

International Council of
Education Advisers

Report 2016-18

June 2018

ICEA REPORT 2016 - 2018

This report contains the following sections:

1. Executive Summary and recommendations
2. Background
3. Policy context and developments
4. Impact of the ICEA on policy development and improving the Scottish education system
5. Structural change
6. Capacity building
7. Cultural change
8. Reflections: Opportunities and risks for the Scottish education system

EXECUTIVE SUMMARY

1. This is the first formal report of the International Council of Education Advisers (ICEA) following the initial two-year period of our appointment. It sets out the ICEA's consideration of the challenges involved, the analysis of key policy issues, and suggestions for the action required to make Scotland's education system even stronger, and of a world-class standard.

2. The ICEA recognises the consideration given by the Scottish Government to its [initial report](#) (published in July 2017) in the development of the education reform programme, and is supportive of the direction that the current reform process is taking. The ICEA commends the central policy aspiration of raising achievement and securing equity for every child, irrespective of context, setting, or background.

3. Throughout the ICEA's discussions with the First Minister and Deputy First Minister, the ICEA has been clear that addressing cultural change, capacity building, and structural change were key elements of securing meaningful improvements in Scotland's education system. The ICEA also identified three priority areas where it felt the Scottish Government needed to concentrate its efforts: improving pedagogy for specific subjects, developing effective leadership, and ensuring a culture of collaboration.

4. The ICEA notes the collaborative efforts made between different components of the education system, in working towards a clear common purpose. The ICEA encourages all elements of the system to continue in that direction.

5. The ICEA also encourages the Scottish Government to consider the implementation of its reform programme so far, and to keep any legislative interventions to a minimum.

Key strengths of the Scottish education system

6. The Curriculum for Excellence (CfE) remains forward-looking and is the cornerstone of educational transformation in Scotland.

7. Recent structural changes, including the establishment of the 6 new Regional Improvement Collaboratives (RICs), are designed to establish a platform for improvement. There is a clear vision for Scottish education set out in the National Improvement Framework (NIF), and a whole-system focus on equity and excellence. There are many countries where excellence is achieved at the expense of equity, therefore, the ICEA wishes to commend the Scottish Government for its dual focus on excellence and equity, which is now central to policy formation and policy implementation within the Scottish education system.

8. The measures taken through the Scottish Attainment Challenge and Pupil Equity Funding are supporting the direction that has been established in Scottish education to pursue excellence and equity, in order to create a greater sense of empowerment within the education profession. Teaching is a well-established and respected profession in Scotland, and the ICEA welcomes the recent increase in teacher numbers, rising to 51,513 in 2017 as a positive step. The challenge now is to make use of the huge potential and energy that exists within Scottish schools, and to ensure that teachers are well supported. It is important to find a way of

harnessing that energy and passion, trusting in the professionalism of teachers, while providing the support necessary to enable them to carry out their job effectively.

9. Within the Scottish Government's policy aspirations is a clear focus on health, wellbeing and employability. These aspects are important in supporting children and young people to develop fully in school and in their post-school destinations, including ensuring each person has a wide range of employment choices, irrespective of background, and the personal capability to self-manage and to be resilient within a rapidly changing world.

10. There is also encouraging evidence that outcomes for young people are improving year on year, and the proportion of young people in the most deprived areas getting one or more qualifications at SCQF levels 4, 5 and 6 (National 4, National 5 and Highers) is increasing faster than those in the least deprived areas, as evidenced in Official Statistics published by the Scottish Government in the [Summary Statistics for Attainment, Leaver Destinations and Healthy Living](#), and set out in **Annex B**.

11. On each of the measures in the tables in Annex B, the attainment gap decreased over the five academic years to 2016/17. While the ICEA notes that these are encouraging indicators of progress, further narrowing of performance gaps is essential in future. The current narrowing of the gap was driven by increases in the attainment of leavers from the most deprived areas (SIMD20). The attainment of leavers from the least deprived areas also increased over this period but to a lesser

extent (and from a higher baseline level). There remains, however, a significant challenge to raise the overall level of performance for all young people.

Recommendations

12. Over the course of the first two years of its appointment, the ICEA has, in discussion with the First Minister and Deputy First Minister, made a number of recommendations concerning how excellence and equity can be strengthened in Scotland's schools. The ICEA welcomes the fact that the Scottish Government has taken these recommendations into account and is using them to implement policies that will secure improvements in the Scottish education system, and to establish a school and teacher-led education system designed to empower the workforce, parents, pupils and communities. The ICEA recommends that the Scottish Government, through its current and forthcoming education policies, continues to focus on the linkage between equity and excellence, and to take more systematic steps to strengthen fairness, inclusion, and equity through ongoing investments in excellence.

13. This report contains a number of further recommendations that the ICEA believes can help Scotland to continue to strengthen its education system. The ICEA commends the Scottish Government for its continued support of CfE and notes the progress being made with CfE in many Scottish schools. The ICEA notes that it is important to retain the vision and holistic approach of CfE, alongside the drive to deliver the specific measures set out in the NIF to secure improvement in Scottish education. It is important that the ongoing developments within the Scottish education system do not lead to a narrow view of education and schooling that limits

the aspirations of CfE. The ICEA also recommends that the Scottish Government should shift the terminology used in its future improvement of the education system from the rhetoric of reform to the language of improvement and development. For the purposes of this report, we will use the term “the educational improvement programme” to describe the approach to school and system change.

Specific recommendations

The Scottish Government should:

- 1. Consider how the current policies aimed at improving the education system, and those in the future, support the full aspirations of CfE so that young people in Scotland can continue to fulfil their potential.**
- 2. Develop the skills and attributes of the 4 capacities of CfE - successful learners, confident individuals, responsible citizens, effective contributors - and pursue them alongside the important NIF priorities.**
- 3. Consider how improvement in the health and wellbeing of young people is defined, gauged, and evaluated so any progress can be clearly established and validated with any negative effects avoided.**
- 4. Continue the work being taken forward as a result of the Attainment Scotland Fund, to ensure that it is sustained within the system. In addition, examples of how it is being used most effectively, within schools in different settings, should be captured to share as important additional guidance to schools.**
- 5. Take more systematic steps to strengthen fairness, inclusion, and equity in education through ongoing investments in excellence.**
- 6. Formulate a detailed implementation plan for furthering educational improvement according to the agreed education policy framework, with co-ownership and engagement across the system, that would ensure that each of the components could be sufficiently embedded and sustained for the benefit of future generations.**
- 7. Replace the terminology of reform with the language of improvement.**

- 8. Ensure that the current policies and related improvement efforts, and those in the future, are sufficiently contextually nuanced and contextually embedded.**
- 9. Set out an explicit theory of change that underpins and supports the current strategies and approaches to educational improvement, which will help to identify the conditions that need to be in place for the aims of the educational improvement programme to be achieved.**
- 10. Ensure the educational improvement programme, together with CfE, provides the conditions necessary to move towards an empowered, and self-improving learning system.**
- 11. Consider how further development and deepening of the implementation of its future approaches to educational improvement can be achieved by the collaborative approach that has achieved the progress to date, rather than pursuing a legislative approach.**
- 12. Focus on capacity building that will contribute to deep and lasting cultural and practical change within the system, building on the work done on structural reform thus far.**
- 13. Consider three key policy imperatives for the next phase of improvement that will help to create a self-improving learning system. These are: professional empowerment, responsibility, and ownership.**
- 14. Ensure that Scotland's strong track record of collaboration and consensus in implementing education policy, remains the central focus of system improvement.**

- 15. Together with Education Scotland and local government, ensure that all the RICs are providing additional capacity, within the system, to support sustainable innovation and collectively charged change.**
- 16. Together with Education Scotland and local government, work with the RICs to ensure that they have adequate capacity and resources, and that they are flexible enough and sufficiently motivated to support innovative ways of working that directly impact on learning and teaching.**
- 17. Together with Education Scotland and local government, provide funding and support for RICs to take forward regional pedagogical networks linked to teaching and learning, to share and develop promising practices linked to CfE.**
- 18. Work with universities and other providers to further develop and implement the educational research strategy published in 2017. This will enhance the system's capacity for independent research and evaluation, and build a Scottish empirical evidence base.**
- 19. Work with Education Scotland and local government to strengthen efforts across all RICs to continue to support professional collaboration and trust in and across schools and classrooms.**

BACKGROUND

14. The International Council of Education Advisers (ICEA) was established in August 2016 by the First Minister, to advise Ministers and officials on the Scottish Government's priorities for education and on how best to achieve excellence and equity in the Scottish education system.

