better relationships,
better learning,
better behaviour

Transforming lives through learning

Education Scotland
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Overview

- Education Scotland

- Development of Scottish Policy

- Current Challenges for Education

    - The Response: CfE and GIRFEC

- The Challenges of Culture Change

    - The Response: Child-Centred Learning & Relationships

- Discussion

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Education Scotland

```
                  HMIE         SG
                                PBT

      LTS                                     Nat
                                              CPD

                      Education
                      Scotland


  Families,                        Lifelong          Strategy,
  Inclusion and    School Years    Learning          Performance
  Local                                              and Corporate
  Authorities                                        Resources
```

Rights, Support and Wellbeing Team:
- Promoting and supporting children's rights,
- Promoting wellbeing of children and young people;
- Intervening to address inequality and disadvantage

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Development of Policy

Standards in Scotland's Schools etc. Act 2000

2000 asp 6

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

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures

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Better Behaviour, Better Learning

- Discipline Task Group
- BBBL (2001)
- 36 Recommendations
- Connect Report – good practice
- Government funding for implementation of BBBL and supporting pilot projects
- Discipline Stakeholder Group (2004)

connect

report on implementation of
Better Behaviour –
Better Learning, 2004

SCOTTISH EXECUTIVE

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Behaviour in Scottish Schools Research 2006

- Discipline Stakeholder Group formed
- Decision to stop publishing annual statistics on violence in schools
- Regional Communication Team
- Commitment to triennial research on behaviour in schools
- Response: policy guidance

Behaviour in Scottish Schools

SCOTTISH EXECUTIVE

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2006

social research

working together to improve school discipline
Discipline Stakeholder Group Joint Action Plan, October 2006

MOTIVATED

RESPECTED

RESPONSIBLE

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Behaviour in Scottish Schools Research 2009

- Cycle of policy into practice informing new policy
    - Intelligence gathering
    - National networks
    - ADES
    - LA meetings
- 2009 BiSSR
- Policy Guidance: **Building Curriculum for Excellence through Positive Relationships and Behaviour 2010**
- Language,tone,focus on implementation
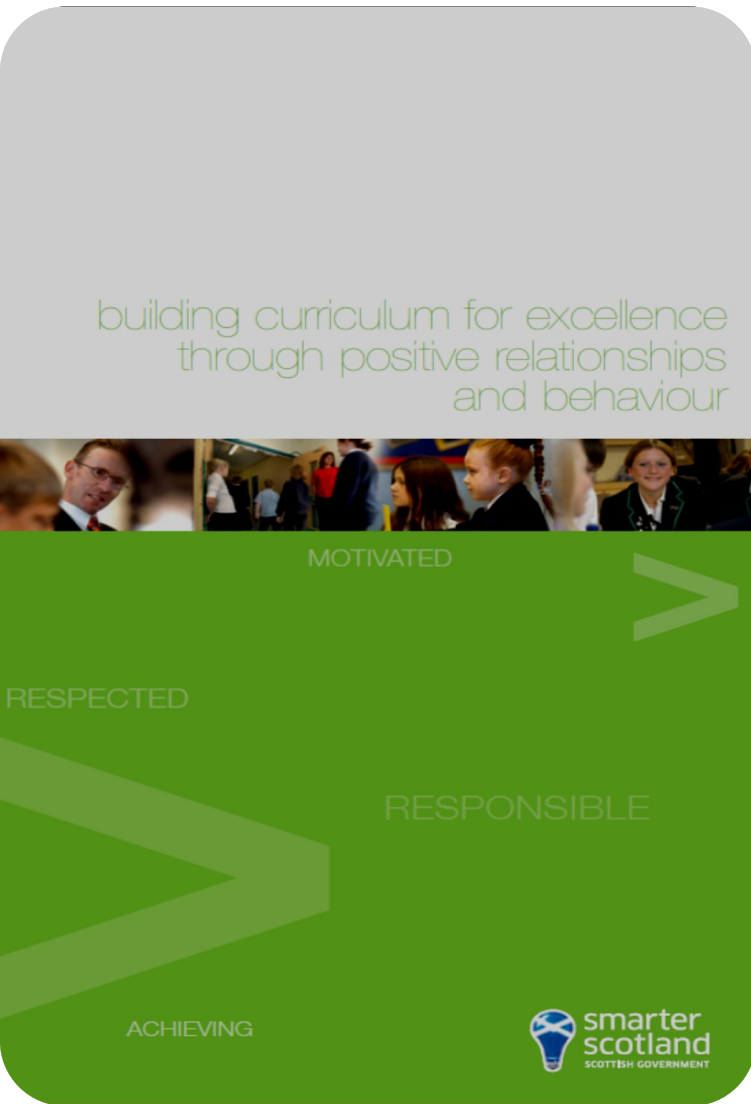- Discipline Stakeholder Group re-named Scottish Advisory Group on Behaviour in Schools (SAGBiS)

