



Education & Children's Services
Improving life chances for all



Equity and Scottish Education

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***If we look over the horizon to 2020,
what would an equitable education
look like?***



What is **equity** in educational outcomes?

Standards in Scotland's Schools etc. Act 2000

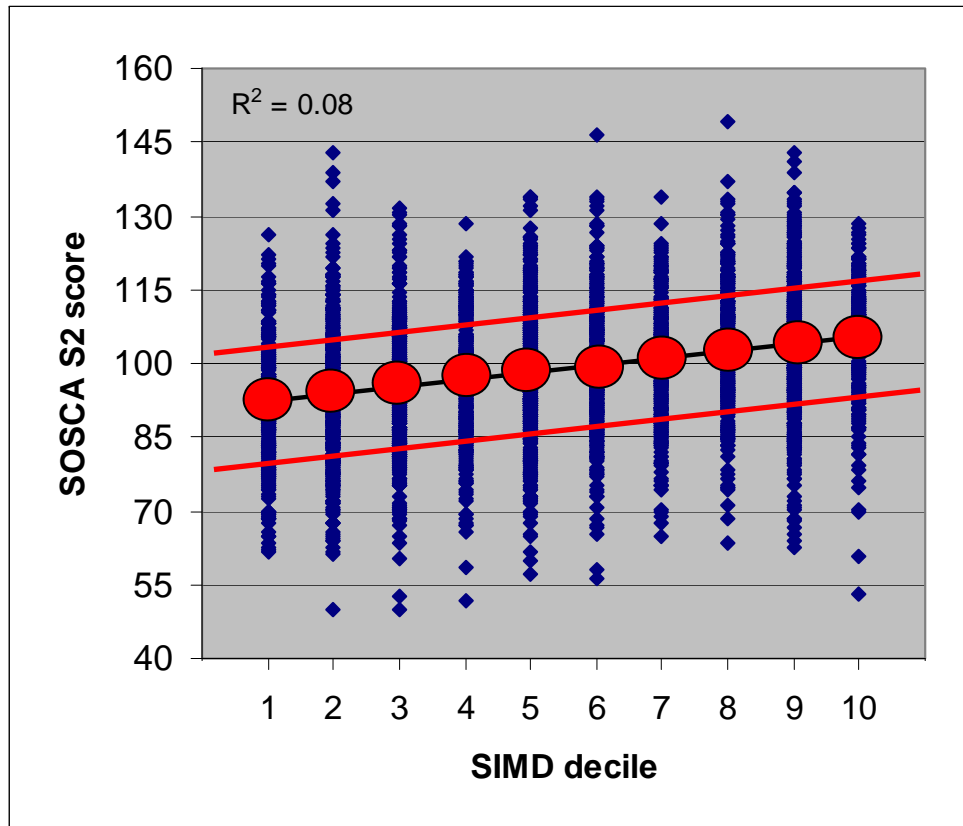
2. Duty of education authority in providing school education

(1) Where school education is provided to a child or young person by, or by virtue of arrangements made, or entered into, by, an education authority it shall be the duty of the authority to secure that the education is directed to **the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.**





How equitable are our educational outcomes?



A similar spread in abilities ...

- Upper quartile
- Average
- Lower quartile

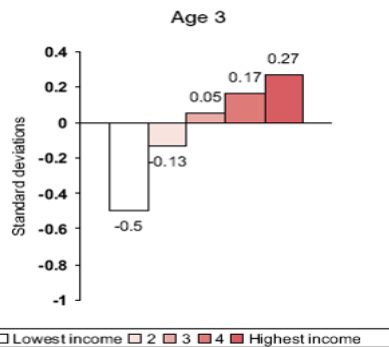
... but outcomes vary systematically across the social spectrum



