Item 2

1st June 2023

Glasgow City Council

Education, Skills and Early Years City Policy Committee

Report by Executive Director of Education Services

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UPDATE ON REVIEW OF VALUES, VISION AND PRIORITIES

Purpose of Report:

To update the committee on the Education Services progress in reviewing and updating overarching purpose, vision, values and priorities

Recommendations:

The Committee is asked to note the update and Education Services progress in taking forward the review and update of overarching purpose, vision, values and priorities

Ward No(s): Citywide: ✓

Local member(s) advised: Yes ☐ No ☐ consulted: Yes ☐ No ☐

***PLEASE NOTE THE FOLLOWING**:*

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1 Background

1.1 A paper was brought to the Education, Skills and Early Years Policy City Committee in August 2022 which provided context and background to the ambitions and priorities of Education Services (see appendix 1).

1.2 Taking cognisance of a complex landscape and the challenges we have to navigate, Education Services had initiated a conversation to review and plan the next phase of our journey in Glasgow, centred within the context of the new council plan, connecting with the wider council family and external stake holders.

1.3 That paper provided narrative on our challenge of making change meaningful and bringing about positive differences to children's lives. It discussed the importance of simultaneously: being aware of the future agenda; being committed to achieving educational gain; building on empowerment and agency within our establishments; and always retaining a sharp focus on learning and teaching.

1.3 Our aim during this conversation has been to continue building on our successes with renewed ambition, developing an energised collective of senior leaders across the City Team of Heads and Central Officers: "leading from the middle". This continues to enable refreshed collaboration within a purposeful framework:

- Responding to local needs
- Taking collective responsibility for all young people
- Exercising initiative rather than implementing other people's initiatives
- Integrating efforts with broad system priorities
- Establishing transparency of participation and results

1.4 The conversation has focused around what success looks like for our children, young people and families in the city. Finding the best ways to localise the range of guidance and priorities to best meet the needs of Glasgow's learners and context.

1.5 To this end, the Education Improvement Service (EdIS) supported the development of two "Looking Forward" Conferences for all Heads of Establishment and central officers. These were facilitated by the Education Services Directorate in May 2022.

1.6 Summary output was collated from the conferences of thematic vision outputs, the values most commonly identified, priorities for delivery and measures of impact.

1.7 A resource pack was provided to all establishments which could be used with children, young people, parents/carers and partners and staff to take forward dialogue. Participation and returns provided additional opportunities for engagement in this work through to January 23.

1.8 An iterative draft process was undertaken throughout the ongoing dialogue and during February 23 focus groups of Heads met and provided further input on the draft development.

1.9 Opportunities continue to be provided at business meetings for further engagement and a “Taking Stock: One Team” Conference of all Heads, in May 23 provided additional opportunity for deep discussion and planning amongst Learning Communities, using the draft document to plan further work driving forward Education Services.

2 All Learners, All Achieving

2.1 The draft document can be found in Appendix 2.



2.2 To align with and meet strategic plan commitments within the Council's Strategic Plan 2022- 2027, the All Learners, All Achieving document highlights Education Services Challenges. This document is now a key driver of our Education Annual Business Plan (ABP) where we have also used a missions based approach to develop our Business Plan Priorities.

2.3 The ABP contains the document All Learners, All Achieving whilst also providing more detailed information on resources, service structure, how we meet strategic commitments, relevant plans, legislative context, local government benchmarking, quality management and a detailed action plan for Education Services.

2.4 The action plan within the ABP details Education Services Missions (Appendix 3), individual Council commitments, actions, milestones and progress.

2.5 In our establishments across the city individual School Improvement Plans (SIP) are developed annually as a legislative requirement to support improvement. The documentation for these has been revised to align with All Learners, All Achieving.

Next Steps

- Final All Learners, All Achieving Document agreed
- Monitor and review revised SIP format
- Develop reporting cycle to committee of Education Business Plan progress and Highlights

3 Policy and Resource Implications

Resource Implications:

Financial:	Within current resourcing.
Legal:	None.
Personnel:	Within current resourcing.
Procurement:	Within current resourcing.

Council Strategic Plan: Specify which Grand Challenge (s) and Mission (s) the proposal supports. Where appropriate the relevant Commitment can also be listed.
GC Reduce poverty and inequality in our communities.
GC Increase opportunity and prosperity for all our citizens.
GC Fight the climate emergency in a just transition to a net zero Glasgow
GC Enable staff to deliver essential services in a sustainable, innovative, and efficient way for our communities.

Commitments:

All Education commitments within the council plan are now aligned within the action plan which has aligned to All Learners All Achieving. On occasion commitments with the wider council family are also written up within the action plan as actions.

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.	Yes, and links with all protected characteristics work across Education Services.
What are the potential equality impacts as a result of this report?	Positive impact.
Please highlight if the policy/proposal will help address socio-economic disadvantage.	Raised attainment providing improved life chances and choice.

