibility-not all children learn best in a classroom - e-sgoil to be expanded.
Digital independence, creative thinkers

Training Training for all staff in behaviour management and ASN support strategies.

Conditions Greater freedom and flexibility to bring about changes in a short space of time.
Communication. Increased staffing across the board.
A 4-day week?
Raise value of education nationally.
Sustaining 'people' resources.

Partnerships Working in a co-ordinated way with parent/families and partner agencies.

Wellbeing
Resilience, adaptability, perseverance
Communication, emotional literacy, collaboration, global awareness.
Focus on mental health wellbeing,
Children who are confident in their faith

Early Years More active/play style learning with improved responsive planning.

FEEDBACK FROM:

PARENT AND FAMILY
LEARNING TEAM

HEADTEACHERS

DHT/PTS

CENTRAL TEAM STAFF

Digital skills, equity of access (1-1 devices), internet safety/social media, infrastructure with clear benefits of digital skills understood by all.
Essential staff training available.

Understanding of play pedagogy - for all staff, P1 curriculum to meet needs.

Meta-skills/skills for the future- creativity, strong numeracy/literacy skills (including financial education)

Mental Health and Well Being - resilience, nurture, mental health support.

Environmental awareness - sustainable living.

Broad and evolving curriculum

Ring fenced time for professional learning, teacher confidence to apply play pedagogy, ECPs in early years, specialist speech and language.

An education that builds resilience, self-worth, confidence.

Life skills - larger emphasis on vocational/practical industries.

Play and outdoor learning.

School universal and targeted offer includes parenting and family learning throughout 3-18 and beyond school hours.

Better alternative provision for children with ASN.

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Q2. How do we ensure that children and young people in Scotland feel supported in their learning in the future?

Training and staffing

Ensure universal supports are well embedded in all classrooms.
Need to skill staff up so that targeted support can also be in place even while waiting for diagnoses.
Find solutions to staffing issues.
Allow higher tariff interventions to get off the ground in a timely fashion.

A balance of support and pupil ownership of their own learning.
Robust support for ASL, continue counselling/CLW.
Joint services for families from birth.

Pedagogy

Involve them in their learning
Enough time that children can feel cared for/supported.
Value their voice, reflect it back to them.
Provide a scaffold to work from.
Give them choices of how to learn.

Using evidence-based programmes and early intervention as this will save funding in the long run.

Most of the services that offer this are non-statutory so at risk of being under regular budget savings.

Change temporary funding to permanent funding.

Transitions - Enhanced support for young people and families during transition from secondary to positive destinations.

Choice and flexibility- Responding to HWB census in allowing children greater choice in their learning e.g. virtual classes where subject choices are not available.

HWB - Sense of belonging and feeling understood.

Universal approaches to needs -
Normalising needs – planning/
L & T to meet overall needs.

Early intervention.

Providing opportunities for learning and applying skills (including digital).

Clear/ evolving skills development
Awareness/ understanding of mental health /Trauma informed.

Listening to learners and supporting choices they make.

Build community links.



Q3. What is one thing that needs to stay and why?

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Literacy, Numeracy, HWB need to stay.

Core skills.

Routines in school and at home.

Self-Regulation.

I.T.

Bring back specialists!

Extra-curricular clubs.

Attainment.

Reducing the gap.

Equity.

Supporting families early will save money in the long run.

Families will have better relationships and outcomes for both parents and children, who are our future parents.

Staffing - Staffing ratios in ELC.

Collaborative Working.

Building capacity at community level.

Curriculum

literacy, numeracy, HWB, 4 capacities and SLLW.

High quality early interactions.

Focus on literacy/numeracy, skills for learning, life and work.

4 capacities.

'4 capacities' to create 'good people'.

Relationships

Values based and child centred approaches.

Relationships/learning together – introductions/connections.

People – financing people.

People-PSA, PSTs, expressive arts etc.

All children supported and challenged to be the best they can be to be able to function as an individual member of society.

Support networks to ensure that the child is at the centre.

High expectations by schools and society.

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Q4. What are the most important priorities for a future Scottish education system?

Early Years - Establishing a kindergarten stage with meaningful consultation and planning to ensure it is delivered in line with the core values of a true research and theory informed kindergarten stage.

Parents involved in children's attendance in ELC setting e.g. compulsory family learning for families accessing funded SS2 to ensure positive family attachments to compliment ELC.

Wellbeing.

Skills development framework.

Preparation for life, learning and work-

Positive and equal post destination opportunities, skills expected from employers.

Curriculum pathways for all.

Culture – valuing all.

Equity -
close the gap – ensure equity.

Fit for purpose, not just education for education sake.

Transitions – primary to secondary.

Appropriate mental health support.
Early intervention.
Digital literacy for all.
Shorter waiting times.
Quicker access to support/ more joined up thinking and referral system.