15. The membership of the ICEA is made up of education professionals, academics, and business experts with a range of knowledge and extensive experience of advising educators and governments on education leadership, school improvement and reform. Biographies of all 11 members are included at **Annex A**.

16. The ICEA has two full meetings a year, where the Council is usually joined by both the First Minister and the Deputy First Minister. The dates and locations of the meetings, to date, have been as follows:

- 31 August and 1 September 2016 - Edinburgh
- 27 and 28 February 2017 - Edinburgh
- 20 and 21 September 2017 - Glasgow and Edinburgh
- 26 and 27 April 2018 - Inverness

17. As well as discussions with Ministers and Education Scotland, at each meeting the ICEA has held discussions with a variety of stakeholders involved in Scottish education including the Teacher Panel, the professional associations, teachers and pupils from a number of different schools, and the new Regional Improvement Leads. The ICEA also held a question and answer session at the

Scottish Learning Festival and presented at the National Improvement Conference in September 2017. These discussions have helped to provide a rounded picture of Scotland's education system, which has informed the ICEA's consideration of how Scotland can continue to build a world class education system that delivers excellence and equity for all. At the final session of each meeting, the ICEA has had the opportunity to share its emerging conclusions and recommendations with the First Minister, and the Deputy First Minister.

18. This is the ICEA's first formal report following the initial two-year period of appointment. It sets out considerations of the challenges involved, analysis of key policy issues, and suggestions for the action required to make Scotland's education system even stronger and of a world class standard.

19. This ICEA report builds on the interim report, published in July 2017, and encapsulates all the advice that the ICEA has provided to the First Minister and Deputy First Minister since August 2016. It explores in greater detail the policy considerations and policy issues that the ICEA has deliberated upon during this initial two-year term of appointment, and it gives an overview of the evidence considered, and the advice provided. The report sets out some recommendations for the Scottish Government to consider.

POLICY CONTEXT AND DEVELOPMENTS

20. Scotland was one of the first countries across the world to adopt a new approach to describing the aims of the school curriculum. Previously, it had adopted a conventional approach to describing the curriculum in terms of subjects or curriculum areas to be covered by pupils within a stage or period of schooling. The curriculum, although non-statutory, was followed by schools throughout Scotland.

21. Following the establishment of the Scottish Parliament in 1999, a national debate was launched to guide future education policy. The conclusions of that debate led to a major rethink about the aims and purposes of the school curriculum including a significant move away from a curriculum based on coverage of defined subjects or areas, to one which sought to describe what young people should become as a result of their learning.

22. The new Curriculum for Excellence (CfE) contained the aspiration for all children and for every young person that they should be successful learners, confident individuals, responsible citizens, and effective contributors. This fresh approach to describing the aims or purposes of the curriculum is also reflected in thinking about the curriculum internationally. The Melbourne Declaration in Australia, the aims of the curriculum in Singapore and aspects of the OECD's 2030 project, for example, reflect similar long-term aims.

23. These long-term aims of education in Scotland were also reflected in a clear statement of the values that young people should develop in school. Wisdom, justice, compassion and integrity, the words which are inscribed on the mace of the

Scottish Parliament, were defined as being important aims for the personal development of all young people.

24. The long-term aims underpin the CfE. The recent OECD report on progress with CfE reaffirmed the ambitious nature of these aims and they remain as the stated policy of the Scottish Government. As noted earlier, the ICEA welcomes the continuing commitment of the Government to CfE, and will continue to consider its progress as a Council.

25. The ICEA recommends that the Scottish Government consider how the current policies aimed at improving the education system, and those in the future, support the full aspirations of CfE so that young people in Scotland can continue to fulfil their potential.

The National Improvement Framework (NIF)

26. Education policy and practice must inevitably respond to short-term pressures while continuing to pursue long-term aims for the country's young people. Reconciling the short and the long-term is one of the most difficult challenges facing governments. The Scottish Government has set out its vision for Scottish education in the NIF. The NIF focuses on excellence and equity as the key drivers of policy and sets out four priorities for action:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children and young people;

- Improvement in children and young people’s health and wellbeing;
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

27. Scottish Ministers have a statutory duty to review the NIF each year, and to publish an annual plan setting out the action they will take to close the poverty-related attainment gap. The most recent of these, the [NIF and Improvement Plan for 2018](#), was published in December 2017 .

28. A range of measures have been developed and are set out in the 2018 NIF and Improvement Plan, to gauge progress towards these goals. The ICEA endorses the current aims for Scottish education and concurs that they are vital aspects of a short to medium-term improvement programme for Scottish education.

29. As the NIF becomes embedded in schools, the ICEA offers a caution that there is a risk that the original ambitious aims of CfE will assume lesser visibility and importance. The ICEA proposes that that there is no inherent conflict between the 4 capacities of the CfE and the Government’s excellence and equity agenda.

30. The ICEA notes, however, that it will be important for both policy and practice in Scotland to maintain a focus on the 4 capacities and the values of CfE, as the specific measures in the NIF are concurrently pursued. **The ICEA recommends, therefore, that the skills and attributes of the 4 capacities of CfE – successful learners, confident individuals, responsible citizens, effective contributors -**

should be developed and pursued alongside the important NIF priorities. This issue was also highlighted by the OECD report on progress with the CfE.

31. Part of the rationale for the introduction of the NIF was the lack of detailed data about the performance of the Scottish education system. As part of the NIF, a wide-range of additional information and data is now gathered and reported upon, and which can be used to support improvement. In terms of children and young people's progress from ages 4-15, the key outcome indicator is whether they have achieved the expected CfE level by the end of P1, P4, P7 and S3. This is based upon the professional judgement of teachers – a judgement that is based on the full range of evidence available to them. From the 2017/18 school year, this has included evidence provided by the Scottish National Standardised Assessments (SNSA).

32. SNSA give teachers a single, nationally developed, consistent set of standardised assessments, designed to reflect the way Scotland delivers education in Scotland through CfE, and to provide an objective and comparable measure of children's progress in aspects of reading, writing and numeracy.

33. The ICEA initially expressed reservations about the introduction of these assessments and shared their views with the Scottish Government. The ICEA notes, however, that the assessments are not “high-stakes tests”, and the results do not determine any key future outcomes for young people, such as which school they go to, or whether they can progress to the next level. There is no pass or fail, and the

ICEA notes that this approach to assessment and its central interpretation can be of formative use.

34. The ICEA notes that these assessments should not be used in isolation and should not be viewed as a replacement for the ongoing assessment of children's progress which is central to CfE. The ICEA notes the clarification over the holistic nature of these new assessments, as the ICEA has some reservations about national testing in the form of high-stakes testing, particularly for younger children.