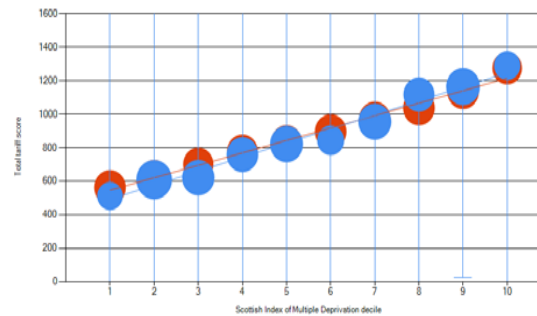
The human cost of inequity

Early Years

Mean standardised vocabulary ability score by equivalised household income

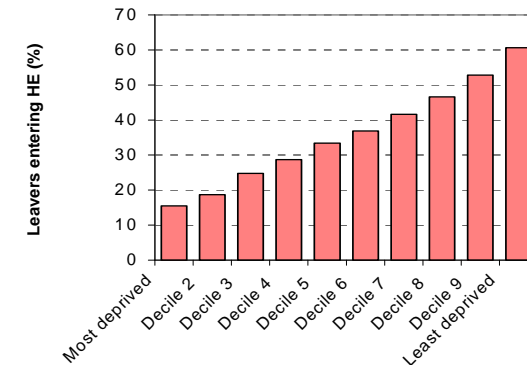


School attainment



Post-school life chances

Scotland: leavers entering HE (%)



By age 5, gap of **18 months** between children whose parents have: degrees / no qualifications (Growing Up in Scotland)

Health outcomes etc

Holistic approach to Children's Services



The UK economic cost of inequity

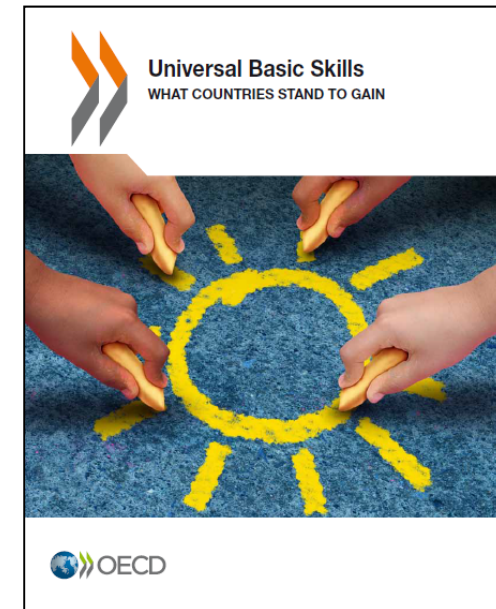
6th greatest income inequality in OECD.

Cost to the UK of:

- Students lacking basic skills
- Gender inequality
- £bns per year
- £2trn in GDP growth by 2095



In It Together
OECD report
May 2015



Universal Basic Skills
OECD report
May 2015



Education Working For All!

Commission for Developing
Scotland's Young Workforce
Final Report

Wood

June 2014

If we look over the horizon to 2020, what would an equitable education look like?

- Developing personal potential to the full
- Improving skills in the economy



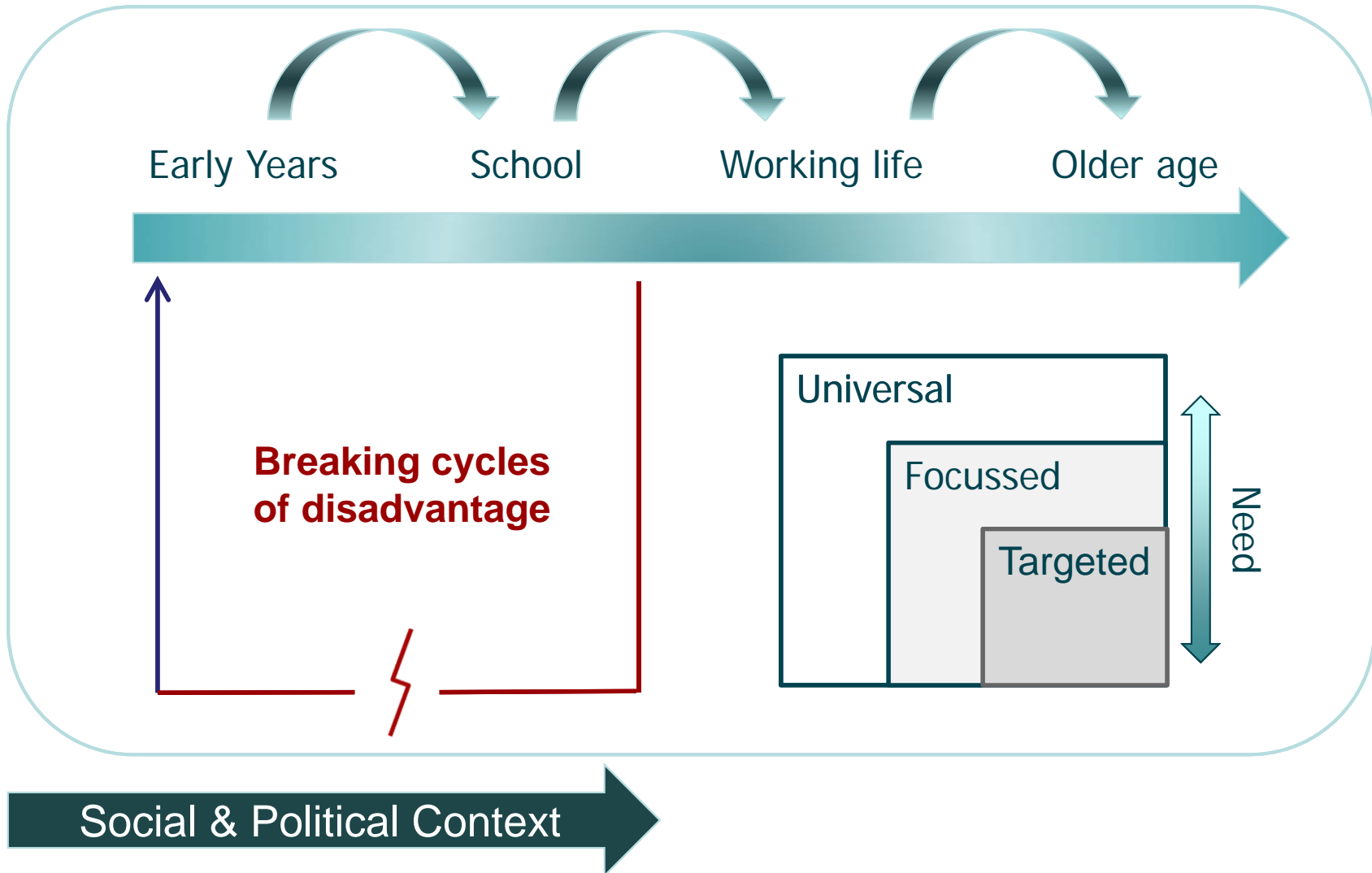
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What policies, practices and initiatives are currently helping to achieve this vision of an equitable education?