Better recruitment and retention of support staff - more secure contracts.
PSAs need to be retained and be used effectively to support the children.
Staffing- more staff - ECPs, PSA.

Equity in distribution of IT across schools particularly for pupils with ASN.
Appropriate infrastructure for IT - decent Wi-Fi. Having resources to meet expectations.

Higher expectations in teacher training.

More input from PSTs in rural schools.
Consistency of Outreach staff - regular visits.
More involvement from Community Link Workers.

Need for more nurseries/schools as most of Scottish schools are at capacity, with little space for smaller group work or class sizes.

Every community is expanding which means not enough places for children in their local school.



Q5. Overall, what is your vision for the future of education in Scotland?

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Skills - Refresh in skills required for future and employment alongside equal opportunities.

**Renewed value/status.
Professional pride recognition
Self efficacy**

Curriculum and Pedagogy

Flexible approaches to curriculum.

Transferable skills that will survive change.

A return to focus on the Four Capacities.

An assessment and qualifications suite that properly equips our young people.

High quality teacher training – needs refreshed; more school based.

Review current model of RCCT – what impact have we seen?

Successful learners – the focus on exam results needs to change. Transferable skills portfolio.

Creative, innovative teachers.

Partnerships

Effective parental engagement where parents play an active role.

Teach real skills e.g., ‘parenting’ before they become parents – program at secondary school.

Utilise what is available in local area, be able to talk about learning.

Happy “folk” with wellbeing and family coming together.

Equity

Investing in an expanded, skilled workforce (including support staff and teaching staff)

A greater focus on Relationships.

More people! PEF has helped to fund essential support staff.

Move away from current measures of poverty - they are currently not reflective of the need

Individualised pathways.

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Q6. How can we make that future vision for education a reality in Scotland?

Strategy Clarity Investment

Further development and training:

- to fully understand who our children and young people are.

Understanding our partners and carers and empathise with their circumstances.

Teacher training better aligned with aims, visions and values expected in education.

Rights and Responsibilities Shared understanding of rights and responsibilities across society.

Decluttering of priorities across Scotland, LA and individual schools.

Funding, time, training.
Longer term measurement of impact.
For example, some interventions will have an impact that is cumulative and take longer to close any gap eg cultural.

Review of presumption of mainstreaming, need to look at inclusion and impact on schools and children's learning.

Working more collaboratively across schools and local authorities.

Clarity of vision.

We need to be clear about purpose of school, if everything is a priority then nothing is.

Be very focused on what will make a difference to children.

A highly skilled workforce.

Local flexibility/empowerment.

Initial Teacher Education.

Effective leadership at all levels and masters level learning for all staff, intensive training e.g. play.

IT.

Supporting the most vulnerable.

Working with our communities.

HOW CAN CHILDREN AND YOUNG PEOPLE BE CARED FOR AND SUPPORTED IN THE FUTURE? (I.E., PHYSICAL AND MENTAL WELLBEING)

Parents having a better understanding of how to nurture their children and the changes through the life span of their child (different developmental needs and changes, teen brain development).

School staff having a better understanding of how to support children, YP and parents, and communicate effectively with them. Education for physical and mental health should be mainstream not just for those experiencing difficulties.



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Q7. What are the most important steps we need to take to achieve the future vision for education in Scotland?

Partnerships

Education should involve whole families as school cannot do it all!

Clearer understanding of the shared responsibility. Takes a village!

Funding- review in individual schools adequate funding and resources.

Curriculum and Pedagogy

Streamline the curriculum, key focus on literacy/numeracy/HWB.

Review the professional learning structure in schools.

Develop distributed leadership opportunities, collaboration, discussion and ACTION!

Effective leadership.

Initial Teacher Training - increase the standard please.

Masters level learning for education staff.

The effective use of IT and the upskilling of staff and children.

A highly skilled workforce
Appropriate support at the correct time.

More trained support staff in schools.

More funding.

Smaller class sizes.

Support for part time timetables.

Support and challenge for parents.

IT for all (equity across the authority).

Communication

Clearer and more effective.

Communication of the role of education Consultation.

Properly funded and sustained.
RCCT review.

RCCT time for teaching staff and collaboration within schools.

Consultation and balanced representation across all communities.
Need to get parents on board – help them to understand and to be brave enough to 'bin' exams.

Funding.

Curriculum review.

Policy changes – RCCT, starting school consultations.

Time management

Allocate Time.

Stop, take time to review.

Trust

Empowerment.

Treat education staff as professionals, there is so much scrutiny.

Listen to those who are working in schools.

Being bold and brave.

Q8. How can we ensure that everyone involved in education in Scotland has a say in future decisions and actions?

Supporting the most vulnerable.

Working with our communities.

Wider model of leadership within school.

Engagement with educational research - and sharing this with parents and the wider community.

A public consultation that is listened to,

Feedback to stakeholders.

This should include everyone involved in the education system.