

**Glasgow City Council****Education, Skills and Early Years City Policy Committee****Report by Executive Director of Education Services****Contact: Douglas Hutchison / Andrea Reid Ext: 74551****EDUCATION SERVICES, REVIEW OF VALUES, VISION AND PRIORITIES:
LOOKING FORWARD****Purpose of Report:**

To update the committee on the Education Services Review of vision, values and priorities and engagement of heads, staff, parents / carers and children and young people in the process.

Recommendations:

The Committee is asked to note the update and Education Services ambitions for continued engagement to support ongoing improvement

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 Introduction; The Education Landscape Nationally

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

1.2 Organisation for Economic Co-operation and Development (OECD) 2015 identified a issues to be further developed nationally including:

- 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

1.3 OECD 2021 Scotland's Curriculum for Excellence 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.

1.4 The Stobart Report on senior phase assessment following issues with SQA exams:

- 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

1.5 The International Council of Education Advisers provided recommendations on the 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 emphasise distributed responsibility and engagement; professional judgement and agency; robust collaborative professionalism; local energy and ownership

- 1.6 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.”
- 1.7 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,
 - and supports 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.
- 1.8 The results of this consultation will also inform the plans for a national discussion on the vision for Scottish education, which is being 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).
- 1.9 The national discussion will include wider consideration of how to measure the effectiveness of the curriculum as a whole, as recommended by the OECD.

2 Glasgow Education Services Current Priorities

- 2.1 Given the complex national policy context, it is essential that in Glasgow we are all clear on the focus and purpose in education. Supported by the refreshed Scottish Attainment Challenge, Glasgow continues to work to support education recovery, accelerate progress towards closing the attainment gap and through a range of Glasgow Improvement Challenges to improve outcomes for children and young people impacted by poverty, with a focus on tackling gaps in children's and young people's outcomes associated with relative poverty.
- 2.2 Our current four priorities have served us well in Education Services and we have continued to navigate the complexity by retaining a sharp focus on a small number of priorities, improving those things that make a difference.
- 2.3 The priorities for Education Services were reviewed in 2016. Glasgow's Improvement Challenge, along with our aspiration to be a Nurturing City afforded us the opportunity at that time to reflect. The priorities established in 2016 were:
- Raising attainment and achievement through Glasgow's Improvement Challenge;
 - Continue to improve how we meet the learning and care needs of children before they go to school and as they move through school, including how we support their families;
 - As we move Towards a Nurturing city, continue to improve how we meet the needs of all children and young people, particularly those with additional support needs;
 - Make best use of our finance and resources to help ensure the best outcomes possible for our children and young people.
- 2.4 Our journey of improvement has seen reduced exclusions, increased attendance, improved positive destinations and higher levels of attainment. Our approaches to Supporting Improvement are delivering a confident, reflective, self-improving school system with learning as the driver, however work remains to be done.
- 2.5 Glasgow remains a city of contrasts with unacceptable levels of inequity and poverty in parts. Attainment continues to be linked to deprivation with the young people living in the most deprived communities performing less well than those living in the least deprived communities but Education Services continue to make positive progress.
- 2.6 The detrimental effects of child poverty remain a major cause for concern and work to address the impacts of poverty drives our efforts. Education Services continues to work with the wider council family and external stake holders to mitigate the impacts of the escalating Cost of Living Crisis.

- 2.7 In line with the councils' declaration of a climate emergency in May 2019, climate action is one of our young people's most important priorities. Our Glasgow Young People's Forum also tell us that this is a priority for them along with human rights, their voice being heard and feeling a sense of belonging with a curriculum fit for purpose.

3 Looking Forward Conferences

- 3.1 Taking account of this complex landscape and the challenges we have to navigate, Education Services have initiated a conversation to review and plan the next phase of our journey in Glasgow. This will be centred within the context of the new council plan, connecting with the wider council family and external stake holders.

"When large numbers of people have a deeply understood sense of what needs to be done, coherence emerges and powerful things happen." Michael Fullan

- 3.2 Taking forward change and innovation places very real demands on leaders. This is easier to manage when we work collectively and collaboratively supporting and contributing to improvements across Education Services.
- 3.3 To this end, the central education team led two "Looking Forward" Conferences for all Heads of Establishment and central officers. These were facilitated by the Education Services Directorate in May 2022.
- 3.4 The events began the dialogue with senior leaders, in partnership with central officers, to review our current position in Education Services and plan for the way ahead. The aim was building clarity about deep moral purpose; developing a small number of clear, simple goals; and working collectively on vision, values and purpose.
- 3.5 This discussions emphasised the key role of Heads as a collective group of senior leaders and on relentlessly focusing on tackling the impacts of poverty for our learners. The importance of a focus on wellbeing; meeting learners' needs; improving outcomes for all and supporting collective efforts to work together on the solutions is well understood across our Services. 98% of attendees stated that they feel empowered as leaders within the city. There was however a clear appetite to be more meaningfully involved in setting Education Services strategic direction looking forward.
- 3.6 Summary output from the discussions has been collated from the conferences on vision; the values most commonly identified; priorities for delivery and measures of impact. These will form the basis of further work to set the direction for Education Services as we move forward.

- 3.7 The intention is to develop our values and vision together so that we can achieve a shared ownership which is an essential element in the improvement process. Glasgow City Council values are set out in the City Charter. They were developed in consultation with citizens and staff.
- 3.8 During the initial “Looking Forward” events, attendees discussed the values core to Education Services. The most frequently identified were: Compassion, Equity, Trust, Respect, Integrity, Kindness, Inclusion, Ambition, Honesty, Justice, Love, Resilience, Wisdom, Nurture, Hope. As we take forward the conversation we will refine the core values for our services.
- 3.9 Themes emerging during professional dialogue on vision coalesced around learning, nurture, the future, ambition and aspiration, community and empowerment. These themes reflect work underway in relation to UNESCO Learning Cities, sustainable development goals and UNCRC.
- 3.10 Discussion on priorities and how we will know if we are successfully delivering on an agreed vision rooted in our values, coalesced around measurements of success specifically in: Learning and Teaching; Destinations; Attainment and Achievement; Learners Needs; Partnership; Wellbeing; Economy; Equity.

4 Next Steps:

- 4.1 As a result of the sessions with heads and the central team, draft documents will be prepared for further engagement and consultation involving children and young people; parents / carers; the wider staff group; partners before a final version is brought back to elected members for consideration.

5 Policy and Resource Implications

Resource Implications:

Financial: N/A

Legal: N/A

Personnel: N/A

Procurement: N/A

Equality and Socio-Economic Impacts:

The proposal is for further consultation and does not yet represent a policy or plan.

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.

What are the potential equality impacts as a result of this report?

(no significant impact, positive impact or negative impact)

Please highlight if the policy/proposal will help address socio-economic disadvantage.

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify:

The proposal is for further consultation and does not yet represent a policy or plan.

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?

Alignment to key Council Challenges.

Privacy and Data Protection Impacts:

This report has no impacts upon privacy or data protection.

6 Recommendations

- 6.1 The Committee is asked to note the update and Education Services ambitions for continued engagement to support ongoing improvement.