Life courses and transitions





What matters?



Christie

Early
intervention

What is working? Fife's Experience

Family Nurture Approach

- Action research involving vulnerable families
- Delivered through existing early years partnerships
- Improving parenting and attachment
- Improving early literacy / communication



What matters?

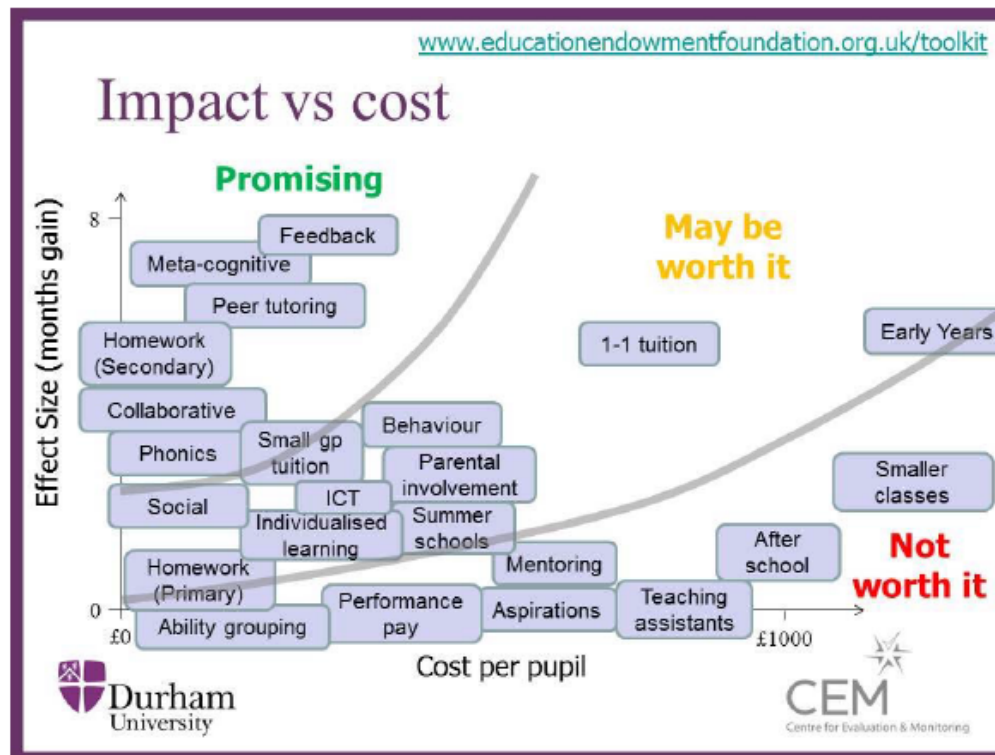
- ADES Raising Attainment Paper, OECD
- Hattie, Sutton Trust
- Donaldson

