Sharing the story: Improving Education and Educational Leadership in Scotland

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Scotland

Population: 5.3 million

Part of UK, but Scottish Government has full responsibility for education (a devolved power; no UK education system)

95% of children attend local state comprehensive schools

Aim for every school: Excellence and Equity
Scotland

- 2,524 schools
- 32 local authorities
- 51,000 teachers
- 685,000 learners

Faculties of Education
Agencies
Trade Unions
Our work to build a high performing education system

- Getting it Right for Every Child (GIRFEC)
- Curriculum for Excellence
- Reforms to improve teacher quality, leadership and professionalism
- Investing in modern, stimulating learning environments for our children
- Developing Scotland’s Young Workforce
- Development of the National Improvement Framework
- More targeted interventions through the Scottish Attainment Challenge
- Governance Review
We have a clear vision for Scottish education set out in the new National Improvement Framework:

- **Excellence through raising attainment**: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

- **Achieving equity**: ensuring every child has the same opportunity to succeed, with a particular focus on closing the deprivation-related attainment gap

This has broad support across Scottish education.
Development of the National Improvement Framework

- A clear vision and set of priorities
- A comprehensive and integrated approach to evidence and evaluation
- Six key drivers of improvement
- New annual survey of achievement of literacy and numeracy levels through stages of primary and early secondary
- New health and wellbeing survey under consideration
Our current policy challenges

• Longstanding and persistent attainment gap
• Variation in performance and improvement across Scotland
• Concerns about teacher shortages and workload
• Ensuring the successful delivery of Curriculum for Excellence, including the new qualifications
• Strongly targeted approach, across literacy, numeracy and health and wellbeing
• Particular focus on highly concentrated areas of social disadvantage
• Promoting collaborative enquiry approaches within and between schools and authorities
• Key elements: learning and teaching, leadership, families and communities
• Pupil Equity Fund
“”Our data shows that it doesn’t matter if you go to a school in Britain, Finland or Japan, students from a privileged background tend to do well everywhere. What really distinguishes education systems is their capacity to deploy resources where they can make the biggest difference.””

Andreas Schleicher, Times Educational Supplement, 2013
Implementing the Scottish Attainment Challenge

* Learning from ‘Challenge’ models around the world
* First Challenge to focus on primary stages
* Literacy, numeracy and health and wellbeing
* £750m over 5 years
* Targeted approach: regions, schools and individual families
* Teams of attainment advisors in place in each region
* Part of the overall Fairer Scotland strategy
“Be rigorous about the gaps to be closed and pursue relentlessly “closing the gap” and “raising the bar simultaneously”

*Improving Schools in Scotland: An OECD Perspective, 2015*

Which ‘gaps’ exist in your school?
How are they measured?
How will they be reduced?
How will you know?
‘Closing the gap’

* A shorthand expression for all our work to break the cycle of deprivation for children and their families
* We have set the ambitious target of closing the poverty-related attainment gap between the most and least deprived children in Scotland
In Scotland, at age 5, the gap between children from the most advantaged and most disadvantaged families is already:

- 6-13 months in problem-solving ability
- 11-18 months in expressive vocabulary

From Growing Up in Scotland

Closing the vocabulary gap in Primary 1/ Reception
Innovation

- Innovation is fresh ways to meet long standing challenges
- We need disciplined innovation – not a thousand flowers blooming

OECD 2017

Everyone signs up to a few targeted interventions to close the gap in your school. Everyone can tell the story.
Despite the plethora of programmes and actions, we wonder whether there is yet enough focus on the fundamental nature of the teaching and learning experience - described in OECD work as the “pedagogical core” – especially as experienced by those pupils and students, and in those schools, which experience the highest levels of disadvantage and deprivation.

IMPROVING SCHOOLS IN SCOTLAND: AN OECD PERSPECTIVE © OECD 2015
## Importance of parents and families

- **Number of words spoken to children by adults by the age of 36 months**
  - In professional families: 35 million
  - In other working-class families: 20 million
  - In families on welfare: 10 million

- **Kinds of reinforcements:**
  - **positive**
    - professional: 500,000
    - working-class: 200,000
    - welfare: 100,000
  - **negative**
    - professional: 50,000
    - working-class: 100,000
    - welfare: 200,000

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*Dylan Wiliam – Attainment Challenge Masterclass - 2016*
5 key indicators – closing the gap

- Attainment
- Attendance
- Exclusion
- Engagement
- Participation
Closing the gap – how will we know at classroom and school level?

- Expected progress for all
- Excellent progress for many
- All SIMD bands proportionately represented in the ‘excellent’
- In other words, no pattern of lower attainment for children in lower SIMD bands
Principles for using data to tell the story

*We need to use data as a treasure hunt for what’s working, not a witch hunt for what’s not* (John Hattie, 2016)
National Improvement Hub

What is the NIH?
The National Improvement Hub will become a key gateway to educational improvement resources and support. It provides easy access to dynamic digital resources to help you improve your practice quickly and easily, increasing the quality of learners’ experiences and their outcomes.
How can schools develop a literacy-rich curriculum in P1-3 to help to close the vocabulary gap?

Last updated: 30 August 2016

What is this?
Strategies and interventions which can support teachers and practitioners. A range of strategies, interventions, questions and examples to support the development of a literacy-rich curriculum in P1-3.

Who is this for?
This is for teachers and practitioners.

