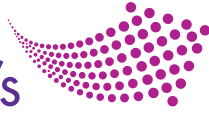




The Scottish Parliament  
Pàrlamaid na h-Alba

Scotland's  
**Futures Forum**  
Fòram Alba air Thoiseach



**Goodison Group**  
in Scotland

INFLUENCING LEARNING

# Scotland's Futures Forum / Goodison Group in Scotland

## Scotland 2030 Leadership in Education

**30 January 2020**

The Scottish Parliament



## Introduction

The Goodison Group in Scotland in partnership with Scotland's Futures Forum continued to look at the future of schooling by building on its draft scenario of what education could look like in 2030.

Kenneth Hogg, Director at the Scottish Government, and Valerie Jackman, Leadership Lead at College Development Network, facilitated two interactive sessions focussing on how the draft scenario might best be realised, building on good practice already taking place. They introduced the U-process as a participative approach to helping participants identify key 'acupuncture points' within the current system that could be leveraged to realise the draft scenario.

## Session 1 10 September 2019

In the first session, participants were invited to build a 3-D model of how they viewed the current education system, and then to rearrange their model to bring about the changes they would like to see while paying attention to where they noticed energy for change in the system.

Having undertaken this exercise, participants were asked to share what they had noticed about the starting points for change as they rebuilt their models from ones that had represented the current education system to a possible future reality.

There were some common aspects in how participants described their models of the current system. It was described as linear, inflexible, beige and boring, held back by structures and funding constraints. One participant described the system as using a lot of energy to produce outputs, while another compared it to an obstacle course in which not everyone managed to clear the hurdles.

While many of the models of possible future realities contained some elements of the current system, such as the learner journey, overall they were described as less hierarchical and more collaborative, adaptive, free flowing, supportive or colourful. These models were also described as having more scope for greater cross-fertilisation and to bring in those who had previously been disengaged.

## Session 2 30 January 2020

The second session continued to explore how ideas for change could be turned into action through accessing other forms of knowledge, notably 'body knowledge'. As part of this session participants worked in groups to develop an embodied sense of where the current system feels stuck. They were asked to notice how and where the impetus for movement and change arose, and share any insights arising from this exercise related to aspects of the draft scenario.

*(A fuller explanation of the U-process undertaken during both sessions is outlined in Appendix 1.)*

## The acupuncture points

At the end of both sessions, participants were asked to reflect individually and in groups on the areas or 'acupuncture points' in the current system that might be the starting point for the change required to realise the draft scenario.

A number of common themes emerged from the process that replicated those raised during the first session, notably: the need for more flexibility and risk-taking; a greater emphasis on cooperation, collaboration and partnerships as well as achievement and not just attainment; more devolution of power and greater empowerment of those in the system and the importance of research to measure impact.

*A full list of the suggested acupuncture points from these sessions are outlined in more detail in Appendix 2 under the same broad headings as those used in the scenario.*

## Next steps

The final scenario will form the heart of a report, ***Future Schooling, Education and Learning 2030 and beyond***, which will be launched at the Scottish Parliament on Tuesday 10th March. Policy makers and all those with a stake in education will be encouraged to engage with the report as a thought piece to provoke further debate about what we want our education system to look like in 2030 and beyond, as well as what plans we need to realise an education system where our children and young people will flourish.



*A model of a future education system produced by participants in a workshop on leadership in education in September 2019*

# Appendix 1 Description of U-process

## Session 1: 10 September 2019

Participants were invited to form small groups and build a 3-D model of how they viewed the current education system using various craft materials.

Once they had completed their models, participants were asked to view them from different angles and consider the following questions:

- ❖ What is ending in this situation?
- ❖ What is seeking to change?
- ❖ What are the key conflicts and hard truths you have to face in order to move forward?
- ❖ Where do the different sources of power lie in the system?
- ❖ What do you love in this model?
- ❖ What about it ignites your best energies?
- ❖ What are the most important barriers which if removed could help the current system evolve?
- ❖ Are there any habits or patterns moving the show?

Participants were then asked, 'What wants to change in the model?' and to change the model accordingly. Once the groups had rearranged their models they were asked:

- ❖ Where did the first move for change happen?
- ❖ Where was the strongest energy for change?

After participants had been brought back into a plenary session, they were asked to think about the transition between their first and second models and to note down any reflections in relation to the following questions:

- 1 Where was the strongest energy for change?
- 2 What in the second model excited you the most?
- 3 Where do you already see the seeds of that future reality?
- 4 For those seeds to grow what might we have to let go of?
- 5 Who could help make this future possibility a reality?
- 6 What small, practical first steps could be taken to bring this intention into reality?