CfE

Learning & Teaching

Professional development

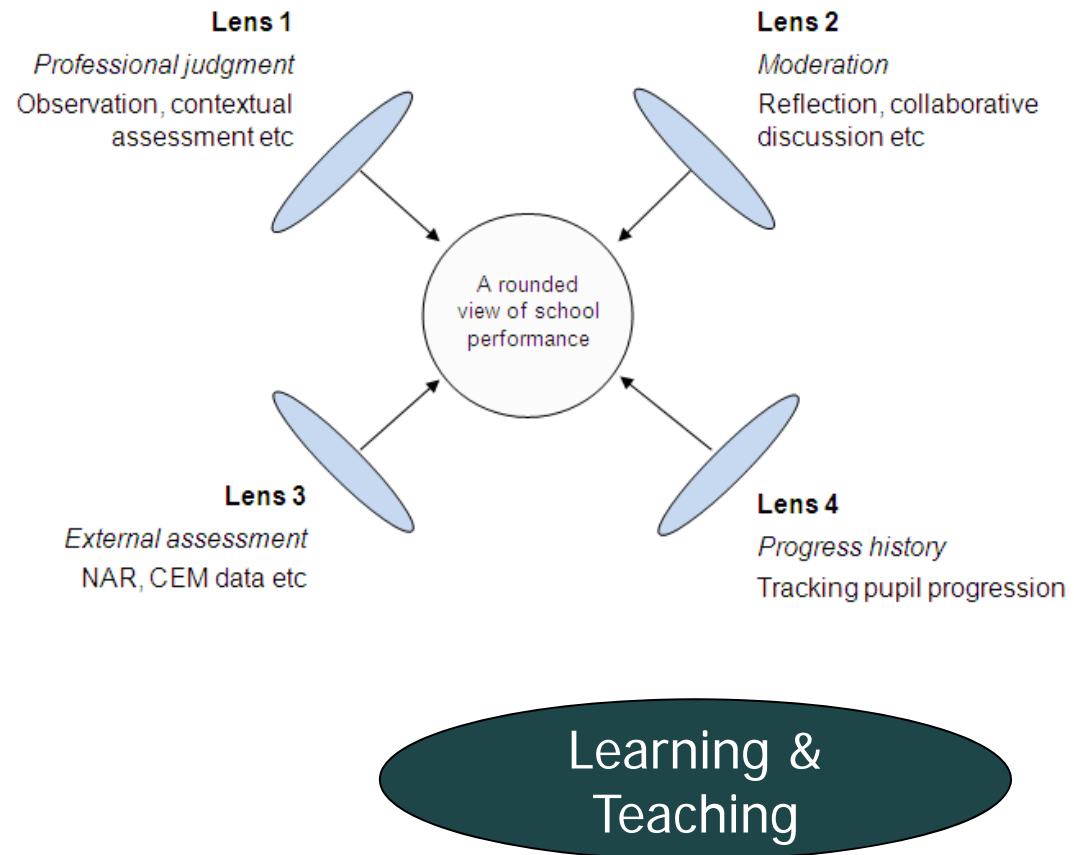
Leadership





What matters? Making it happen

- Evidence-based approach
- Rounded and balanced view
- Support improvement of professional judgment
- Track and monitor progression of learning





What is working? Fife's experience

	Fife	Scotland
"Excellent" in all QIs	2.9%	1.0%
Some "Excellent" QIs	11.8%	6.9%
"Very Good" or better in all QIs	26.5%	22.1%
Some "Very Good" QIs	67.6%	51.5%
"Good" or better in all QIs	79.4%	69.6%
"Good" or better in all QIs Official Statistics (March 2011-14)		69%

Data for all school inspections (based on reference QIs: 1.1, 2.1, 5.3)

Summary of all inspections since March 2011 (based on most recent data)