How to use this Learning and assessment resource to improve practice?
The questions can be used and adapted to reflect on current practice through professional dialogue with colleagues. You may also wish to create a bespoke set of questions for your context using How good is our...
Establishment of Scottish College for Educational Leadership

Our vision is to work in partnership with the profession and other national organisations to deliver an education system in Scotland where every teacher and early practitioner benefits from excellent leadership learning and development so as to make a direct difference to young people and society.
Our mission is to bring clarity and coherence to educational leadership in Scotland, ensuring that all educators engage with the most relevant, meaningful and inspiring professional learning and development.

We will achieve this by:

- growing a sustainable organisation that understands and adds real value to educators and young people in Scotland
- building the expert role of SCEL at home and internationally by securing a strong knowledge and research base which ensures ongoing improvement and leading edge learning
- engaging across and beyond the education system – building relationships, networks and communities to identify knowledge and enhance practice in leadership learning and development
- providing access to a robust, relevant and fit for purpose suite of leadership learning programmes and opportunities that draw on national and international knowledge and evidence to meet unique local and national needs, strengthening individual and collective leadership capacity across Scotland.
The Framework for Educational Leadership

Recommendation 46:
A clear, progressive educational leadership pathway should be developed, and embodies the responsibility of all leaders to build the professional capacity of staff
TSF 2010
Model of Professional Learning

Log-in

FRAMEWORK FOR EDUCATIONAL LEADERSHIP

The Framework for Educational Leadership is intended to support improvements in Scottish education by developing high performing leaders equipped to tackle the significant task of leading and managing in challenging and changing times.

Watch our video

Learning activities
Our learning activities improve your leadership skills, no matter what stage you are at in your educational career journey.

Start learning online

Programmes
In addition to providing interactive learning activities, SCiL are also responsible for providing quality assured endorsed third party programmes on leadership development opportunities in Scotland.

Browse programmes
Individual professional learning

Exploring School Leadership

Sharing learning
- Reading and research
- Mission and identity in a Roman Catholic setting
- Inclusive improvement planning
- Leading digital learning
- Using improvement methodology

Leading teams
- Leading coaching conversations
- Self evaluation of an organisation
- Developing social and emotional learning
- Leadership of professional learning
- Implementing a shared vision

School Leadership

Developing leadership capacity
Teacher Leadership
Exploring Teacher Leadership

Teacher leaders are passionate about learning and teaching. Through informed and innovative practice, close scrutiny of pupils’ learning needs and high expectations they play a fundamental role in improving outcomes for children and young people. Teacher leaders are effective communicators who collaborate with colleagues, demonstrate integrity and have a positive impact on their school community. They model career-long professional learning.

Skills, qualities and professional actions demonstrated by teacher leaders can be identified under four main areas:

- Learning and teaching
- High expectations and ambition
- Communication and collaboration
- Values and commitment
Middle Leadership

• Support for Local Authority Professional Learning co-ordinators

• University Post Graduate Certificates in Middle Leadership

• Regional Conferences for middle leaders and aspiring middle leaders
School Leadership
Headship Preparation
National Into Headship Qualification

To ensure aspirant and new head teachers are supported to develop and continue to build the necessary knowledge, skills and understanding required of senior leaders

The development work to date is focused on creating a Masters pathway which includes three parts:

- Middle Leadership
- Into Headship
- In Headship
Improving School Leadership: Into Headship
“Into Headship helped me enormously as a leader. With increased knowledge and understanding of the national and international perspective, I now have a deeper appreciation of why we do things – and because my opinions and values are rooted in knowledge I have far more conviction and self-belief.”

Claire Slowther, Deputy Head Teacher, Dunbar Grammar
System Leadership: SCEL Fellows and the Fellowship Programme
Recommendation 48

“A greater range of CPD opportunities should be provided for experienced headteachers, from the middle years of headship onwards….”

Recommendation 49

“A scheme for national leaders of education should be developed to enable experienced, high-performing headteachers to contribute to system-level leadership of education in Scotland”
SCEL Fellowship Programme

• Experienced, serving head teachers

• Focus on system leadership

• Access to, and engagement with, policy makers and senior leaders across and beyond education

• Coaching and academic support

• Area of enquiry at system leadership level
SCEL Fellowship Programme

Programme overview

- Leadership practices for greater equity in Scottish schools
- Qualities, dispositions, attributes of high performing leaders
- System Leadership
- Creating schools as innovative 21st century learning environments (OECD)
- Transformational / strategic redesigning of schools
- Leadership for learning and teaching – aimed at raising attainment and closing the gap
- Networked, collaborative and community leadership
Feedback

Participants have cited many benefits from engaging with the Fellowship Programme including:

“The opportunity to engage with experienced colleagues, leading thinkers and researchers has had a massive positive impact on me as a person and as a leader. I have found myself re-stimulated and reinvigorated in my role and I look forward to my continuing engagement with colleagues and SCEL.” - SCEL Fellow

“The SCEL Fellowship Programme is answering the question that many Head Teachers have been asking for some time - how can I work and collaborate with colleagues for the greater-good of the educational system and young people.” - SCEL Fellow
What’s next?
Next steps

- Enhancement of SCEL Framework for Educational Leadership, including early learning and childcare
- Teacher Leadership
- Collaborative Middle Leadership
- Towards Headship
- Into Headship: cohort 3
- In Headship
- Excellence in Headship Programme
- Fellowship programme cohort 5
- Leading Systems Change in Scotland
- Regional Network Leaders
Now
Now Everywhere
Now

Everywhere

Agreed
Now

You can only do 2 out of the 3!

Everywhere    Agreed
Now

You can only do 2 out of the 3!

Impose/mandate

pilot

Everywhere  consult  Agreed

Transforming lives through learning