

Improving education ... the Scottish way

Our national strategy and the role of our new improvement agency in making it work

Dr Bill Maxwell
Chief Executive
Education Scotland

Education – a flagship issue for the new Scottish parliament

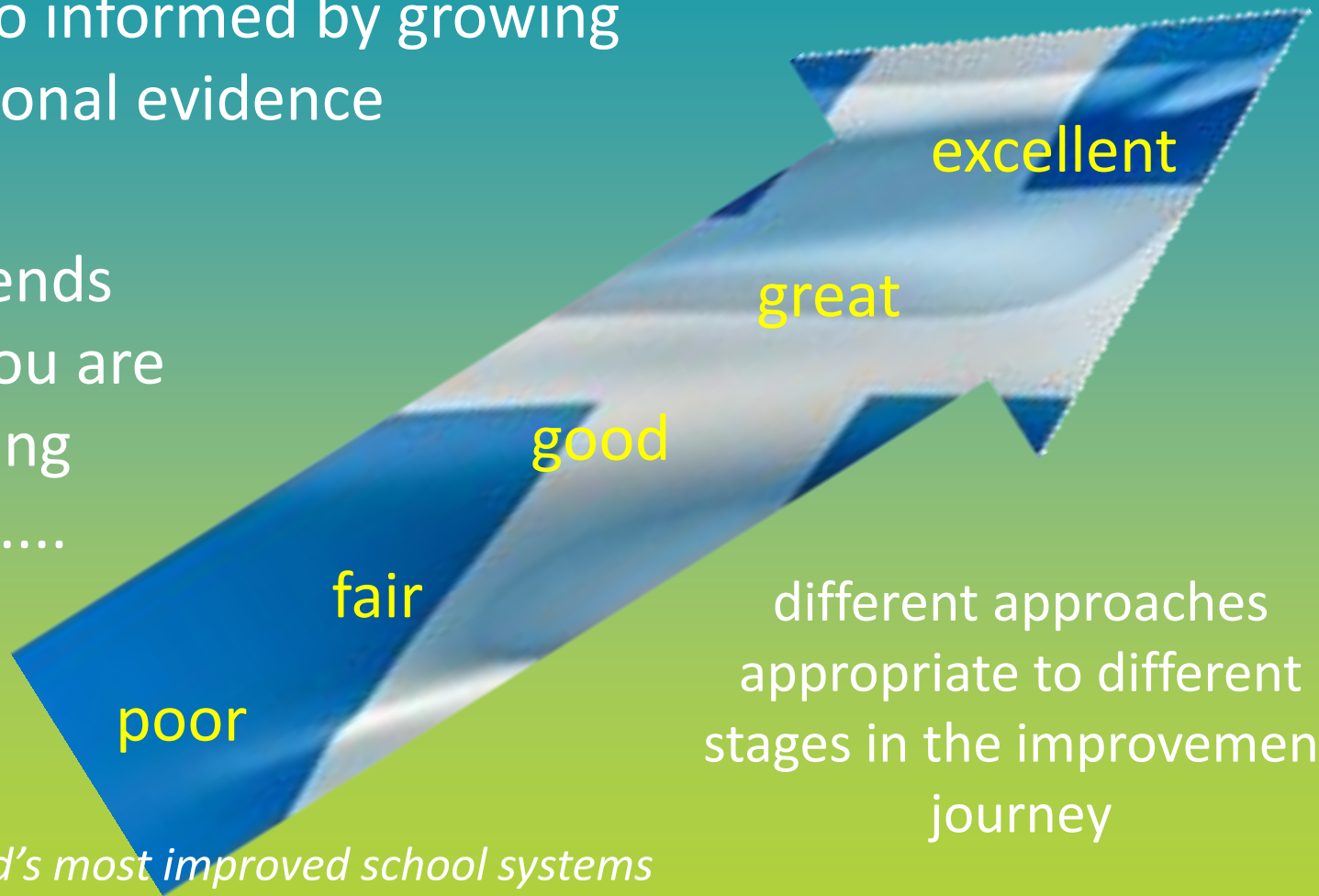
- Scottish Parliament re-established 1999
- Education Act in 2000
- National Debate on purposes of education
- Led directly to major and comprehensive reform of the 3-18 curriculum framework
- Strong national consensus largely sustained