The National Improvement Framework evidence report

35. The [NIF evidence report](#) is published annually and gives an overview of Scottish education and the context in which children and young people learn. It brings together available current evidence on achievement, attainment, health and wellbeing, and the wider education system, with a specific focus on differences between children living in the most deprived and least deprived areas. It aims to present an objective picture of Scottish education, based on a wide range of sources. The most recent report was published in December 2017. The ICEA welcomes the provision of a greater range of data that can be used for diagnostic purposes and future planning purposes.

36. **The ICEA recommends that the Scottish Government consider exactly how improvement in the health and wellbeing of young people is defined, gauged, and evaluated so that any progress can be clearly established and validated, with any negative effects being avoided.**

The Scottish Attainment Challenge

37. The Scottish Attainment Challenge was launched by the First Minister in February 2015. It introduced the Attainment Scotland Fund, providing additional resources for certain local authorities and schools to prioritise improvements in literacy, numeracy, and health and wellbeing for those children adversely affected by the poverty-related attainment gap in Scotland's primary and secondary schools.

38. In 2017, Pupil Equity Funding was introduced to provide funding directly to schools, for headteachers to use at their discretion for additional staffing or resources that they consider will help close the poverty-related attainment gap. 95% of schools in Scotland have been allocated funding for pupils in P1-S3 based on those known to be eligible for free school meals. Schools now have their plans in place for using their funding and will be implementing those plans.

39. The ICEA notes the interim evaluation report on the progress and impact of the Attainment Scotland Fund published on 16 March 2018. The ICEA notes the importance of this funding and the progress being made with the Scottish Attainment Challenge.

40. **The ICEA recommends that this work is continued and sustained within the system. It suggests that the Scottish Government capture examples of how it is being used most effectively, within schools in different settings, to share as important additional guidance.**

Scottish Educational Improvement Programme

41. The ICEA welcomed the opportunity to discuss Ministers' emerging plans for improving education at its initial meeting in August/September 2016. These plans were formally launched as the Education Governance Review on 13 September 2016. The Review commenced with a clear view that decisions about individual young people's learning and school life should be taken at the school level.

42. At subsequent meetings, the ICEA spoke to both the First Minister and the Deputy First Minister about the Government's proposed reforms, and a number of important themes emerged including:

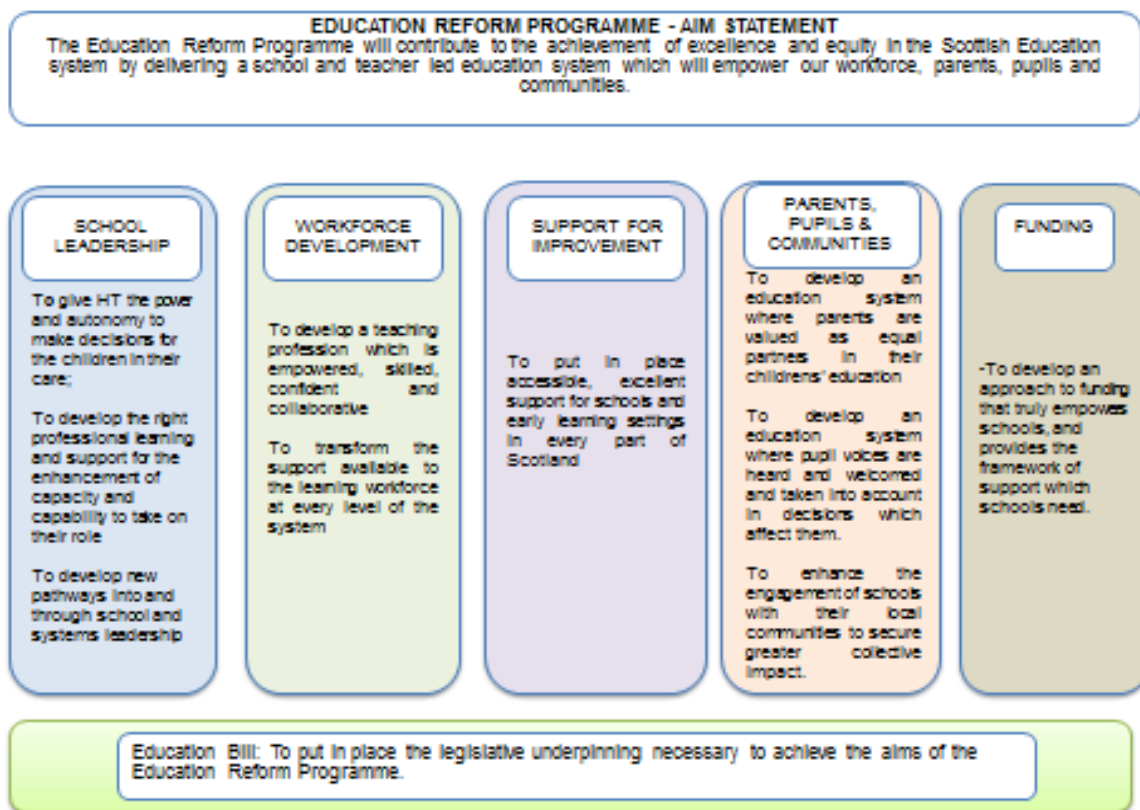
- The importance of leadership, and the strong message from teachers and headteachers that they want to be leaders of learning, together with differing views on what was needed to enable them to fulfil that role;
- A high level of variability within the current system;
- The importance of professional development and support;
- A variability in the level of parental engagement and support;
- A desire for flexibility but a concern about variation;
- A focus on collaboration and on the barriers that could make partnership working difficult; and
- A desire for clarity and coherence.

43. The current improvement programme aims to contribute to the achievement of excellence and equity in the Scottish education system by developing a school and teacher led education system which will empower the workforce, parents, pupils and

their communities. **The ICEA recommends that the Scottish Government, through its current and forthcoming education policies, should continue to focus on the linkage between equity and excellence, and take more systematic steps to strengthen fairness, inclusion and equity through ongoing investments in excellence.**

44. The ICEA notes that the language around the current educational improvement programme tends to be largely aspirational. **While the ICEA supports the aspirations and the core components of the improvement programme, in time the ICEA would want to see a detailed implementation plan for furthering educational improvement with co-ownership and engagement across the system, that would ensure that each of these components could be sufficiently embedded and sustained for the benefit of future generations. The ICEA also suggests that for the future the terminology should switch from ‘reform’ to ‘improvement’.**

Figure 1: Improving the Scottish education system



45. The ICEA invites the Scottish Government to think about three aspects of its current educational improvement programme:

- **Firstly, how far are the current policies and related improvement efforts, and those in the future, sufficiently contextually nuanced and contextually embedded?**
- **Secondly, is there an explicit theory of change that underpins and supports the current strategies and approaches to educational improvement, which will help identify the conditions that need to be in place for the aims of the educational improvement programme to be achieved?**

- **Thirdly, could the educational improvement programme, together with CfE, provide the conditions necessary to move towards an empowered and self-improving learning system?**

46. The ICEA is mindful of its previous advice to the Scottish Government, that its improvement programme should establish a careful balance between changing culture, enhancing capacity, and developing structures. **The ICEA, therefore, encourages the Scottish Government to actively consider the deepening of the implementation of its approaches to educational improvement, and how far this can be achieved by the collaborative approach that has achieved the progress to date, rather than pursuing a legislative approach.**

47. The ICEA believes that a policy focus on leadership, pedagogy, and collaboration are significant strengths within the current education policy framework. With more emphasis placed on capacity building, the focus on leadership, pedagogy and collaboration should lead to real improvements at school and system level.