## Session 2: January 2020

After some introductory exercises to develop a greater awareness of the full range of our sensing faculties, participants were asked to embody an aspect of their life where they felt stuck through a 'sculpture'. Their partner shared their observations on what information they sensed from the sculpture, before each person was asked to form the same sculpture and tune in to how their body wanted to reposition itself to move the situation on.

Each participant was then asked to work with two others to form sculptures which represented an aspect of the education system that they felt was stuck. Again participants were encouraged to listen to their bodies and rearrange themselves and others in a way that moved them away from the feeling of being stuck towards a sense of movement or resolution, noting where the movement and the energy for change occurred.

## Appendix 2 KEY THEMES IDENTIFIED

### The Acupuncture Points for Change

	Acupuncture Points
Values & Behaviours	
Risk Taking	<ul style="list-style-type: none"> <li>➤ Encourage teachers to be innovative, creative, and risk-takers i.e. in their teaching and relationships with employers, parents, communities, colleagues and young people. Take away the fear of taking risks, give people permission to play, to experiment, to explore.</li> <li>➤ Individual acts of bravery (often in the face of systemic opposition) are not enough. The system must be led bravely by those with power and influence.</li> <li>➤ Adults are managing risk for young people without understanding what they find risky.</li> <li>➤ Value honesty as much as positivity.</li> <li>➤ Allow the system to be challenged by all stakeholders.</li> <li>➤ Acknowledge and celebrate risk taking in school inspections.</li> <li>➤ Share exemplar examples of risk taking e.g. on GLOW and in Education Scotland publications.</li> </ul>
Policy and resource	<ul style="list-style-type: none"> <li>➤ UN Convention on the Rights of the Child to underpin children's and young people's education.</li> <li>➤ Shift power, control and influence away from the Scottish Government, the Scottish Parliament and electoral cycles, and develop more transparency and engagement in the development of education policy.</li> <li>➤ Create a stable environment to allow exemplar practice to embed and flourish.</li> <li>➤ Provide a solid framework that schools can build upon in imaginative and creative ways.</li> <li>➤ Ensure there are sufficient resources to provide for all stages of the system.</li> <li>➤ Abolish private education and redirect those resources and ideas towards a system that serves the needs and ambitions of all our citizens.</li> <li>➤ Place value on education instead of regarding it as compulsory provision.</li> <li>➤ Address poverty and its impact on the learning environment.</li> <li>➤ Let's have a 'Scottish offer' that ensures consistent parameters, allowing teacher agency and school improvement to meet the needs and aspirations.</li> <li>➤ No new policies for policies for 3 years.</li> <li>➤ Review the recommendations from the Additional Support Learning (ASL) Review and map/align themes with the future schooling scenario.</li> </ul>
Empower others	<ul style="list-style-type: none"> <li>➤ Create cross sector networks and together with fora like GGiS and SFF move ideas to impact.</li> <li>➤ Create a working group to explore the cultural, structural and relational barriers that prevent stakeholders engaging with learning.</li> <li>➤ Run workshops with learners and teachers for whom the system has failed, to understand the changes they believe are required to the education system.</li> <li>➤ Empower the learner to be; at the centre of the education system; leaders; co-creators of the curriculum; and action researchers.</li> <li>➤ Move beyond young people being token contributors to debates on their education.</li> <li>➤ Explore barriers to genuine partnership with young people and families in shaping their experience of education.</li> <li>➤ Pilot children and young people calling teachers by their first names.</li> <li>➤ Adopt a model of schools as learning organisations.</li> </ul>



## Acupuncture Points

### When

#### Stages of Education

- Move from organising schools by 'age and stage, and create opportunities for multi-age projects.
- Review the stages of education, run pilots and/or projects where children and young people work in the stages outlined in the scenario and gather evidence.

### What

#### Curriculum

- Reflect and support the skills needed for our economy and society in 2030 (i.e. more creative and leisure time as a result of automation).
- Create a more seamless curriculum between primary and secondary schools to unblock learning. Explore 'middle school' curriculum that is P5 to S3 to streamline transition.
- Place stronger focus on well-being and improvement over academic excellence and grades.
- Abandon view that every learner must experience the same thing or leave with the same knowledge and skills.
- Move away from a system based on an outmoded model based on agricultural calendar.
- Encourage more flexibility in the whole system i.e. the school day, year, delivery models and environment, so that it supports individual learners' needs without being a 'free for all.'
- Build skills, knowledge and experience linked to achievements.
- Encourage inter-generational groups with similar interests.
- Balance collective and individual learning.
- Implement a back to basic re-launch of a Curriculum for Excellence to get back to its essence.