Education improvement strategy developed in a specifically Scottish context

- tradition of respect for education and teachers
- focus on education as a ‘common societal good’ rather than a ‘market commodity’
- local authority management of school provision
- key national agencies with strong roles
- pioneering in some key areas
 - curriculum design and assessment
 - inspection and self-evaluation

..and also informed by growing international evidence

It depends where you are starting from....



different approaches appropriate to different stages in the improvement journey

How the world's most improved school systems keep getting better (McKinsey, 2010)

We have developed a strategy based on:

- giving professionals more scope to exercise professional judgement and innovate
- ensuring they have the skills necessary to do so
- promoting engagement in collaborative learning and enquiry at all levels of the system
- creating a strong culture of evidence-based evaluation - from local to national level
- building 'intelligent' accountability systems which support improvement

in summary

we are aiming to build a 'learning' education system:

....in which a '**virtuous cycle of improvement**' continuously drives innovation, learning and the spread of new knowledge about professional practice

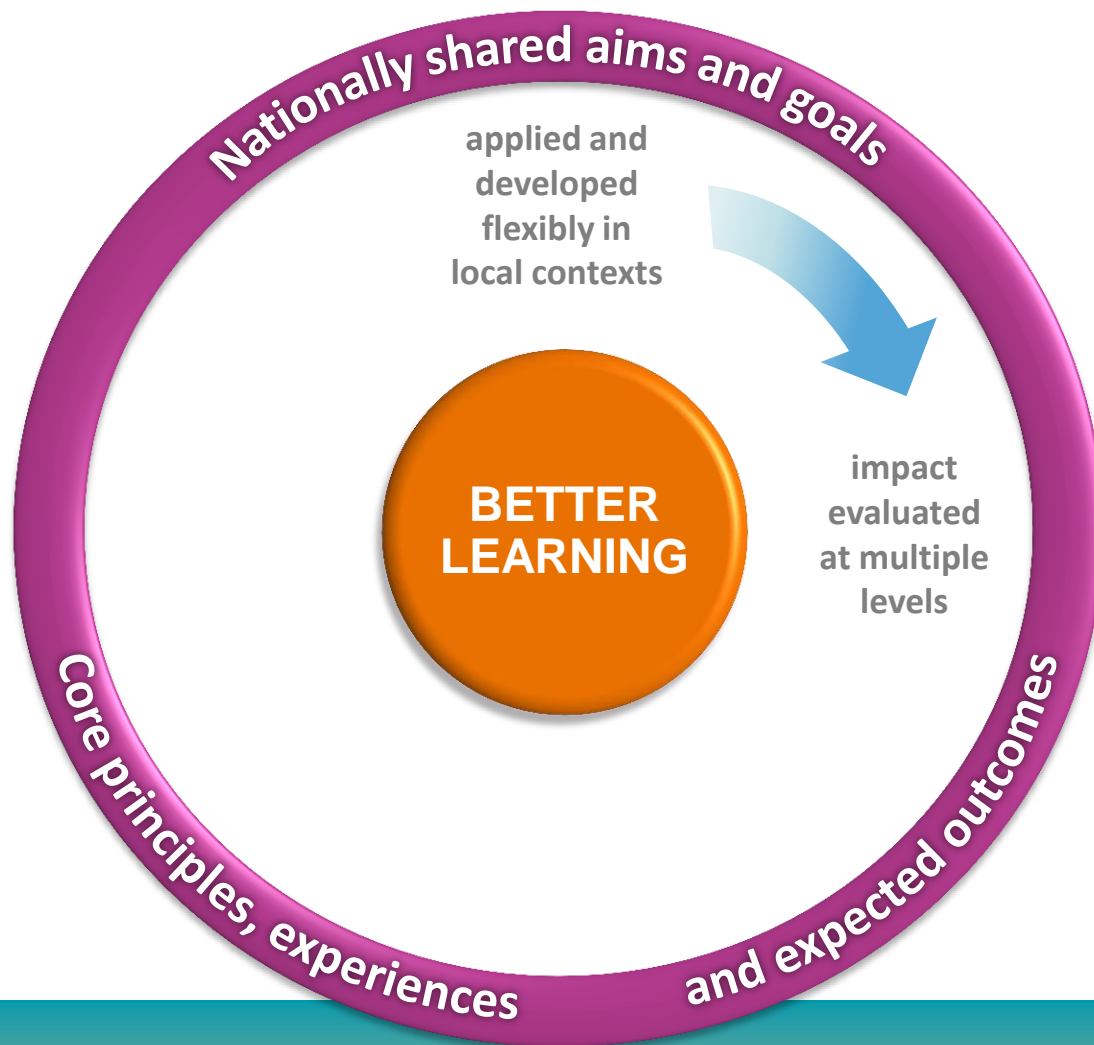
The Virtuous Cycle of Improvement



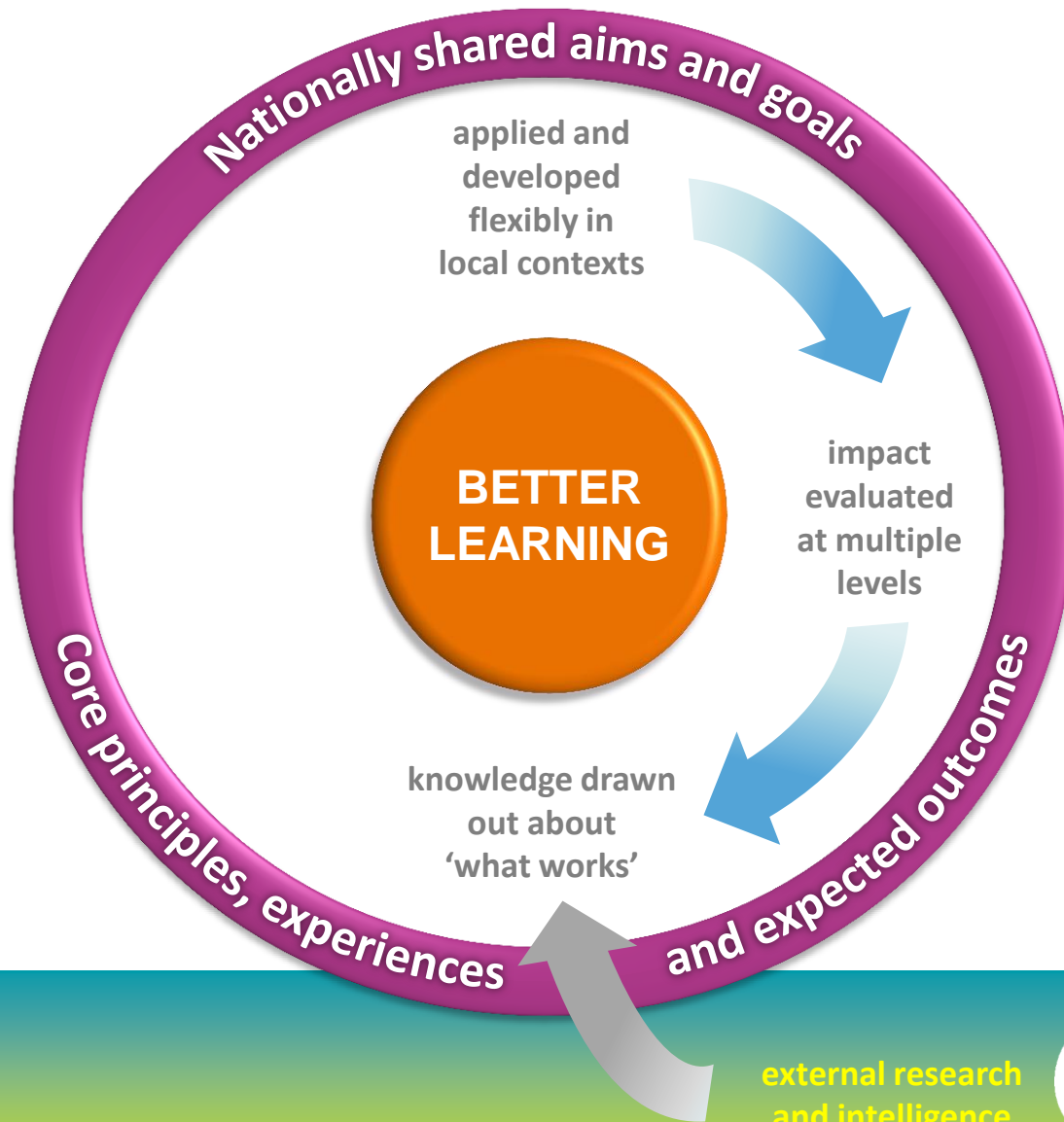
The Virtuous Cycle of Improvement



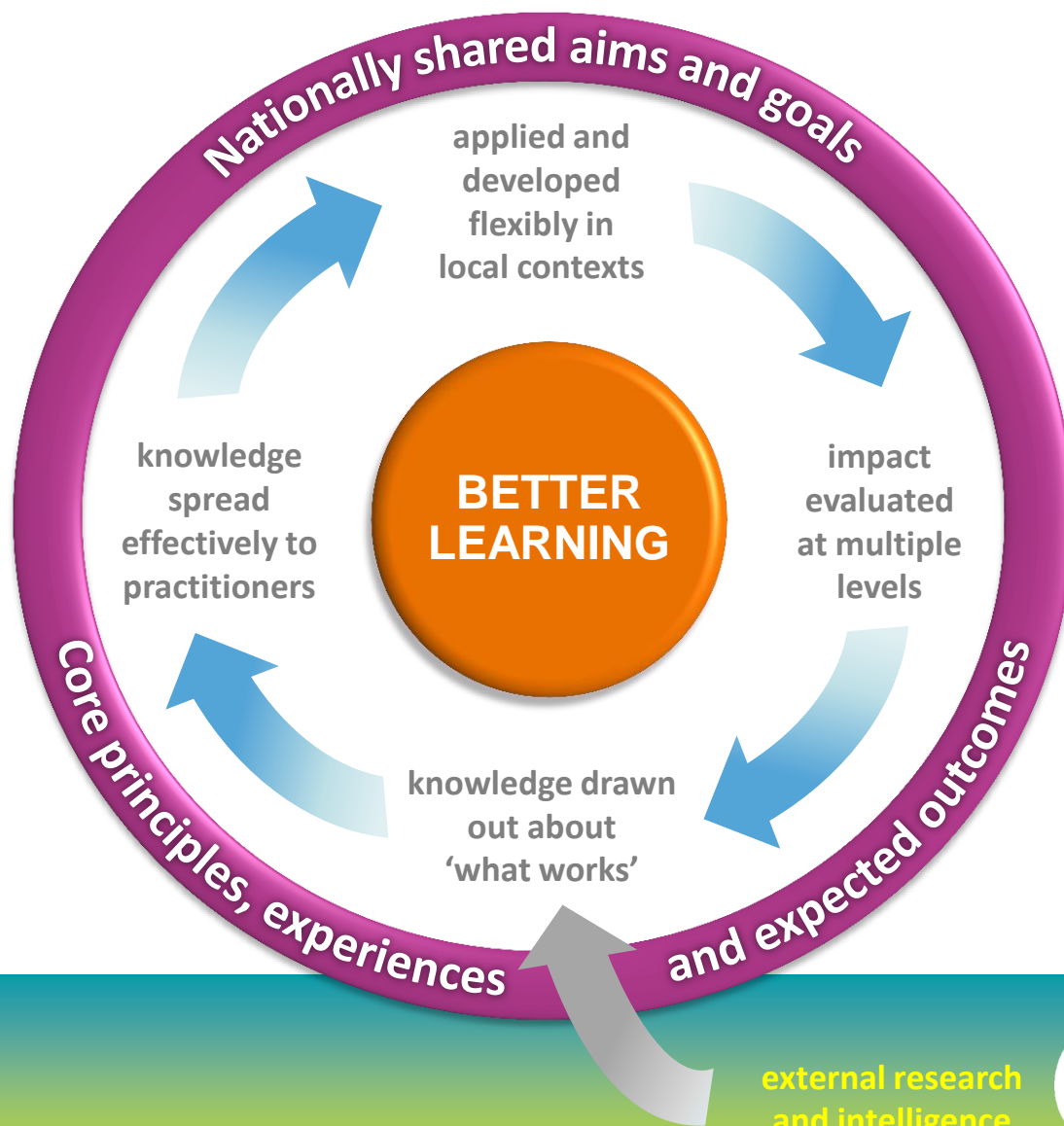
The Virtuous Cycle of Improvement



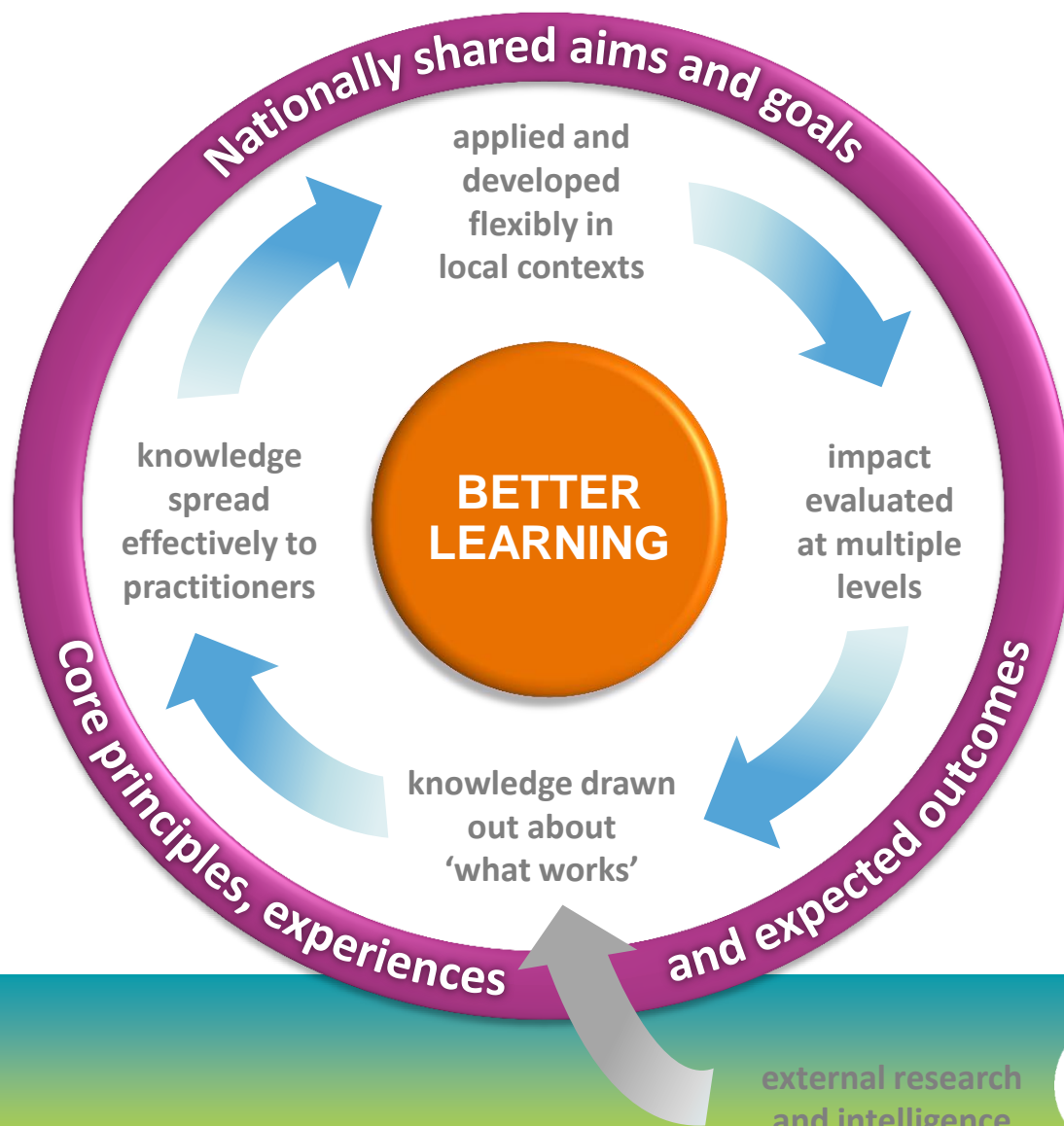
The Virtuous Cycle of Improvement



The Virtuous Cycle of Improvement