48. The ICEA suggests, therefore, that upcoming activity should focus on capacity building and deep cultural change. In large-scale educational changes, after a period of considerable pace and scale of transformation – as has been happening in Scotland – there is also a need for a subsequent period of consolidation to go deeper on ensuring and supporting high quality implementation. The structural changes that were required to secure and sustain change are now in place, or underway, so the **ICEA recommends that there should be a shift in focus to capacity building that will contribute to deep and lasting cultural and practical**

change within the system, building on the work done on structural reform thus far.

49. To make this shift effectively, the ICEA proposes three key policy imperatives for the next phase of the improvement programme that will help to create a self-improving system. These are: professional empowerment, responsibility, and ownership.

50. Professional empowerment: While initial large-scale educational reforms for a whole country often require clear direction from the centre from national government, to move to sustainable high-quality implementation requires a shift to professionally-led educational improvements within and across classrooms, schools and local authorities.

51. Responsiveness: Empowered education professionals and policy-makers are also highly alert, adaptive, and responsive to local needs, priorities, changes and challenges.

52. Ownership: Putting the above together – empowerment of all involved and responsiveness to professional judgement and evidence – is vital to developing the co-ownership that is essential to realise the ambitions of excellence and equity for all learners, and the priority to close the historical and persisting poverty-related attainment gap in Scotland. It is important that Scotland’s education system is both world-leading and uniquely and appropriately Scottish.

53. The ICEA believes that these three imperatives will deepen and consolidate the move towards a self-improving education system in Scotland. These three aspects are mentioned throughout the report as part of the ICEA's reflections on how the Scottish education system can reach that goal.

Regional Improvement Collaboratives

54. A commitment to establish Regional Improvement Collaboratives (RICs) was announced as part of the original governance review proposals. The ICEA notes the work that the Scottish Government has done in partnership with local government and Education Scotland to develop and to take forward arrangements for their establishment.

55. There are six RICs, the Northern Alliance, the Tayside Collaborative, the South West Collaborative, the South East Collaborative, the West Partnership, and the Forth Valley and West Lothian Collaborative. Each Collaborative is led by a Regional Improvement Lead, employed by one of the local authorities in the region. The RICs are intended to bring a collective focus to driving continuous and systematic improvement, particularly in relation to closing the attainment gap. It is anticipated that they will demonstrate, strengthen and support collaborative working, innovation and the sharing of best practice within schools, between schools and across the education system.

56. The ICEA recognises the potential of the development of the Collaboratives for capacity building, and as a source of lasting cultural change within the system. It

notes, however, that the work of the RICs is still in the early stages and that evidence of their impact on learners should be sought as they become established.

Collaborating nationally to lead improvement

57. The Scottish Government's educational improvement programme has provided the opportunity to review and rationalise the existing structures and governance arrangements. One consequence has been the establishment of the Scottish Education Council (SEC) as the key forum for oversight of improvement in education in Scotland, as defined by the NIF.

58. The SEC is chaired by the Deputy First Minister and brings together young people, education leaders and representatives from local authorities and the teaching profession. The role of the SEC is to work collaboratively to ensure that there is a system-wide focus on improvement, and to agree priorities for improvement activity and delivery.

59. The establishment of the SEC meant the disbanding of the CfE Management Board and its supporting structures i.e. the CfE Implementation Group and the Assessment and National Qualifications Group, as well as the National Improvement Framework Strategic Group and the Scottish Attainment Challenge Advisory Group. In their place, the tier beneath the SEC now comprises the new Curriculum and Assessment Board, and the existing Strategic Board for Teacher Education.

60. The ICEA welcomes this new development and looks forward to meeting SEC members in due course. The ICEA notes, however, that it is important not to over

clutter the middle tier and to ensure that the responsibilities for action, for each of the new bodies, remain clear and do not overlap.

IMPACT OF THE ICEA ON POLICY DEVELOPMENT AND IMPROVING THE SCOTTISH EDUCATION SYSTEM

61. At the first meeting on 31 August and 1 September 2016, the ICEA gathered a wide range of information about education in Scotland in order to offer well-informed advice to Ministers. The ICEA consequently focused its initial work on examining three key themes:

- Capacity building in educational leadership and professional learning.
- Building collaboration and collective responsibility in Scottish education.
- What works educationally to close the equity gap.

62. These themes were the focus of the second meeting, after which the ICEA produced its initial report identifying three priority areas where it felt the Scottish Government needed to concentrate its efforts to deliver the improvements set out in the NIF, whilst retaining the vision and holistic approach of CfE.

63. The three priority areas were:

- Improving pedagogy for specific subjects, using clear evidence to identify what works in the classroom
- Developing effective leadership at all levels in Scottish education – unleashing untapped potential within the system
- Ensuring a culture of collaboration exists throughout Scottish education, at classroom, school, regional and national level.

64. The ICEA welcomes the fact that the Scottish Government has taken these recommendations into account and is using them to implement policies that will secure the achievement of excellence and equity in the Scottish education system, and to establish a school and teacher led education system designed to empower the workforce, parents, pupils, and communities.

Pedagogy

65. The ICEA's initial report highlighted the need to focus on pedagogy at the centre of schools. There is a risk of becoming too focused on evidence-based interventions aimed at reducing the poverty-related attainment gap, without also consistently making sure that learning and teaching are at the forefront of everything that is being done to ensure excellence and equity in Scottish education. The ICEA suggests that there is a need for a far better understanding of what pedagogy looks like within Scotland's schools, what is working and what the areas of difficulty are, in order to inform the sharing of good pedagogical practices and to provide professional learning along with the resources to support pedagogical development.

66. The ICEA notes that it is very encouraging that improving pedagogy is now at the epicenter of the work of Education Scotland in supporting improvements in education in Scotland. In addition, Scotland has taken advanced steps in bringing free outdoor play closer to all children, especially in urban neighborhoods. Collaborative support for pedagogy and play-based learning is fundamental to the new role of Education Scotland, and much of the work will be delivered through the

RICs which should have the singular focus of helping teachers to improve their practice.

Leadership

67. In terms of leadership, in its initial report, the ICEA recommended that the Scottish Government consider:

- ways of making the teaching profession, particularly entry into leadership roles, more attractive, through a clearer career progression;
- how to make use of high-performing teacher leaders within schools e.g. creating a system of peer support to support and mentor other teachers; and
- establishing clear, broad and multiple career pathways for teaching professionals, and to look at ways for teachers to contribute to leadership practices while remaining in the classroom.

68. The ICEA notes that the Scottish Government continues to work with the teaching profession and other partners (including Education Scotland, GTCS, further and higher education institutions and specialist groups) to develop new career pathways for teachers, allowing greater opportunities for development and progression into leadership, specialist, or improvement roles. This policy direction has been agreed jointly with the professional associations as part of Scotland's country commitments for the International Summit on the Teaching Profession (2017 and 2018) and will be taken forward by an independent panel linked to the Scottish Negotiating Committee for Teachers.

69. Another consistent theme in the advice the ICEA has provided to the Scottish Government has been the need to ensure a school and teacher-led education system. The ICEA has consistently emphasised the importance of capacity building and cultural change at all levels in the education system, and these themes run throughout this report.

Collaboration

70. In its initial report, the ICEA stated that collaboration among teachers and schools was uneven, and was not sufficiently established throughout the education system in Scotland. The ICEA reflected on collaborative improvement initiatives and was introduced to the work of the Northern Alliance and the Tayside Collaborative as examples of partnership activity. The ICEA noted that such examples of collaboration needed to be developed further, and potentially shared throughout the country. The ICEA notes the potential of the 6 RICs, to embed collaboration for improvement across the whole of Scotland.