Learning &
Teaching



What is working? Fife's experience

Literacy Strategy

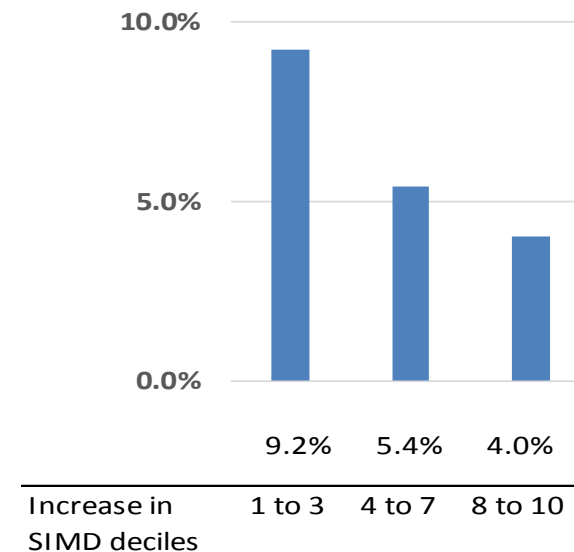
- Focus:
 - The lowest attaining
 - Reading to learn using “real books”
- Highly significant impact:
 - The lowest attaining
 - Comprehension skills
- Outcomes:
 - Improving literacy levels in primary

Learning & Teaching



Donaldson

More than 50% of S4 pupils get a National 5 pass in English ...



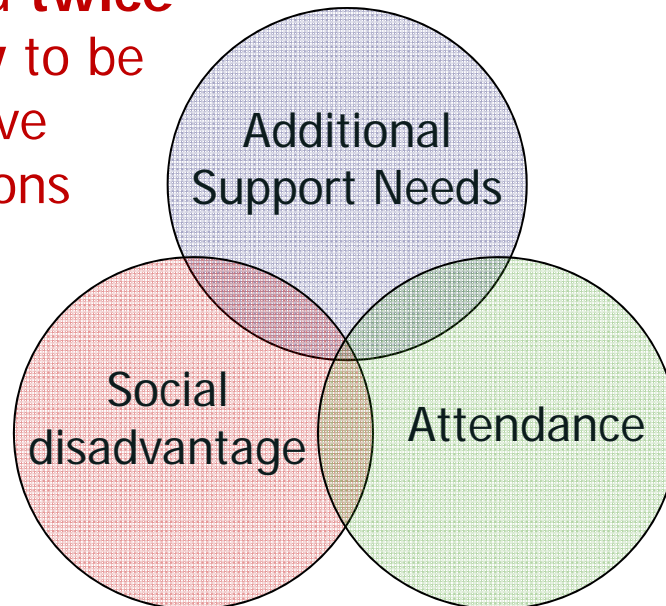
...and we are closing the gap!



What matters?

Compared with a typical Fife child:

ASN child **twice as likely** to be in negative destinations



Child in SIMD deciles 1-3 **twice as likely** to be in negative destinations

Child in negative destination attends school **one day less per week**

Culture & ethos

- Social context
- Individual needs
- Culture: individual & community attitudes

Ambition



What is working? Fife's experience

Developing the Young Workforce

- Work-based pathways

Wood



- Modern Apprenticeships for Looked After Children

Employability skills



What policies, practices and initiatives are currently helping to achieve this vision of an equitable education?

Focus on
key skills &
experience

Wood

Education Working For All!
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June 2014

