

CLD Standards Council Response to the Education Governance Review - *Empowering teachers, parents and communities to achieve Excellence and Equity in Education*

Link to the review <https://consult.gov.scot/empowering-schools/a-governance-review/>

Submitted January 2017

1 What are the strengths of the current governance arrangements of Scottish education?

In outlining current arrangements for the governance of education in Scotland, the review paper omits any mention of the delivery of CLD services or national functions related to this. From the perspective of the Standards Council, this results in an incomplete picture, with the risk that the analysis of strengths and barriers is flawed.

A key strength of current governance arrangements is that some local authorities have effective processes for the joined-up delivery of education, lifelong learning, personal and community development. These are based on the local democratic accountability of education alongside other services, which it is important to maintain under new governance arrangements.

The existence and development of the CLD Standards Council itself, with a key role in raising professional standards in non-school based education, lifelong learning, and community development is a notable strength, unique to Scotland.

2 What are the barriers within the current governance arrangements to achieving the vision of excellence and equity for all?

A key barrier is the lack of clear recognition within governance arrangements of the role of a holistic approach to education, lifelong learning, personal and community development in achieving excellence and equity in education.

It is also important not to lose sight of the major role of factors other than governance arrangements in creating barriers to excellence and equity for all. There is clearly a need to develop the best possible governance arrangements but in themselves they cannot be expected to redress the impact of poverty and inequality at multiple levels.

3 Should the key principles below underpin our approach to reform?

Yes

Are there other principles which should be applied?:

The Standards Council supports the key principles. They align closely with those that underpin CLD practice.

4 What changes to governance arrangements are required to support decisions about children's learning and school life being taken at school level?

Governance arrangements that promote partnership and a holistic approach at all levels as noted at Question 2 above are important in supporting decisions about children's learning and school life being taken at school level in a way that empowers children, young people and communities. They can help to ensure that the full range of relevant skills is deployed to this end.

5 What services and support should be delivered by schools? What responsibilities should be devolved to teachers and head teachers to enable this? You may wish to provide examples of decisions currently taken by teachers or headteachers and decisions which cannot currently be made at school level.

A wide range of services and support are currently delivered in schools, not necessarily by teaching staff and including much that happens outside the “school day”. It is important that any new arrangements introduced support the wider role of schools in the community.

6 How can children, parents, communities, employers, colleges, universities and others play a stronger role in school life? What actions should be taken to support this?

In line with the emphasis in the Review on process rather than structure, professional development should be seen as having a key role in this, in particular, approaches to professional development that bring together practitioners, including teachers, to learn together and from each other.

7 How can the governance arrangements support more community-led early learning and childcare provision particularly in remote and rural areas?

Previous answers to questions 2 and 4 apply also in relation to supporting more community-led early learning and childcare provision.

8 How can effective collaboration amongst teachers and practitioners be further encouraged and incentivised?

As suggested above in response to question 6, approaches to professional development that bring together practitioners, including teachers, to learn together and from each other have a key role in improving collaboration.

It would be helpful throughout the Review to specify the “practitioners” other than teachers who are being referred to, including youth workers and other CLD practitioners.

The experience of CLD practitioners is that effective collaboration between teachers and practitioners often depends on the approach and attitude of individual head teachers (for example, in some places CLD practitioners may be seen as a useful means of keeping “difficult” pupils occupied; in others, as valuable partners in delivering programmes in citizenship and community involvement to all pupils). New arrangements need to address how to support a more consistent approach to collaboration based on agreed principles of good practice.

9 What services and support functions could be provided more effectively through clusters of schools working together with partners?

No responses as issues not directly related to CLD practice.

10 What services or functions are best delivered at a regional level? This may include functions or services currently delivered at a local or a national level.

What services or functions are best delivered at a regional level?:

No responses as issues not directly related to CLD practice.

11 What factors should be considered when establishing new educational regions?

An initial key factor that should be considered is the functions that need to be delivered from a national level; see response to Q12 below.

Another essential consideration is to ensure that educational regions promote and support: a holistic approach to education in all contexts including community as well as institutional settings; and joined-up working between education and other disciplines and services.

More generally it is essential that there is an assessment of the added value that educational regions will bring.

12 What services or support functions should be delivered at a national level?

Regulatory functions in relation to professional training and the workforce, the setting of standards, and establishing frameworks to support professional learning are among the functions that should be delivered at a national level. Attempting to deliver these from below the national level is likely to lead to both dilution of standards and impact and waste of scarce resources.

13 How should governance support teacher education and professional learning in order to build the professional capacity we need?

Ensuring through changes in governance that the focus is broadened from teacher education and professional learning to professional education and learning for all relevant groups of practitioners, including youth workers and other CLD practitioners, would assist in building the professional capacity we need.

14 Should the funding formula for schools be guided by the principles that it should support excellence and equity, be fair, simple, transparent, predictable and deliver value for money? Should other principles be used to inform the design of the formula?

The Standards Council supports the broad principles. We believe that the same principles should be applied to the funding of CLD services that have a key role in delivering a holistic approach to education, lifelong learning, personal and community development, and so to achieving excellence and equity in education; and that consideration should be given to how this can be achieved.

We believe that if these principles are consistently applied to the funding of CLD services, significantly more impact can be delivered through the outcomes of CLD provision, including those relating to excellence and equity in education, for the same level of funding.

15 What further controls over funding should be devolved to school level?

No responses as issues not directly related to CLD practice.

16 How could the accountability arrangements for education be improved?

No responses as issues not directly related to CLD practice.

17 Is there anything else you would like to add regarding the governance of education in Scotland?

No.

End of submission