ugh learning

Policy Context – Response to Research

building curriculum for excellence through positive relationships and behaviour

MOTIVATED

RESPECTED

RESPONSIBLE

ACHIEVING

smarter scotland
SCOTTISH GOVERNMENT

"Curriculum for Excellence cannot be delivered without good relationships and positive behaviour"

"Health and wellbeing across learning is a responsibility for all.

Underpinning this is the emotional health and wellbeing of staff."

Building Curriculum for Excellence Through Positive Relationships and Behaviour (2010)

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Exclusion Guidelines

- Policy on Exclusion…Included, Engaged and Involved Part 2 steering group and draft policy 2010

- Consultation 2010-2011 and final publication

- Focus on prevention

- Informal Exclusions

- Consideration being given to changing recording categories

included, engaged and involved

part 2: a positive approach to managing school exclusions

SAFE & SUPPORTED

EAGER & ACHIEVING

MOTIVATED & LEARNING

RESPECTED & RESPONSIBLE

smarter scotland
SCOTTISH GOVERNMENT

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Behaviour in Scottish Schools Research 2012

Findings:

- 4,898 surveys completed

- Quantitative, qualitative, case study

- Low-level disruption (e.g. talking out of turn; running in corridors; mobile phone use (sec))

- Serious disruption: not common

- Positive trend

Challenges:

- Perceptions of support staff less positive

- Peer-peer aggression

- Increasing numbers of complex difficulties and specific disorders

- Use of mobile devices

http://bit.ly/BISSR2012
or
http://bit.ly/bissr2012
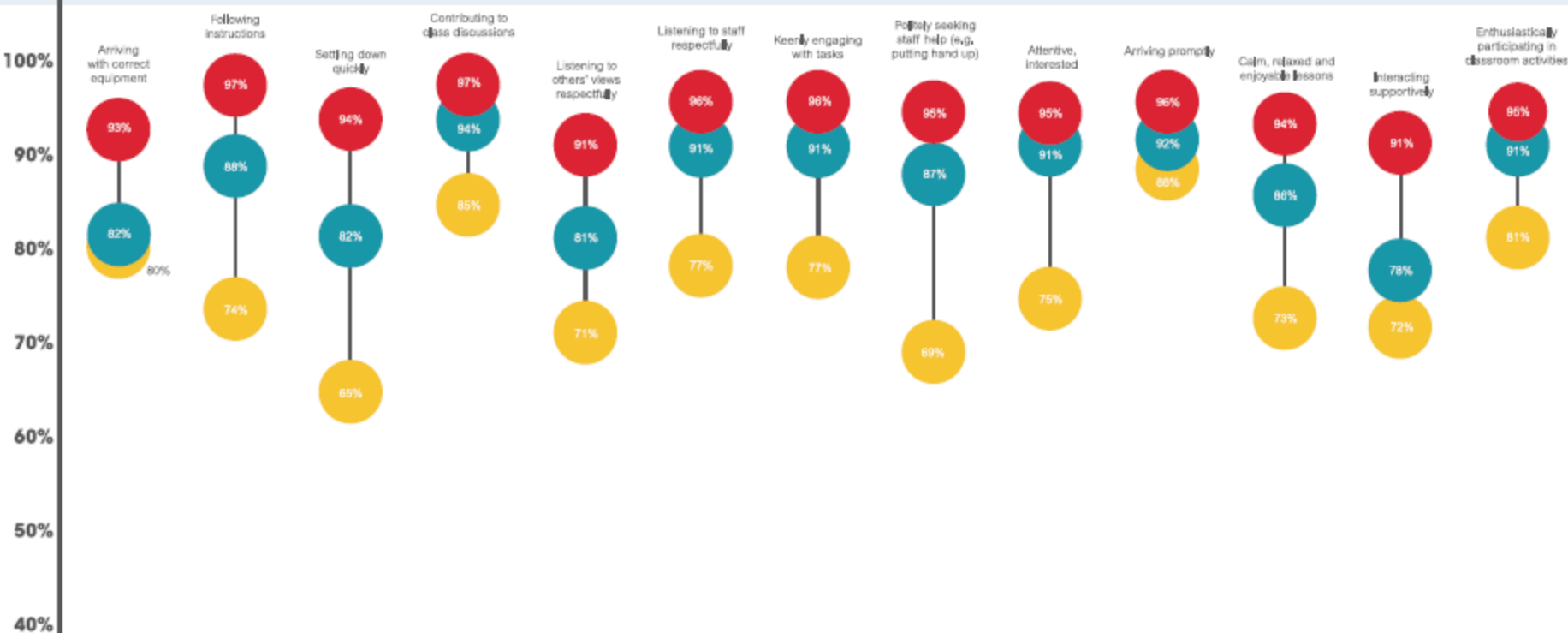
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POSITIVE BEHAVIOURS IN THE PRIMARY CLASSROOM

This chart shows the percentage of primary teachers and support staff who said they had experienced each behaviour in 'All' or 'Most' lessons in the last full teaching week, and the percentage of primary heads who said that, from their perspective, the behaviour was exhibited in 'All' or 'Most' lessons in the last full teaching week.

● Head Teachers   ● Teachers   ● Support Staff

Behaviour	Head Teachers	Teachers	Support Staff
Arriving with correct equipment	93%	82%	80%
Following instructions	97%	88%	74%
Settling down quickly	94%	82%	65%
Contributing to class discussions	97%	94%	85%
Listening to others' views respectfully	91%	81%	71%
Listening to staff respectfully	96%	91%	77%
Keenly engaging with tasks	96%	91%	77%
Politely seeking staff help (e.g. putting hand up)	95%	87%	69%
Attentive, interested	95%	91%	75%
Arriving promptly	96%	92%	88%
Calm, relaxed and enjoyable lessons	94%	86%	73%
Interacting supportively	91%	78%	72%
Enthusiastically participating in classroom activities	95%	91%	81%

Centre of circles represent data point.
Bases: primary heads n=309, primary teachers n=866, primary support staff n=585

Fig 2.4

POSITIVE BEHAVIOURS IN THE SECONDARY CLASSROOM

This chart shows the percentage of secondary teachers and support staff who said they had experienced each behaviour in 'All' or 'Most' lessons in the last full teaching week, and the percentage of secondary heads who said that, from their perspective, the behaviour was exhibited in 'All' or 'Most' lessons in the last full teaching week.