Early
intervention

Christie

Quality of
learning &
teaching

Donaldson

TEACHING
SCOTLAND'S FUTURE
Report of a review of teacher education in Scotland

Graham Donaldson
December 2010





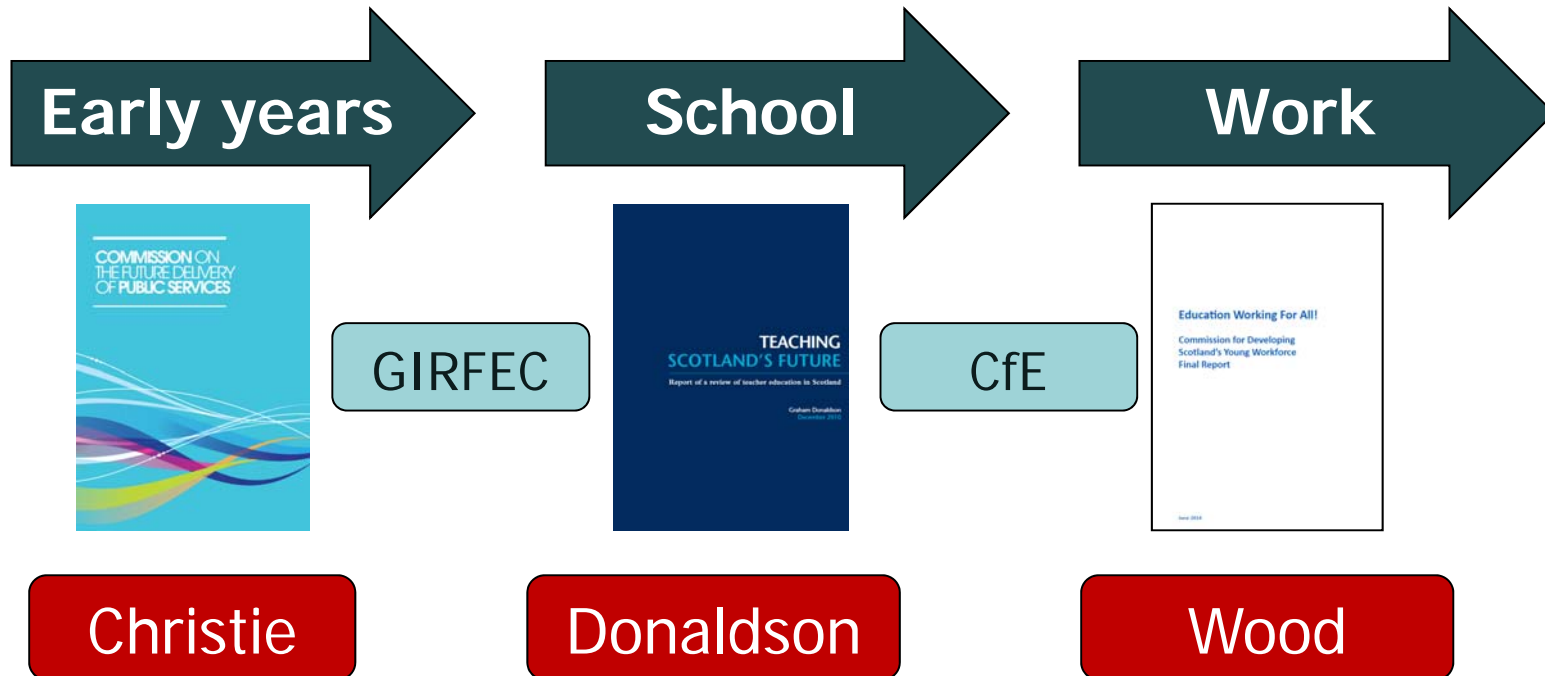
***Education in Scotland is
good ...***

***... however to be truly great it
needs to be more equitable.***



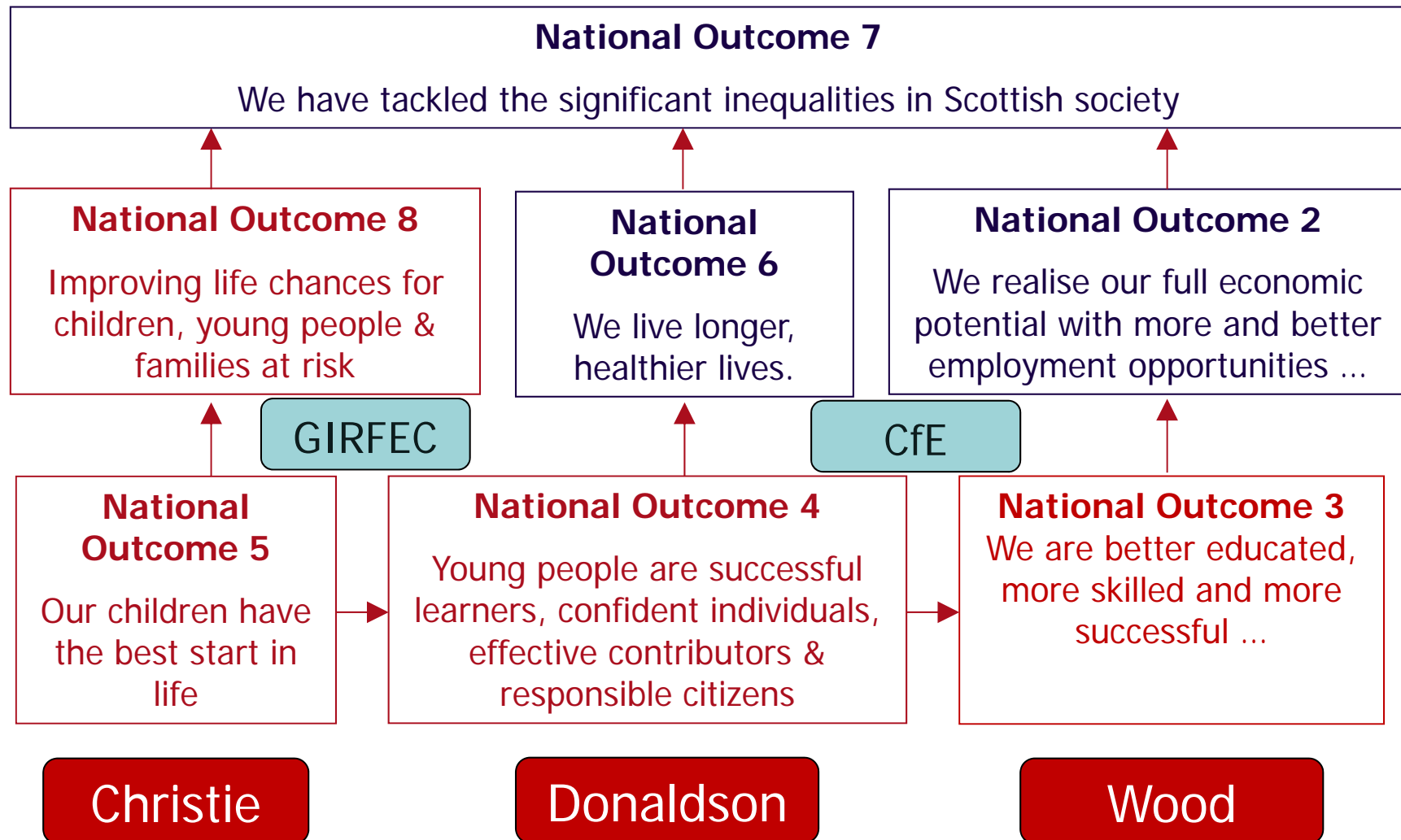
What is working? Nationally

Scotland has the right policies to address the key challenges ...