71. Scotland has a strong track-record of collaboration and consensus in implementing education policy, as was evidence by the delivery of CfE. **The ICEA recommends, therefore, that this collaborative imperative should be the central focus of system improvement.**

72. Throughout the discussions with the First Minister and Deputy First Minister the ICEA has been clear that, in order to secure meaningful improvements in the three priority areas outlined above (pedagogy, leadership and collaboration), the Scottish Government has to address structure, culture and capacity. In its

considerations thus far, the ICEA has put forward a range of advice to the Scottish Government which fall under these three broad headings. While it is recognised that structure, culture and capacity are inter-related, their separation in the upcoming sections of this report is intended to assist the work of Scottish Government in these three areas.

STRUCTURAL CHANGE

73. The ICEA notes that, in terms of structural improvements, the core building blocks and the necessary preconditions are now in place. The RICs are emerging as a new and potentially powerful infrastructure to build professional capacity and to instigate pedagogical change. The RICs have established ways of working and are providing promising platforms for local innovation and change. The ICEA welcomes the joint development of the RICs by national government, local government, and Education Scotland.

74. The ICEA notes, however, that the RICs are relatively new, and that it will take time to establish them fully as a new and dynamic platform for improvement and collaborative capacity building within the system. The ICEA also notes that the RICs are at very different levels of functioning and development, and vary considerably in size and structure. In time, however, **the ICEA recommends that all the RICs should be providing additional capacity, within the system, to support sustainable innovation and collectively charged change.**

75. While the RICs have the potential to support system self-improvement, this will be achieved only if they are adequately resourced. **The ICEA recommends that the Scottish Government, Education Scotland and local government work with the RICs to ensure that they have adequate capacity and resources, and that they are flexible enough and sufficiently motivated to support innovative ways of working that directly impact on learning and teaching.**

76. **The ICEA also recommends further funding and support for RICs to build regional pedagogical networks and to share and develop promising pedagogical practices linked to CfE.**

77. There are 7 key issues regarding the RICs, however, that the ICEA wishes the Scottish Government, working in partnership with local authorities and Education Scotland, to consider:

Issue - 1. How to increase the pace and quality of the innovative work within the RICs so that there are clear, positive outcomes for learners?

Issue – 2. As the RICs develop, what structures and processes will optimise the movement of instructive practice, innovation and ideas between them?

Issue – 3. How can we ensure that all professionals, agencies and other assets are aligned within and between the RICs to achieve the collective impact necessary to realise the aspirations of the Collaboratives?

Issue – 4. How to ensure that the RICs are working optimally and are evaluating their own impact? What partners need to be engaged to ensure that this is a rigorous process?

Issue - 5. Given that incentives can kick start and accelerate progress, what additional resources will stimulate focused activity and increase pace?

Issue - 6. What forms of networked accountability are necessary to foster joint responsibility within the RICs?

Issue - 7. Given that ownership of reform is a key dimension of successful change, what is the optimal role for local government, Scottish Government and Education Scotland in supporting the development of the RICs?

78. There are some potential drawbacks with structural change, on this scale, that the ICEA feels are worth highlighting to the Scottish Government. These include the possibility of structural disconnection and dissonance as significant changes are introduced within the system simultaneously. Hence, the ICEA suggests that the process or processes of policy implementation need to be streamlined and clearly connected, and there is a need to maintain policy coherence as various waves of reform are put in place, and to clearly communicate the alignment between core policy priorities at all levels in the system.

79. The ICEA notes the need for consistent messages about the purposes and processes of structural change going forward. The ICEA suggests that a clear and consistent narrative of change is needed with a clear account of implementation. The ICEA notes that cohesion and clarity is particularly important at this stage in the reform process. The ICEA suggests that the language and actions of 'delivery' need to be adjusted so that they are more aligned to the principle of the self-improving school agenda in Scotland i.e. premised on professional empowerment, responsibility, and ownership.

80. In its report, the OECD suggested moving from a centrally managed system to an empowered system:

“We call for a strengthened “middle” operating through networks... within and across local authorities... to create coherent and cohesive cultures of system-wide improvement.”

(OECD, 2015: 15)

81. The roots of this transformation can be traced back to 2013 and the work of the [School Improvement Partnership Programme](#) and other collaborative improvement efforts. Current reforms are building on these foundations and the ICEA notes that the current policy direction is supporting and reinforcing this policy direction and ambition. We also note, however, that as the structural changes are embedded, there is commensurate need to address issues of capacity building and positive cultural change.

82. The ICEA observes that Scottish education has a clear sense of the need for deep structural and cultural change across the education system. The priority of achieving excellence and equity for all young people in a society where noticeable academic achievement differences exist between young people experiencing poverty and those of other social classes represents both a moral and professional imperative for change.

83. It is clear to the ICEA, from meetings with various stakeholders (local education authorities, Regional Improvement Leads, headteachers, and teachers) that the education system and its many sub-communities value, and are working

toward, the desired structural and cultural shift aimed at greatly reducing the academic achievement gap through building capacity throughout the system.

CAPACITY BUILDING

84. The ICEA acknowledges that schools do not necessarily or automatically improve because of the new policies and the programs they adopt, but that capacity building is also necessary at all levels in the system. The Scottish Government has rightly decided to use capacity building as a primary means of school and system improvement.

85. The Scottish education system aims to be a self-improving system. This will require effective capacity building based upon a culture of collaboration. The ICEA recognises that, if the school system in Scotland is to improve, there must be an investment in developing people. In this regard, the ICEA commends the Scottish Government for the financial investment it has made towards professional learning and human development, while recognising that there is a continuing need to support the ongoing development of the teaching profession.

86. The Scottish Government has, since its acceptance of the Teaching Scotland's Future report in 2011, been working to develop many of the key components that result in system-wide capacity building. The ICEA welcomes the Scottish Government's proposals for a Headteachers' Charter which will empower headteachers so that decisions that most affect children and young people's outcomes are made in a collaborative way at the school level. The ICEA also

welcomes the Scottish Government's continued focus on leadership, and leadership development, along with its commitment to the best use of high quality evidence.

87. The ICEA notes the progress being made regarding the development of leaders at all levels. The ICEA was already familiar with work of the Scottish College for Education Leadership (SCEL) and, in its inaugural meeting with the First Minister, commended the work that SCEL was doing. SCEL is now part of Education Scotland and is taking forward an enhanced leadership development offer, and is extending its work to encompass wider professional learning needs across Scotland. This additional emphasis upon, and investment in, professional learning, will ensure that education leaders within the school system have the support and professional development required to make the most of their new powers, and to ensure they are able to maximise the impact they have on children and young people.

88. Ultimately, the success of the Headteachers' Charter and further empowerment of schools will be intrinsically linked to appropriate leadership development and building leadership capacity across the system. The ICEA notes, however, that empowering headteachers and creating more professional pathways is only the first step in developing a leadership pipeline that flows smoothly and is sustainable. The ICEA suggests, therefore, that the Scottish Government needs to consider how, in the medium to long term, its education system will ensure that the right leaders are in the right places in the right numbers at the right time. This is a consideration for all the leadership pathways at different levels, not just at the level of the headteacher.

89. The ICEA notes that the efforts, thus far, to put in place capacity building measures are moving in the right direction to create the necessary cultural shifts within the Scottish education system. The next challenge, however, is how to embed these measures deeply, in order to secure long-term positive outcomes for children and young people in Scotland.