● Head Teachers ● Teachers ● Support Staff

Behaviour	Head Teachers	Teachers	Support Staff
Arriving with correct equipment	91%	63%	34%
Following instructions	97%	85%	49%
Settling down quickly	96%	78%	45%
Contributing to class discussions	90%	80%	57%
Listening to others' views respectfully	91%	71%	39%
Listening to staff respectfully	99%	83%	46%
Keenly engaging with tasks	93%	77%	40%
Politely seeking staff help (e.g. putting hand up)	94%	75%	44%
Attentive, interested	93%	73%	39%
Arriving promptly	92%	82%	62%
Calm, relaxed and enjoyable lessons	94%	78%	38%
Interacting supportively	90%	68%	37%
Enthusiastically participating in classroom activities	87%	74%	40%

Centre of circles represent data point.
Bases: secondary heads n=248, secondary teachers n=2,027, secondary support staff n=775

Current Challenges

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INNOCENTI REPORT CARD	Average rank (all dimensions)	Material Well-being	Health and safety	Education	Behaviours and risks	Housing and environment
1 Netherlands	2.4	1	5	1	1	4
2 Norway	4.6	3	7	6	4	3
3 Iceland	5	4	1	10	3	7
4 Finland	5.4	2	3	4	12	6
5 Sweden	6.2	5	2	11	5	8
6 Germany	9	11	12	3	6	13
7 Luxembourg	9.2	6	4	22	9	5
8 Switzerland	9.6	9	11	16	11	1
9 Belgium	11.2	13	13	2	14	14
10 Ireland	11.6	17	15	17	7	2
11 Denmark	11.8	12	23	7	2	15
12 Slovenia	12	8	6	5	21	20
13 France	12.8	10	10	15	13	16
14 Czech Republic	15.2	16	8	12	22	18
15 Portugal	15.6	21	14	18	8	17
16 United Kingdom	15.8	14	16	24	15	10
17 Canada	16.6	15	27	14	16	11
18 Austria	17	7	26	23	17	12
19 Spain	17.6	24	9	26	20	9
20 Hungary	18.4	18	20	8	24	22
21 Poland	18.8	22	18	9	19	26
22 Italy	19.2	23	17	25	10	21
23 Estonia	20.8	19	22	13	26	24
23 Slovakia	20.8	25	21	21	18	19
25 Greece	23.4	20	19	28	25	25
26 United States	24.8	26	25	27	23	23
27 Lithuania	25.2	27	24	19	29	27
28 Latvia	26.4	28	28	20	28	28
29 Romania	28.6	29	29	29	27	29