#### Co Design

- More co-design, recognising that learners are experts in their own experiences and learning.
- Trust and empower the learner to; make education meaningful for them; make their own choices; and take their own routes (and to understand the consequences of their choices).
- Stop pre-judging what children can and cannot do.
- Stop blocking achievement with what works for the school instead of what suits the child.

#### Learner Journey and Exit Points

- Work with learners, parents and employers to share different learning and employability pathways.
- Value multiple outcomes and different pathways.
- Develop routes that are open, fluid and less restrictive to allow individuals to fit in/do.

## Acupuncture Points

### Where

#### Learning Spaces

- Learning environments need to support the ambitions for the education of our children and young people in 2030. Use the scenario as a starting point to work with stakeholders to produce a requirements report (a competition for schools and/or architecture students?) Set standards for places of learning – stop building schools and build community assets which encompass many public services – this will also help build leadership across sectors.
- Understand CoSLA & Scottish Government's plans for future learning environments.
- Ensure the architecture of school supports a value-based approach (i.e. has colour, flexibility, is inclusive, inspiring and welcoming, support the learner's imagination) and includes creative play spaces that extends to wild natural places outside.
- Join up services and spaces in a way that works for people not the system. Add fluidity into the system - wider range of settings e.g studio schools.
- Recognise that some learning takes place in relational rather than physical space.
- Scale back on risk assessments to be able to offer learners a range of experiences.
- Flipped classrooms – take advantage of technology – to change the power dynamics which brings more power and energy into the classroom.
- Support intergenerational learning through building nursery schools alongside care homes.
- Make learning and teaching institutions more porous and dynamic.
- Explore the cultural, structural and relational barriers to local hubs that are genuinely inclusive of all stakeholders and put young people at the centre.
- Create spaces where schools, colleges, universities, training providers and community groups can engage on a real issue for example, in relation to the learner journey.

### How

#### Encourage Innovators

- Create a culture and safe space that encourages, connects, creates, and gives oxygen to the innovators.
- Connect the innovators with those working in 'older structures' Start an innovators movement, those at the forefront of innovation bring one person along with them and then that person does the same – a type of 'pay it forward' approach.
- Seek out and actively encourage the disruptors in each place of learning.
- Think tanks such as GGIS and SFF to provide safe spaces for thinking and discussion.
- Stop measuring what is measurable and start designing an approach that encourages educators to innovate and make mistakes.
- Encourage a pilot in one or two clusters to pilot aspects of the scenario e.g. projects with multi aged teams e.g. children and young people aged to 8 to 15 and gather evidence.
- Initiate a review of the use of technology in learning and education and explore future requirements i.e. drive what is required for education rather than the 'tail wagging the dog'. Involve children and young people.

## Acupuncture Points

### How

#### Share ideas and research

- Share the great, creative work already taking place in early years and primary schools.
- Create space for educators to think.
- Keep testing the gap between rhetoric and reality.
- Establish an independent research body and build on the excellent research already taking place in Scotland.
- Develop a road map of change to 2030.
- Create cross-sector networks and think tanks empowered to move from ideas to impact.
- Galvanise a movement for change by promoting good news stories.
- Identify, share, celebrate and reward examples of innovative, interesting, brave, and creative work.

### Who

#### Championing and Driving Change

- The following were identified as key agents of change: Heads of Education in local authorities; PLLTLP participants; aspiring principal teachers, depute head teachers and head teachers; and newly qualified teachers. (although it was also noted that trade and industry bodies such as IoD and CBI could also be agents of change within the education system).
- Identify change ambassadors within and outwith the system e.g. children, teachers, people from the local community.

#### Review Initial Teacher Education (ITE)

- Deliver high quality courses that will deliver high quality teachers.
- Review ITE delivered by academics - are they more interested in research than teaching?
- Implement the recommendations from the McCormac Review 2011 on teacher employment. Excellent teachers should be rewarded to stay in classroom. ITE should:
  - be inspiring.
  - convey that teachers can change lives and support a more equal society.
  - support teachers to be co-creators of learning and enablers (with children, parents and communities) of the future we envisage for our education system.
  - place a greater focus on pedagogy (including play-based pedagogy) and the learning approaches that deliver successful learning.
  - explore the impact of research on teaching.
  - outline how the brain works and develops.
  - develop teachers to facilitate learning as well as teach.
  - more focus on pedagogy and learning methodologies.
  - encourage teachers to develop skills as well as knowledge, and to understand that learning happens everywhere throughout life.
  - provide an understanding that creativity not conformity leads to equity and excellence.
  - include web based teaching.
  - include a semester at art school.
  - include a reflective piece where newly qualified teachers reflect on what worked/didn't work and what the system could look like.



