

EDUCATION GOVERNANCE: NEXT STEPS – DELIVERING AN EMPOWERED SYSTEM

1. Building on advice from the OECD and the International Council of Education Advisers, responses to the Education Governance Review and the commitments set out in the Next Steps paper, we will introduce reforms to create a genuinely school and teacher-led system, centred around the child. As a result, decisions that shape the education of young people will be made in classrooms, schools and establishments, by those working with young people, their parents and communities. Powers and resources will be aligned with this vision.

2. Schools and teachers will be supported by three key elements: enhanced career and development opportunities; new Regional Improvement Collaboratives to provide consistent, high quality support and improvement services; and educational support services from local authorities.

Key Priorities:

- Establish a **Headteachers' Charter** to define Headteachers' responsibilities as leaders of learning in schools and set out the support they can expect.
- Provide the legislative underpinning for the establishment of **Regional Improvement Collaboratives**.
- Establish an **Education Workforce Council** to take on the responsibilities of the GTCs and the Community Learning and Development Standards Council and to register other education professionals.
- Improve **parental and community engagement** in school life and learning.
- Strengthen **the voice of children and young people**, promoting and supporting pupil participation.
- Provide for a **fair and transparent funding system** to support a more empowered education system [[consultation](#) currently under way].
- Enhance the **leadership support package** for teachers and headteachers to help them to take on their more empowered roles.
- Establish **new career pathways** for teachers to provide greater opportunities for development and progression into leadership, specialist or improvement roles.

Education (Scotland) Bill

Key Themes:

- Headteachers' Charter
- Education Workforce Council
- Improving parental and community engagement
- Strengthening the voice of children and young people
- Legislative underpinning for the establishment of Regional Improvement Collaboratives
- Providing for a fair and transparent funding system

Timetable

Jul to Oct 2017	Working with stakeholders to develop detailed policy.
Oct 2017 to Jan 2018	Consultation, refining policy and preparation of instructions for solicitors.
Jan to Jun 2018	Drafting Bill and accompanying documents. Bill to be introduced to Parliament by June. Committee likely to issue its call for evidence for Stage 1 before summer recess.
Sep 2018 to Mar 2019	Parliamentary scrutiny of the Bill.
June 2019 onwards	Commencement of provisions and implementation.

Headteachers' Charter

The Charter will enable Headteachers to:

- Be the leaders of learning in their schools
- Be supported through a revolutionised offer of support and improvement
- Raise attainment and close the poverty-related attainment gap
- Deliver quality and improvement at school level
- Select and manage the teachers and staff in their school
- Decide school management and staffing structure, including business managers
- Decide curriculum content and offer
- Work with partners to meet learners' additional support needs at school level
- Collaborate for school improvement at school, cluster and regional level
- Lead self-evaluation and improvement of school performance
- Monitor school progress and reporting
- Manage defined and greater proportions of school funding (this will be part of the accompanying consultation on funding)

Panel members may wish to consider

- *Whether there are practical barriers to Headteachers selecting and managing staff in their school which will need to be addressed; the local authority is to remain the employer.*
- *How decisions should be taken around staff in roles which become surplus to the requirements of the school.*
- *The sort of 'management and staffing structure' decisions Headteachers may want to make.*
- *The extent to which Headteachers should be involved local authorities' recruitment of staff or recruitment campaigns.*
- *How the Charter may impact on the intention to strengthen parental and community engagement and the voices of children and young people.*
- *How the Charter may impact on local democratic accountability.*

Regional Improvement Collaboratives

The Regional Improvement Collaboratives will:

- Provide a relentless focus on improvement and closing the attainment gap
- Identify and report on regional educational priorities with regional plans under the National Improvement Framework
- Provide dedicated teams with a sole focus on supporting collaboration and improving standards in all schools in the region
- Provide professional learning
- Provide clear accountability with Regional Directors reporting to the Chief Executive, Education Scotland

We have established a joint Scottish Government/Local Government Steering Group, to develop proposals to drive forward the creation of the Collaboratives informed by the experience of current and emerging partnership working. This work must progress with pace and focus, to ensure that schools are able to access this support as soon as possible.

Panel members may wish to consider the types of support which the Regional Improvement Collaboratives could usefully provide in their own schools.

Empowering School Unit, August 2017