CULTURAL CHANGE

90. The ICEA observes that embedded within Scottish education are important educational beliefs and values. The ICEA notes these values and beliefs as special to the culture of Scottish education and it encourages Scottish educational leaders to create a stronger narrative around these goals, which can then permeate the thinking and innovative practices in every classroom across Scotland. Equity and excellence for all, rather than the narrative of closing/reducing the poverty-related attainment gap, should encapsulate the vision, mission, and culture of Scottish education. The ICEA suggests that the narrative about Scottish education should be founded on professional agency, empowerment, improvement, and change, and not premised on the technical terminology of delivery, reform, and implementation. The ICEA notes the importance of high quality teaching and learning to support all students and to realise CfE. National, regional and local networks with, by, and for education professionals are, therefore, vital to develop, to share and to apply improved pedagogy.

91. The ICEA notes that the creation of robust and flexible tools and other supports for changing cultures, like CfE and increased Pupil Equity Funding, provide key resources within the school system. These resources can be used to work towards strengthening the culture in which values, beliefs, and practices are all united around equity and excellence for all, and the prime goal of closing the poverty-related attainment gap.

92. Cultures can be hard and slow to change. The ICEA notes, therefore, that the majority of educational stakeholders need to share the priority of equity and

excellence for all (broadly defined) as a moral and educational imperative. They must also be knowledgeable about how to achieve this, as well as be deeply committed to developing the discourses, tools, and practices to bring about change.

93. The ICEA offers some insights and suggestions about generating and promoting productive cultural change to achieve the core aims and broad goals of Scottish education.

- i. Creating structures for deep dialogue among and across all stakeholders within Scottish education about the established/historical culture of Scottish education, and aspects of that culture that may need to be enhanced or changed. These exchanges must ultimately move to members' exploration of present, potential, and necessary shared values, belief systems, and practices that can enhance and transform cultures toward achieving educational goals.
- ii. Analysis of the tools and resources available, and needed, to create cultural change. Currently in Scottish education the large investment in PEF can be seen as an indispensable resource to drive educational change. However, cultures do not change simply as a function of one or even several sets of resources and tools.
- iii. CfE and the National Improvement Hub can also be understood as a set of powerful resources for developing more robust educational practices and improving student learning outcomes. Yet headteachers, teachers, and others who have those resources at their disposal also need to develop sound ways

of curriculum analysis and innovation so that they thoughtfully design the curriculum and instructional tools and practices to best serve their unique student populations.

- iv. An open stance toward learning new discourses (ways of thinking, believing, talking, and valuing) and practices. One consideration here for Scottish education, proposed by the ICEA, is whether, in line with Teaching Scotland's Future recommendations, there needs to be greater emphasis on the preparation of new teachers, and professional development of mid-career and more established teachers by university-based teacher preparation programs (as these are also invested in the generation and application of the most powerful research-based knowledge and practices for teaching) as well as other reliable providers.

94. The ICEA recommends that the Scottish Government should work with Universities and other providers to further develop and implement the educational research strategy published in 2017. This will enhance the system's capacity for independent research and evaluation, and build a Scottish empirical evidence base.

95. The ICEA proposes that the elements of culture and cultural change detailed above are present in the policy-related changes witnessed in Scottish education over the past two years. The ICEA proposes that by deeply examining new changes already underway, and those being considered, through the insights about cultures

presented above, Scottish education can move more deliberately and confidently toward achieving its goals.

96. The ICEA commends the drive and commitment to achieving equity and excellence for all as evidenced, in part, by the establishment of the RICs across Scottish education. The ICEA met several representatives of the professional associations at the September 2017 meeting in Glasgow, and met four of the new Regional Improvement Leads at the April 2018 meeting in Inverness. At both these meetings, the ICEA heard strong support for a move towards greater collaboration.

97. The Regional Improvement Leads reported on their progress towards building collaborative partnerships through the development of social and human relationships, building trust, listening to each other's needs and goals for their constituents, and establishing shared goals and plans for improving educational outcomes for all young people.

98. The ICEA noted that some of the RICs, particularly those who had a longer history of working together across local authorities before the formalisation of the RICs, reported that collaboration was occurring both within and across schools. This included collaboration among teachers who were collectively inquiring to develop more effective approaches to advance student learning, and to close the attainment gap between young people coming from different social class backgrounds.

99. These examples of collaboration illustrate the significance of changing cultures through dialogue and collective engagement across communities. The ICEA

noted, however, that several of the newly established collaboratives considered that they were still in the initial stages of building relationships and learning how to collaborate, and consequently had not yet achieved the level of school and teacher collaboration required for educational improvement.

100. Examples of collaboration in Scottish education and their impact on moving toward equity and excellence are clearly visible and documented (Chapman et al., 2014, 2016). Through collaborative inquiry, teachers and other educational stakeholders are developing deeper knowledge and stronger educational practices. The available evidence points to a positive impact upon educational outcomes for young people in areas of disadvantage.

101. The ICEA notes that collaboration and trust are strong aspects of strengthening the educational culture of Scotland. **The ICEA recommends that the Scottish Government works with Education Scotland and local government to strengthen efforts across all RICs to continue to support professional collaboration and trust in and across schools and classrooms.** The ICEA also advocates that there is support for the essential work of generating and supporting professional inquiry in schools, potentially led by a local university in partnership with the RICs.

102. The ICEA can see significant possibilities for RICs to continue working carefully on building collaboration and shared goals and initiatives at their level of the system - recognising the RICs themselves may need additional support for doing so - while simultaneously deploying professional support and resources to schools and

teachers for learning how to collaborate effectively. The support and resources provided to schools and teachers around collaboration should serve a shared agenda of strengthening schools' and teachers' knowledge and practices of evidence-based approaches to powerful collaborative inquiry, through which they can feel empowered and knowledgeable in generating their own, as well as selecting from, high quality educational approaches to improving educational experiences and outcomes for all young people.

103. Through the ICEA's engagements with RICs, schools, and teachers there is evidence to suggest that educators and others can benefit greatly in developing highly effective collaborative inquiry in Scotland. The ICEA encourages collaboration in its broadest sense as a central way of transforming the culture of Scottish education and moving it towards a self-improving system.

REFLECTIONS: OPPORTUNITIES AND RISKS FOR THE SCOTTISH EDUCATION SYSTEM

104. This report presents a synthesis of the ICEA's observations on the current improvement programme and an analysis of its progress to date. This analysis has highlighted the importance of culture and collaboration as key levers in securing educational change and reform.

105. As the education system attempts to move to a more networked, self-improving system, where schools are empowered to lead the change, the ICEA observes that it is important that the system does not inadvertently erode some of the considerable strengths of the Scottish education system. Furthermore, the ICEA observes that it is important that the system is not seduced by some of the perceived advantages of other systems, or borrows strategies that would not sit easily with the core values and beliefs that underpin the Scottish education system and wider civic society. Moreover, the ICEA advocates that systematically built trust, in what teachers and schools do to accomplish all these system-related goals, is an essential part of the journey towards a networked and self-improving education system in Scotland.

106. To exemplify and further explain the opportunities and risks associated with educational reform, the ICEA draws on the work of Mary Douglas, Christopher Hood and others to frame educational reform on the dimensions of social cohesion and social regulation (see figure 2 below).

Figure 2: Socio-cultural perspectives on education reform

	Low social cohesion	High social cohesion
High social regulation	<p>‘Fatalistic culture’ <i>‘uncertain nostalgic organisations’</i> B</p>	<p>‘Hierarchical culture’ <i>‘bureaucratic, managed organisations’</i> A</p>
Low social regulation	<p>‘Individualistic culture’ <i>‘market-based state-funded organisations’</i> C</p>	<p>‘Egalitarian culture’ <i>‘mutualistic self-improving organisations’</i> D</p>

107. Where social cohesion and regulation are both high (quadrant A) hierarchical cultures prevail and public service organisations tend to reflect their culture as bureaucratic managed organisations. Put simply, these are the public service cultures and organisations associated with many traditional state education systems in the late 20th and early 21st centuries.