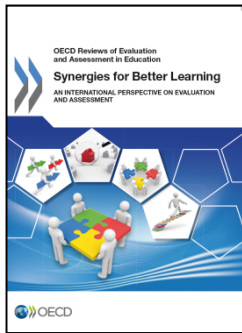


... and to achieve / enable its national outcomes





What is working? Nationally



Synergies for Better Learning (OECD)

Scotland has organically developed the *key elements* of a coherent and holistic system

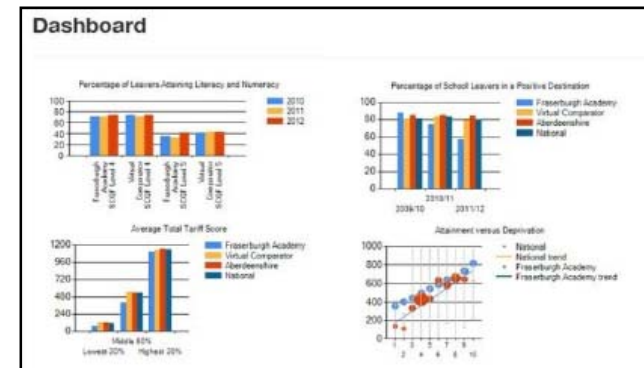
Clear, common purpose

Equity



Close collaborative working

- Improvement Partners
- Learning Partners
- Raising Attainment for All (RAFA)
- ADES Networks
- etc

