Briefing on Scottish Education and the Organisations Being Met

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Presentation Outline

- Introduction
- Key Themes
- The Organisations: Takeaways
- Sources
- Questions
- Conclusion

Introduction

The Global Agora (Diane Stone)

- Organisation for Economic Cooperation and Development (OECD),
- European Commission (EC),
- National Center for Education and the Economy (NCEE),
- McKinsey and Company, etc

- Adapt don't Adopt
- Vernacularise to your own situation

Key Themes 1

- Vertical Leadership and Accountability

- Horizontal Leadership and Accountability

- Governance

- Public Interest

Key Themes 2: Vertical Leadership and Accountability (Top-Down Model)

Scottish Government

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His Majesty's Inspectorate of Education
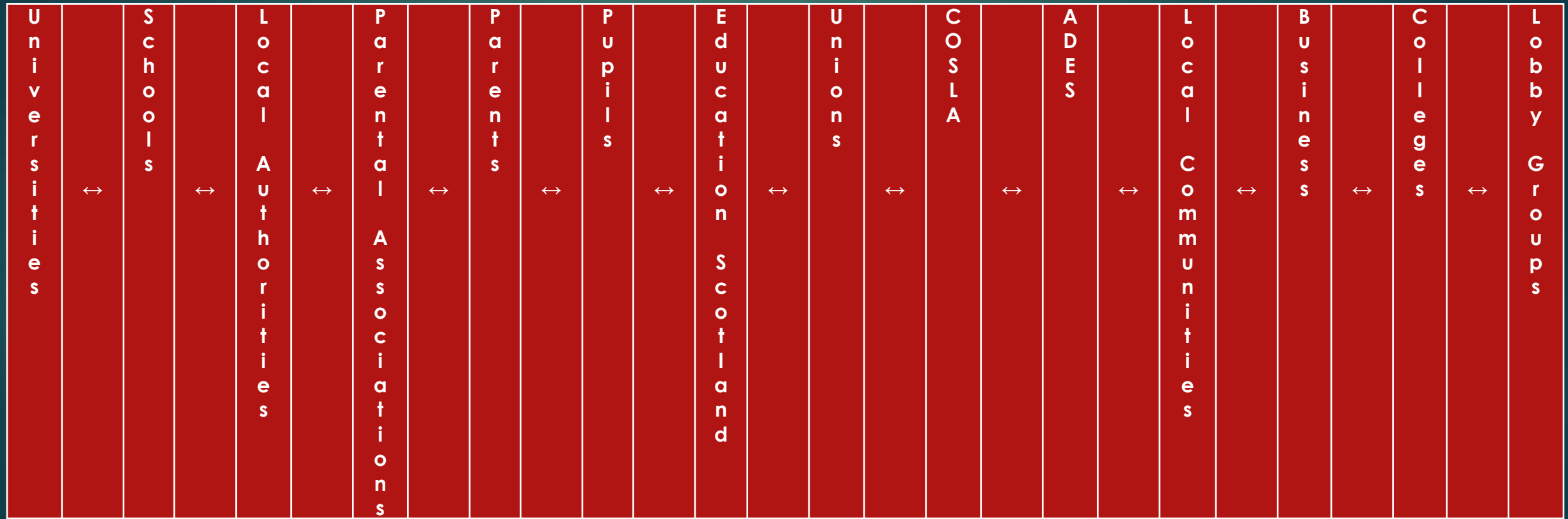
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COSLA

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Local Authorities

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Schools

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Teachers

Key Themes 3: Horizontal Leadership and Accountability (Collaborative and Collegial)

Universities	↔	Schools	↔	Local Authorities	↔	Parental Associations	↔	Parents	↔	Pupils	↔	Education Scotland	↔	Unions	↔	COSLA	↔	ADES	↔	Local Communities	↔	Business	↔	Colleges	↔	Lobby Groups

Takeaways 1

Schools: The Attainment Gap

Recovering from Covid – learning loss, mental health and wellbeing

Finances, resources and links with their LA

Local Authorities: Role in system leadership

Finances, resources and links with their schools

Relationships with COSLA and Scottish Government

Universities: Links with schools and LAs

Role in Initial Teacher Education

Roles in research, professional development and educational leadership

Takeaways 2

Scottish Government: Policy making and educational priorities

Governance and system leadership

Education Scotland: Changes in its role

Governance and accountability

System leadership and collaboration

HMIE: Changes in its role

Advice to government

The role of inspection in system leadership

Takeaways 3

COSLA: Policy making and educational priorities

            Governance and system leadership

            Relationships with Scottish Government and LAs

ADES: System leadership

            Influencing policy making and educational priorities

Takeaways 4

GTCS: Governance and system leadership

Standards and teacher professionalism

Acting in the public interest

Headteacher Unions (SLS/AHDS):

Influencing policy making and educational priorities

System leadership

Unions (EIS):   Influencing policy making and educational priorities

Salaries and conditions of service

Advocating for the teaching profession

Sources

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Questions?

Over to you…

Conclusion

Thank You!

Enjoy your visits and have good discussions

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