## Acupuncture Points

### Who

#### The teaching profession and continuous professional development (CPD)

- Invest in the teaching profession, including the personal development of teachers.
  - Teachers to meet high quality professional standards.
  - Encourage people into teaching beyond those who conform to a narrow set of school based competencies.
  - No jobs for life, there is a need to identify underperforming teachers, provide the necessary support, development and action plans to improve. Be prepared to terminate employment if professional standards are not maintained.
  - Consider moving teachers every 5 years.
  - Create 'para' type roles in the classroom to share skills and experiences.
  - Change teachers' contracts to allow split shifts, and on demand/on call working.
  - Create the structure that supports more CPD to allow all teachers to maintain their learning.
- CPD should encourage and support:
- reflection on: own practice; what works for learners; and the system as a whole.
  - an openness to change.
  - greater teacher agency by encouraging research, enquiry, collaboration, cross-pollination and leadership.
  - a reminder of the potential of everyone in the system.
  - cultures that can work 'off the page'.
  - teachers with opportunities for self-reflection and refreshment to revitalise and energise.
  - more emphasis on pedagogy and the teaching experience rather than master degrees.
  - sabbaticals with opportunities to experience different settings and workplaces.

#### Cooperation, Collaboration & Partnerships

- Bring outside expertise into the system this may change a young person's attitude to learning.
- Use the skills and experience within the community as a resource e.g. create mentoring, coaching roles for retired individuals, provide training. Engage with businesses to promote opportunities as part of pre retirement information.
- Involvement of business can be increased, various models/activities exist that schools can get involved in. Independent schools tend to get involved, state schools tend to drop out.
- Capitalise on emerging, fledgling partnerships e.g with other public services and with business/employers to build capital and agency.
- Create partnerships at all levels (with parents, communities, businesses, public services) that are: effective; valued; co-creators and investors of the future workforce.
- Create cultures of people working within their locale or community.
- Be more open-minded about ways of engagement.
- Create time and space to build trust, shared passions and mutual understanding.
- Support trust-building and meaningful engagement initiatives to facilitate partnerships.
- Tap into the expertise in communities and local businesses.
- A wider range of people should be involved.

Acupuncture Points	
<b>Success</b>	
<b>Measuring and valuing achievement</b>	<ul style="list-style-type: none"> <li>➤ Abandon the attainment agenda/switch the focus from attainment to achievement.</li> <li>➤ Value all achievement rather than seeing 'A' as the gold standard.</li> <li>➤ Stop measuring what is measurable and develop an approach that encourages educators to innovate and make mistakes.</li> <li>➤ Measure what is difficult e.g. innovation, meta-skills and confidence.</li> <li>➤ Recognise that employers and universities could use a different 'currency' to make offers.</li> <li>➤ Use 4 capacities of a Curriculum for Excellence as the organiser/currency for 'achievement'.</li> <li>➤ More appropriate language e.g. 'achievement' over 'underachievement' and 'attainment'.</li> <li>➤ Take focus off statistics and benchmarks at all levels i.e. schools, pupils and local authorities.</li> <li>➤ See education as a marathon rather than a sprint.</li> <li>➤ Change the perception that degrees are an exit point for learning.</li> </ul>
<b>Exam System</b>	<ul style="list-style-type: none"> <li>➤ Abandon the exam system and focus on the destination – exams hold back the shift in values needed being viewed as the 'currency' to move through the system.</li> <li>➤ The exam system makes learning too compartmentalised, less experiential and limits post-school choices.</li> <li>➤ Needs reviewed in consultation with universities and businesses.</li> <li>➤ Ensure parity of esteem between academic, vocational and personal attributes.</li> </ul>

Website [www.scotlandfutureforum.org](http://www.scotlandfutureforum.org)

Twitter [@ScotFutures](https://twitter.com/ScotFutures)

Email [ScotlandsFuturesForum@parliament.scot](mailto:ScotlandsFuturesForum@parliament.scot)