The Virtuous Cycle of Improvement



Step 1 – setting the right high level framework

- **‘Curriculum for Excellence’** comprehensive reform of national guidance on curriculum, pedagogy, assessment and qualifications – Early education to Senior Phase
- Developed through broad engagement with stakeholders – ‘guiding alliance’ sustained
- Focused on broad outcomes, experiences and skills
- Deliberately non-prescriptive on detailed content
- Enabling framework – encourages flexibility/diversity

Step 2 – ensuring high level professional capacity in the workforce

- **‘Teaching Scotland’s Future’** comprehensive reform of preparation and development of teachers
 - Early Phase teacher education reform
 - Career-long professional development (CLPD) – direct linkage to maintain registration
 - Push towards ‘Masters level’ provision
 - Promotion of collaborative learning and enquiry approaches
 - Improved leadership development – new framework and new Scottish Leadership College
- Workforce developments also in pre-school, community learning

Step 3 – building the capacity of education establishments/services to self-improve

- Well-embedded expectations for self-evaluation and improvement planning across the system
- Supported by suites of national resources
 - e.g. Journey to Excellence, How Good is Our School, etc.
- Recently enhanced with tools for long-term strategic planning and change management
- Capacity continuously built through work with local authorities, the process of inspection itself and the use of practitioners as ‘associate assessors’
- Promoting peer learning – ‘school improvement partnerships’

Step 4 – ensuring a strong flow of evidence and ‘knowledge’ back into the system

- National data collections, including age 16+ Qualifications
- Inspection and review programmes – national sample of establishments
- Thematic inspections and regional/partnership scrutiny
- Promotion of local collaborative research and enquiry
- Research (e.g. Growing Up in Scotland)
- International engagement (eg OECD)

Step 5 – ensuring the knowledge gets back to practitioners

- On-line resources, resources for CPD and to inspire development - exemplification of good practice
- Benchmarking data provided to all schools – new Senior Phase Benchmarking tool in development
- Feedback on inspection findings, national surveys, etc.
- National support programme for teacher assessment
- Glow – national schools intranet linking every school
- Promotion of professional learning communities