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify:	N/A
What are the potential climate impacts as a result of this proposal?	N/A
Will the proposal contribute to Glasgow's net zero carbon target?	N/A

Privacy and Data Protection Impacts:

Are there any potential data protection impacts as a result of this report N

If Yes, please confirm that a Data Protection Impact Assessment (DPIA) has been carried out

4 Recommendations

4.1 The Committee is asked to note Education Services' progress in reviewing and updating overarching purpose, vision, values and priorities

Appendix 1

Introduction; The Education Landscape Nationally

A range of national reports and reviews provide an overview of the current education landscape in Scotland.

Organisation for Economic Co-operation and Development (OECD) 2015 provided a roadmap of areas to be further developed nationally:

- To be rigorous in closing the gap and raising the bar
- A strategic approach to equity policies
- To develop metrics/ways of defining the success of our children and young people, that do justice to Curriculum for Excellence (CfE) capacities
- To strengthen professional leadership of CfE from the 'middle'
- A coherent strategy for teacher leadership and social capital
- To look at how assessment is developed

OECD 2021 Scotland's Curriculum for Excellence (CfE) Into The Future assessed the implementation of CfE providing recommendations:

1. Balance CfE so students can fully benefit from a coherent learning experience 3-18
2. Combine collaboration with clear roles and responsibilities
3. Consolidate institutional policy processes for effective change
4. Lead next steps in CfE with a long term view

The Stobart Report:

- Seeks to dispel a number of assumptions about the existing Scottish system, through comparison with other systems
- Offered a tentative blueprint for reform to Scotland's qualifications system suggesting external assessment could be more innovative to capture a wider range of student capabilities

The International Council of Education Advisers provided recommendations on direction of travel nationally:

- Disciplined innovation
- Balance consistency of purpose with local energy, innovation and ownership
- Scotland should become
    - a networked learning system
    - A self-improving system
    - With collective agency and efficacy
- Policy should focus on leadership, pedagogy and collaboration
- "over reliance on one leader must shift"
- System change to be driven by collaborative professionalism

- A theory of change and leadership approaches that emphasises distributed responsibility and engagement; professional judgement and agency; robust collaborative professionalism; local energy and ownership

A national consultation on enhanced data collection for improvement, and the key measures to assess progress towards closing the poverty related attainment gap is currently underway.

In 2021, both the (OECD) and Audit Scotland reports made recommendations relating to data collection and the need to ensure it reflects the ambitions of Curriculum for Excellence. Audit Scotland recommended that the Scottish Government:

- "Work with stakeholders to develop and publish consistent and robust national data that reflects the ambitions of the national curriculum, national policy priorities such as health and wellbeing and confidence, and key priorities for Covid-19 recovery and improvement.
- Update the National Improvement Framework (NIF) to reflect data on these agreed outcomes and consider how to ensure that there is greater prominence on these broader outcome measures in public reporting and messaging, for example by inclusion in the NIF key indicators."

Nationally the focus areas of this consultation are:

- Ensuring key measures assess progress towards closing the poverty related attainment gap and reflect the wider ambitions of the curriculum,
- Supporting the value of the wider data for improvement purposes, both qualitative and quantitative
- The range of data needed by schools, education authorities and at the national level in order to fulfil their different requirements.

The results of this consultation are also informing the national discussion on the vision for Scottish education, which has been taken forward in response to two recommendations in Professor Ken Muir's report Putting Learners at the Centre: Towards a Future Vision for Scottish Education, that:

- The Scottish Government should initiate a national discussion on establishing a compelling and consensual vision for the future of Scottish education … in particular the importance of placing the learner at the centre of all decisions.
- The vision for Curriculum for Excellence (CfE) should be considered as part of this discussion as should consideration of how the education system seeks to address the purposes described in Article 29 of the United Nations Convention on the Rights of the Child (UNCRC).

The national discussion includes wider consideration of how to measure the effectiveness of the curriculum as a whole, as recommended by the OECD.

An Interim report of the Independent Review of Qualifications and Assessment in Scotland has now been published. The Review builds on the findings from the OECD report Scotland's Curriculum for Excellence - Into the Future (2021) and reflects on the aspirations of those who originally designed Curriculum for Excellence.

It considers the recommendations of the Stobart Report (2021) Upper-secondary education student assessment in Scotland: A comparative perspective. https://www.gov.scot/publications/independent-review-qualifications-assessment-scotland-interim-report/

Appendix 2

Education Services missions are:

Wellbeing and Learning

Missions

1. Support nurture and wellbeing as central to a young person's success in learning
2. Meet the learning and care needs of children and their families before and through school
3. Improve the quality of learning and teaching

Achievement and Progress

Missions

1. Improve outcomes for children and young people impacted by poverty with a focus on tacking the poverty related attainment gap
2. Raise attainment among Glasgow's children and young people
3. Support Glasgow's young people into fair, positive and sustained destinations

Engagement, Participation and Inclusion

Missions

1. Support Glasgow's learners to be active, global citizens
2. Support the growth of innovative resilient and creative learners

Networked Learning Organisation

Missions

1. Enable staff to deliver a sustainable and innovative Education Services structure that delivers value for money
2. Run Education Services in partnership with all our communities
3. Enable all learners to engage in a broad range of lifelong learning experiences

Connected Learning

Mission

1. Empower all learners to be equipped with critical and creative skills that enable them to be highly adaptive and agile in a fast changing world with access to the best tools for learning