108. Where social cohesion is low, but regulation is high (quadrant B) ‘fatalistic’ cultures prevail. Within these cultures, public service organisations tend to be uncertain in nature, and unclear about what and when the next policy mandate or intervention is likely to involve or come from. Organisations operating in this culture often harp back to a ‘golden era’ when things worked so much better, and everyone knew ‘where they were and what they were doing’ because things were well managed and collaborative relationships were more positive across the system.

109. Where social cohesion and regulation are both low (quadrant C) 'individualistic' cultures come to the fore. Here the market is a key driver, and quasi-independent public service organisations funded by the state tend to lead the way, as is the case in the English education system with the Academies Programme, and in other parts of the world with various types of 'Free Schools' and Charter School type organisations.

110. Where social regulation is low but social cohesion is high (quadrant D) 'egalitarian' cultures tend to be the norm. Here mutualistic or 'self-improving' organisations work laterally across the system, providing mutual support for each other's development in a networked system where those in the front line take responsibility and ownership for improvement, while others act as brokers and facilitators to connect schools and others, and create the conditions for improvement. These are the conditions necessary to underpin an authentic self-improving education system.

111. The ICEA interprets the findings of the OECD review, and the Scottish Government's response to the review, as a positive attempt to shift the system towards an egalitarian culture associated with a self-improving system. In this type of system change, it is anticipated that high levels of social cohesion would be manifested through partnership, collaboration, and co-production between service providers (and the communities they serve), and low levels of social regulation would promote high levels of flexibility, agility and innovation.

112. The ICEA considers that the opportunities to transform the system and to take performance and outcomes to the next level, are a realistic proposition for Scottish education. The ICEA recognises that in order to achieve this, Scotland will need to maintain and build on the sense of shared purpose and collegiality that exists within the system along with a commitment to the tradition of 'consensual' policy making that is already in place, whilst empowering the workforce within an authorising environment with fewer rules and ascribed behaviours where risk-taking and innovation become the norm.

113. The ICEA also recognises there are risks associated with this agenda. For example, if social cohesion is undermined and a breakdown in trust and relationships occur, then Scotland is more likely to shift towards a fatalistic culture (quadrant A) with higher levels of social regulation. The ICEA is concerned that this may be triggered by, or lead to, unnecessarily high levels of mandated reforms and legislative interventions that might further undermine confidence and trust across the system. In turn, this may well exacerbate the sense of nostalgia or loss across the system and create further resistance to change.

114. Furthermore, the ICEA considers that any unintended shift or move towards a fatalistic culture may have the consequence of creating conditions where individualism begins to grow within the Scottish system. This is a particular concern if the empowering-schools agenda does not have the appropriate checks and balances in place to monitor quality effectively and to manage markets. The ICEA notes the scenarios outlined above and we suggest that these are a useful point of reference for Scottish Government.

115. For Scotland to move towards a more egalitarian culture with a self-improving system, the ICEA recommends that the key messages, within this report, relating to structures, cultures and capacity must be considered carefully by the Scottish Government. In particular, on the next phase of improvement there should be a focus on capacity building and cultural change.

116. The ICEA recognises that the Scottish education system is very good, with many strengths, not least in the quality and commitment of its teachers, but it has the potential to be even better. We suggest that a focus on professional empowerment, responsibility and ownership must now be a priority within Scottish education, if a self-improving system is to become a reality.

International Council of Education Advisers

June 2018

BIOGRAPHIES OF THE INTERNATIONAL COUNCIL OF EDUCATION ADVISERS**Dr Carol Campbell**

Carol Campbell is an Associate Professor of Leadership and Educational Change, and Co-Director of the Knowledge Network for Applied Education Research (KNAER) at the Ontario Institute for Studies in Education, University of Toronto. She is also an appointed Education Advisor to the Premier and Minister of Education in Ontario and was the lead Advisor for the recent Independent Review of Assessment and Reporting – Ontario: A Learning Province. Carol also served as a member of the Premier’s Highly Skilled Workforce Expert Panel which produced the report, Building the Workforce of Tomorrow: A Shared Responsibility.

Originally from Scotland and having completed her PhD at the University of Strathclyde, Carol has held education, academic and government roles in Canada, the UK and the USA. In the UK, Carol was a Teaching Assistant at Strathclyde University, a Research Officer at Glasgow University, a faculty member at the Institute of Education, University of London, and a policy advisor to local and national governments. In Ontario, Carol was previously the Senior Executive Officer – Research, Evaluation and Data for The Literacy and Numeracy Secretariat, the Ministry of Education’s first Chief Research Officer, and the founding Director of the Education Research Strategy and Evaluation Branch. In the USA, Carol was founding Executive Director of the Stanford Center for Opportunity Policy in Education (SCOPE) at Stanford University.

Dr Campbell has authored over 100 education publications, and is an active social media contributor on Twitter @CarolCampbell4

Professor Christopher Chapman

Chris Chapman is Director of Policy Scotland, Co-Director What Works Scotland and Chair of Educational Policy and Practice at the University of Glasgow, where he is also Founding Director of the Robert Owen Centre for Educational Change.

Before moving into academia Dr Chapman worked in challenging schools in Birmingham. He then completed his PhD on external intervention and the improvement of schools facing challenging circumstances at the University of Warwick where he was appointed Lecturer. Dr Chapman then became Associate Professor (Reader) at the University of Nottingham and subsequently Professor of Educational Leadership at the University of Manchester.

Dr Chapman joined the University of Glasgow in January 2013 where he has been the key architect of the School Improvement Partnership Programme (SIPP) in Scotland and more recently in Chile, the Network for Social and Educational Equity (NSEE) and Children's Neighbourhoods Scotland (CNS). He has also been seconded to Scottish Government as Senior Academic Advisor to the Scottish Attainment Challenge. He has advised national governments, their agencies and universities around the world on issues of educational improvement and reform and continues to support school and system improvement across a number of education systems through research and participatory approaches that promote change.

Dr Chapman has authored over 150 publications in the area of educational and system improvement, effectiveness, leadership and change. @ChrisChapmanGla

Professor Graham Donaldson CB

A previous recipient of the Robert Owen Prize, Graham has spent over 40 years in education and has worked in schools, universities and local and central government.

Professor Donaldson was HM Senior Chief Inspector (HMIE) and Chief Professional Adviser on education to the Scottish Government from 2002 to 2010. He authored Teaching Scotland's Future in 2010, led a review of the national curriculum and assessment arrangements in Wales (Successful Futures) and has recently also reviewed the Welsh education inspectorate (A Learning Inspectorate).

In addition to international consultancy, he is currently advisor on education reform to the Cabinet Secretary for Education in Wales, President of the International Professional Development Association and one of the OECD's international experts.

Jayne-Anne Gadhia CBE

Jayne Anne Gadhia has been Chief Executive of Virgin Money since 2007. A Chartered Accountant, she became one of the founders of Virgin Direct in 1995. Three years later, she set up the Virgin One account, which was acquired by the Royal Bank of Scotland in 2001. She subsequently spent five years at RBS as part of its Retail Executive Committee, before returning to Virgin as the CEO of Virgin Money.

In November 2016, she was appointed as the UK Government's Women in Finance Champion, and in July 2017, she became a founder member of its Business Diversity and Inclusion Group. This followed her independent review for HM Treasury into the representation of women at senior levels in financial services, which was published in 2016 and led to the creation of the Women in Finance Charter – a commitment by signatory firms to build more balanced workforces.