Our first Corporate Plan

setting out a
three year
strategy



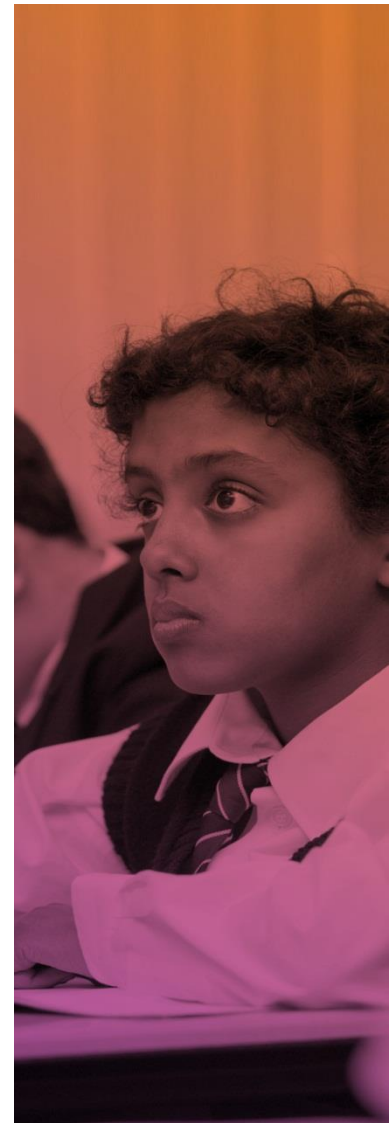
Transforming lives through learning
Corporate Plan 2013-2016



Our mission – working with our partners

To provide a national infrastructure which makes this virtuous cycle a reality....

We will provide the best blend of national support and challenge to inspire and secure continuous improvement in experiences and opportunities for all learners in Scotland.



Our strategic objectives

- Build a world-class curriculum for all learners
- Promote high quality professional learning and leadership amongst education practitioners
- Build the capacity of education providers to improve their performance continuously
- Provide independent evaluation of education provision
- Influence national policy through evidence based advice



Promoting 'intelligent' accountability

external inspection/review has a key but changing role:

- intelligence-led, proportionate and sample based
- 'performance coaching' – doing 'with', not 'to'
- building on self-evaluation and improvement

transparent performance data has a key role but:

- intelligently benchmarked and reported
- focus on use for informing (not driving) improvement
- with careful design and use to minimise perverse incentives

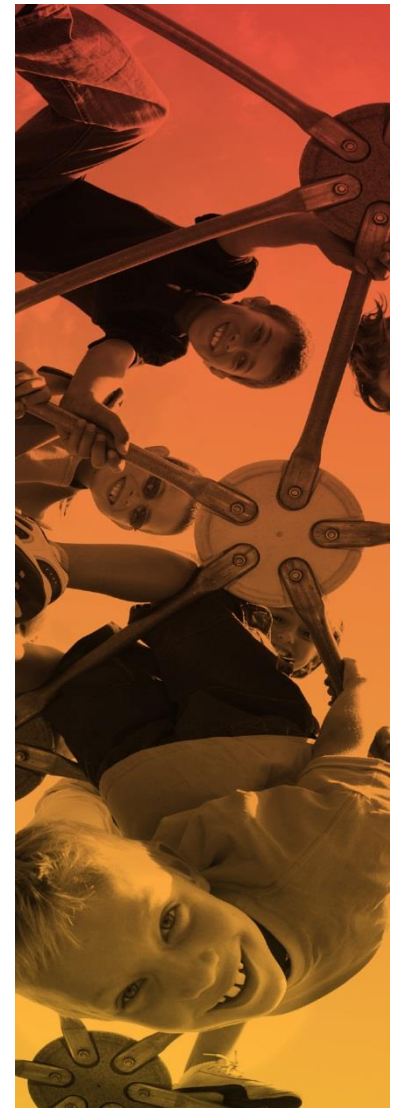
The vision

Learners in Scotland will progress in one of the most effective education systems in the **world, renowned** for the ability of national and local **partners** to work flexibly together to achieve **high quality and equitable** outcomes for all



Achieving the vision will mean.....

- Educational outcomes for all learners are improving
- Inequity in educational outcomes is eradicated
- Public confidence in education is high



Transforming lives through learning

Corporate Plan 2013-2016



www.educationscotland.gov.uk