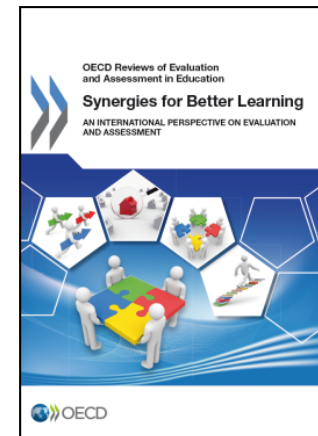
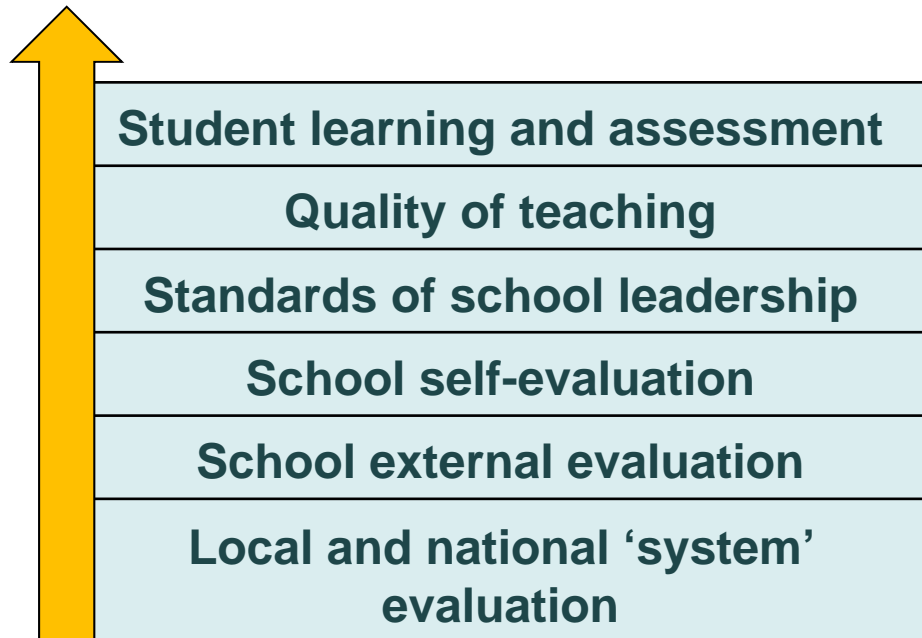




What more is needed?

- National Performance Framework

Need a framework to align these elements and achieve a *coherent & holistic system*





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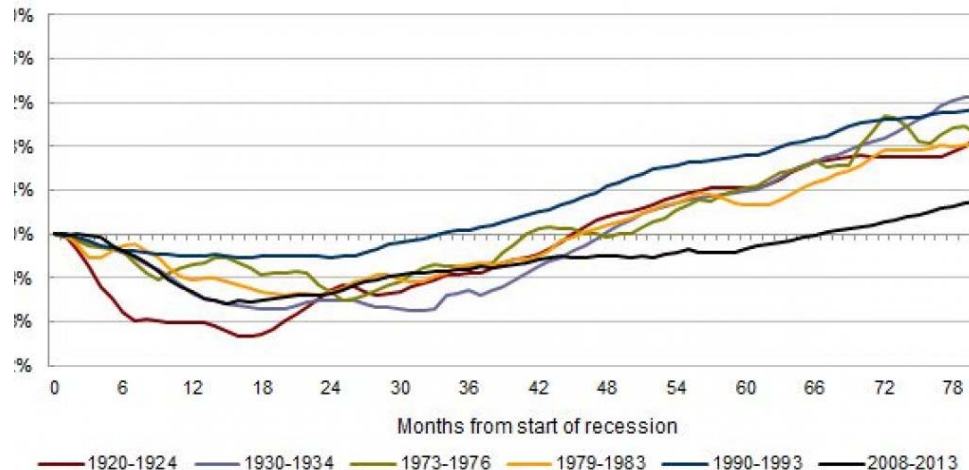
What are the challenges and barriers to implementing significant change to achieve this vision of an equitable education?



The wider economic / social context

Economic climate

- Austerity



Demographic change

- Ageing population – requiring greater resources
- Increasing child poverty
- Changing family composition

UK Spending Review 2015

“A country that lives within its means”



Policy factors

- Focus on inputs (e.g. class size, teacher numbers)
- Erecting barriers around the status quo (e.g. rural school closures)

People factors

How do we get our best teachers in the “hardest shifts”?



Pathways to the future?

- **Leadership** – we expect fewer, more competent leaders running more complex organisations [Different leadership models]
- **Professionalism** – we expect our staff to be learning from research and colleagues [Investing in the quality of our people]
- **Customer focus** – we expect fewer physical assets but a greater service offer and improved customer experience [Community hubs]
- **Enterprise** – we expect our staff to be business like, enterprising and to generate income from physical assets and professional skills [Business units, based on centres of excellence]
- **Community empowerment** – we expect that communities will be fulfilling a deeper commitment to wellbeing of children and have greater ownership of outcomes [New models for Children's Services]



Need to ensure that national *policies and programmes* remain targeted on the things that make a difference

Our direction of travel ...	The risk: defaulting to ...
A clear rationale for action	Hypothecated bid-funding
Arising from a clear and common purpose	Prompted by a general but ill-evidenced concern
Improving the quality of learning & teaching	Focussing on quantity (e.g. resources, inputs)
Ensuring better integrated services for children	Entrenching professional silos
And supporting a more holistic and child-centred approach	Addressing disparate professional interests