She is a member of the Financial Conduct Authority's Practitioner Panel, the Board of UK Finance, and the Scottish Government's Financial Services Advisory Board.

She also sits on the UK Government's Scottish Business Taskforce, and the Mayor of London's Business Advisory Board. She is a Trustee of the Tate, and a member of the Advisory Board of the Scottish Policy Foundation.

She recently completed an independent review of student financial support in Scotland for the Scottish Government, and served on the UK Government's Social Impact Investing Advisory Group, which reported in November 2017.

Jayne-Anne has been Business in the Community's National Responsible Business Ambassador since 2016. A committed supporter of The Prince's Charities more broadly, she also Chairs the Dumfries House Trust and has previously served as Chair of Scottish Business in the Community. @gadhiaj

Dr Avis Glaze

The first recipient of Scotland's Robert Owen Award and one of Canada's outstanding educators, Avis Glaze has been recognised for her work in leadership development, student achievement, school and system improvement, soft skills, character development, career education, entrepreneurship and equity of outcomes for all students.

As Ontario's first Chief Student Achievement Officer and founding CEO of the Literacy and Numeracy Secretariat, she has contributed to improving student achievement in schools across Canada, and has also served as Ontario's Education Commissioner and Senior Adviser to the Minister of Education.

Dr Glaze has experience at all levels of the education system, in rural and urban areas, as a classroom teacher, guidance counselor, special education teacher, secondary school administrator and director of education on school boards. Recently, she was asked to review the education governance system in Nova Scotia.

She has extensive experience in international education, having worked with educators in 50 jurisdictions across the globe, including education reform in South Africa at Nelson Mandela's request for Canadian assistance, and improvement initiatives in New Zealand and Norway. Avis has received some 40 awards for her contributions to international education. www.avisglaze.ca

Professor Andy Hargreaves

Andy Hargreaves is Research Professor in the Lynch School of Education at Boston College. Prior to this appointment, he was the co-founder and co-Director of the International Centre for Educational Change at the Ontario Institute for Studies in Education.

He has been advising the Premier of Ontario on education, recipient of the Robert Owen Award, and also President of the International Congress for School

Effectiveness and School Improvement (ICSEI). Professor Hargreaves consults extensively with governments across the world, and was a member of the OECD review team that evaluated Scotland's Curriculum for Excellence. He is ranked in the top 20 most influential university-based scholars on US education policy.

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Professor Alma Harris

Professor of Educational Leadership and Policy at the University of Bath. She is internationally known for her work on organisational change and development, educational leadership and school improvement, focusing particularly on improving schools in challenging circumstances.

She began her career as a secondary school teacher and has held a number of senior academic posts, including Pro-Director (Leadership) and Professor of Educational Leadership at the Institute of Education, University of London.

Dr Harris has worked with various governments and agencies around the world, supporting their school and system improvement work. Between 2009 and 2012, she was seconded to the Welsh Government as a senior policy adviser to assist with the process of system-wide reform. Dr Harris is a past President of the International Congress for School Effectiveness and School Improvement (ICSEI), and in January 2016 was awarded an honorary lifetime membership. @AlmaHarris1

Dr Pak Tee Ng

Dr Pak Tee Ng is a Singaporean educator who serves at the National Institute of Education (NIE), Nanyang Technological University (NTU), Singapore. He teaches in milestone programmes for leaders in Singapore schools (Principal-ship and Head-of-Department-ship). He has authored several books, and numerous journal articles and book chapters. His latest book in 2017, "Learning from Singapore: The Power of Paradoxes", is one of Routledge's best-sellers that year. He has delivered numerous keynote speeches around the world. Some of the latest keynote speeches were delivered at the Google Global Education Symposium and the International Baccalaureate Global Conference. His specialist areas include educational policy and leadership, and he is a respected contributor to the international field of educational change. He has been a visiting fellow at Cambridge University and a visiting scholar at Boston College.

Dr Pasi Sahlberg

The second recipient of the Robert Owen Award in 2014, Pasi Sahlberg is a Finnish educator, author and scholar. He has worked as a schoolteacher, teacher educator, researcher and policy adviser in Finland and has studied education systems and reforms around the world.

His expertise includes school improvement, international education issues, classroom teaching and learning, and school leadership. He is a former Director General of the Centre for International Mobility and Cooperation (CIMO) at Finland's

Ministry of Education and Culture in Helsinki, and was recently a visiting Professor of Practice at Harvard University's Graduate School of Education.

Dr Sahlberg has worked with governments and educators in Europe, Central Asia, North America, Africa and Asia-Pacific region to help them in improving education policies and implementing system-wide education reforms. He is currently Professor of Education Policy at the University of New South Wales, Sydney, Australia.

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Dr Allison Skerrett

Dr Allison Skerrett is Associate Professor in Language and Literacy Studies at the University of Texas at Austin. Her areas of teaching and research include adolescent literacy and sociocultural influences on teaching and learning, and she was awarded an Early Career Achievement Award from the Literacy Research Association in 2013. She also has a focus on multicultural education and the influence of transnationalism on teachers' practice, and young people's experience of literacy education.

Lindsey Watt OBE

Lindsey Watt has been teaching for almost forty years and for twenty-five years was Headteacher in four Edinburgh schools. She retired as Headteacher of Castleview Primary School, in February 2018. The HMIE Inspection of 2013 gave Castleview excellent evaluations, rating the school pupil experience as one of the best in Scotland.

In 2011, Lindsey was a member of the Scottish Government's Attainment Group and from 2013-2014 she was seconded to the City of Edinburgh Council, to support the raising of attainment across the city and creation of leadership experiences for headteachers. She returned to Castleview Primary in May 2014 to resume her post with the additional responsibility of Seconded Headteacher Broad General Education at Castlebrae Community High School.

Now an educational consultant, Lindsey supports Columba 1400 with delivery of leadership experiences for Headteachers across Scotland.

Lindsey was awarded the 2017 Robert Owen Award by the Deputy First Minister, recognising her as an Inspirational Educator.

Lindsey was recently awarded the OBE in Her Majesty The Queen's, Birthday Honours List in June 2018.

OFFICIAL STATISTICS FOR ATTAINMENT

Table 1: Percentage of school leavers with 1 or more award at SCQF 4 or above

	Most deprived 20% (SIMD20)	Least deprived 20% (SIMD80 to 100)	Gap (percentage points)
2011/12	90.7%	98.9%	8.2
2012/13	91.9%	99.1%	7.2
2013/14	92.4%	98.8%	6.4
2014/15	92.6%	98.9%	6.3
2015/16	92.8%	98.8%	6.1
2016/17	92.8%	98.7%	5.9

Table 2: Percentage of school leavers with 1 or more award at SCQF 5 or above

	Most deprived 20% (SIMD20)	Least deprived 20% (SIMD80 to 100)	Gap (percentage points)
2011/12	65.8%	93.9%	28.1
2012/13	68.9%	94.2%	25.3
2013/14	71.9%	94.6%	22.7
2014/15	74.0%	94.9%	20.9
2015/16	74.4%	94.7%	20.3
2016/17	75.5%	94.8%	19.3

Table 3: Percentage of school leavers with 1 or more award at SCQF 6 or above

	Most deprived 20% (SIMD20)	Least deprived 20% (SIMD80 to 100)	Gap (percentage points)
2011/12	33.6%	77.9%	44.3
2012/13	34.9%	77.3%	42.4
2013/14	38.5%	79.1%	40.6
2014/15	41.2%	80.3%	39.1
2015/16	42.7%	81.2%	38.5
2016/17	43.0%	80.6%	37.6

Source: Scottish Government Summary Statistics for Attainment, Leaver Destinations, and Healthy Living.



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