Educational Outcomes for Scotland's Looked After Children

Table 4: Cases of Exclusion rate per 1,000 pupils by all pupils, looked after children and stage (2009/10)
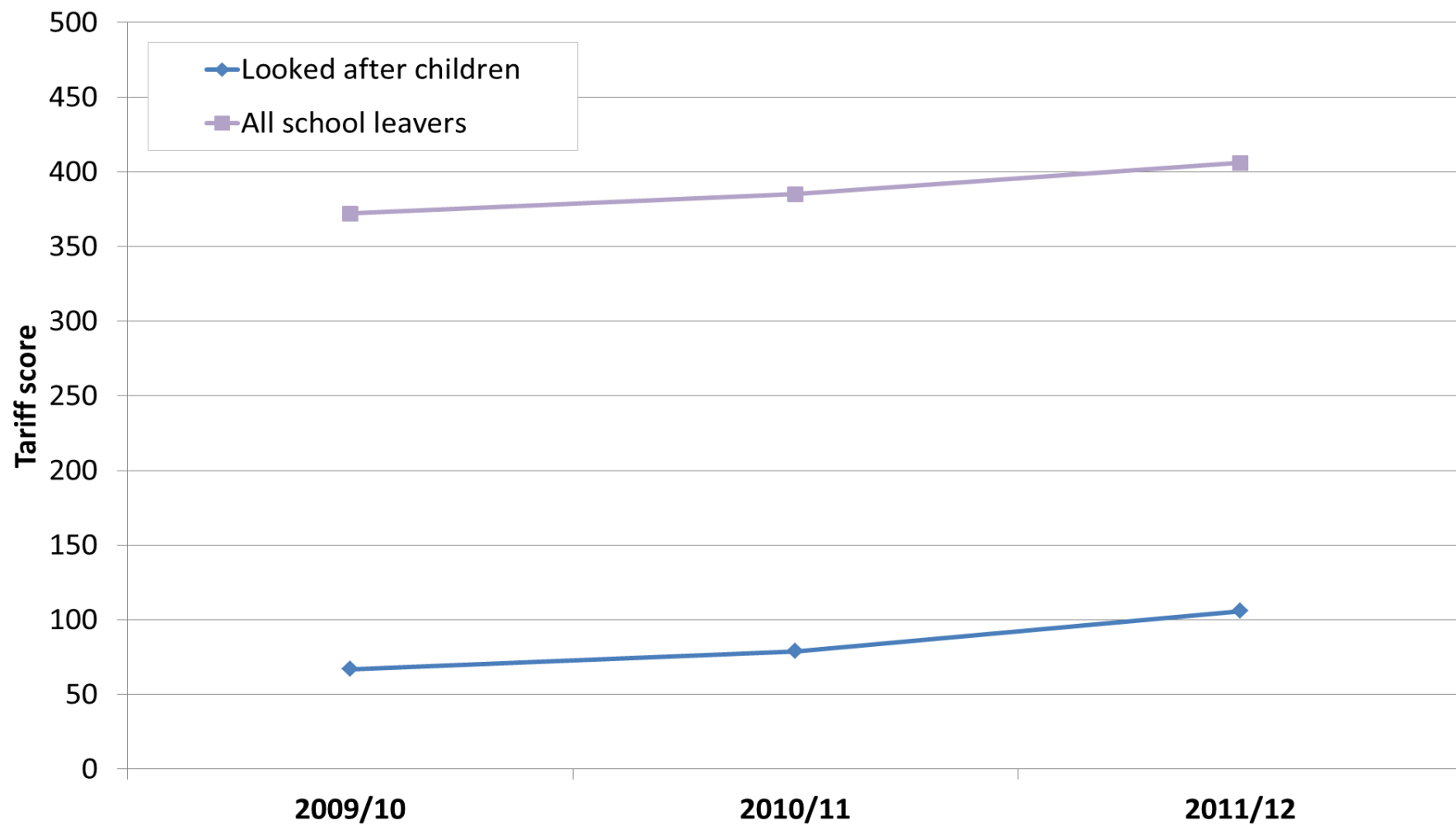
2009/10		
	ALL PUPILS **Total**	**LAC PUPILS** **Total**
Stage		
P1	3	32
P2	5	56
P3	7	82
P4	11	108
P5	15	131
P6	18	190
P7	25	238
S1	72	757
S2	118	881
S3	144	793
S4	88	368
S5	15	59*
S6	5	
Primary	12	123
Secondary	82	642
Special	174	591
Scotland	45	365

Educational Outcomes for Scotland's Looked After Children

Table 7: Cases of exclusions for looked after children and rate per 1,000 looked after children, by number of placements, 2010/11

Number of placements	Total exclusions for looked after children	Exclusions per 1,000 pupils who were looked after
1	1,912	287
2	429	398
3	191	575
4	90	833
5	48	1,116
6 or more	17	680
Scotland	2,687	326

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Chart 1: Average tariff scores of looked after children against all school leavers, 2009/10 to 2011/12

Transforming lives through learning

Values
Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

The curriculum: 'the totality of all that is planned for children and young people throughout their education'
- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

Learning and teaching
- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

Experiences and outcomes set out expectations for learning and development in:
- Expressive arts
- Languages and literacy
- Health and wellbeing

- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.

skills for learning, life and work
literacy
responsible citizens
confident individuals
outcomes
+ Learner +
effective contributors
experiences
successful learners
numeracy
health & wellbeing

All children and young people are entitled to experience
- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment

- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- opportunities to move into positive and sustained destinations beyond school

Personal support
- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
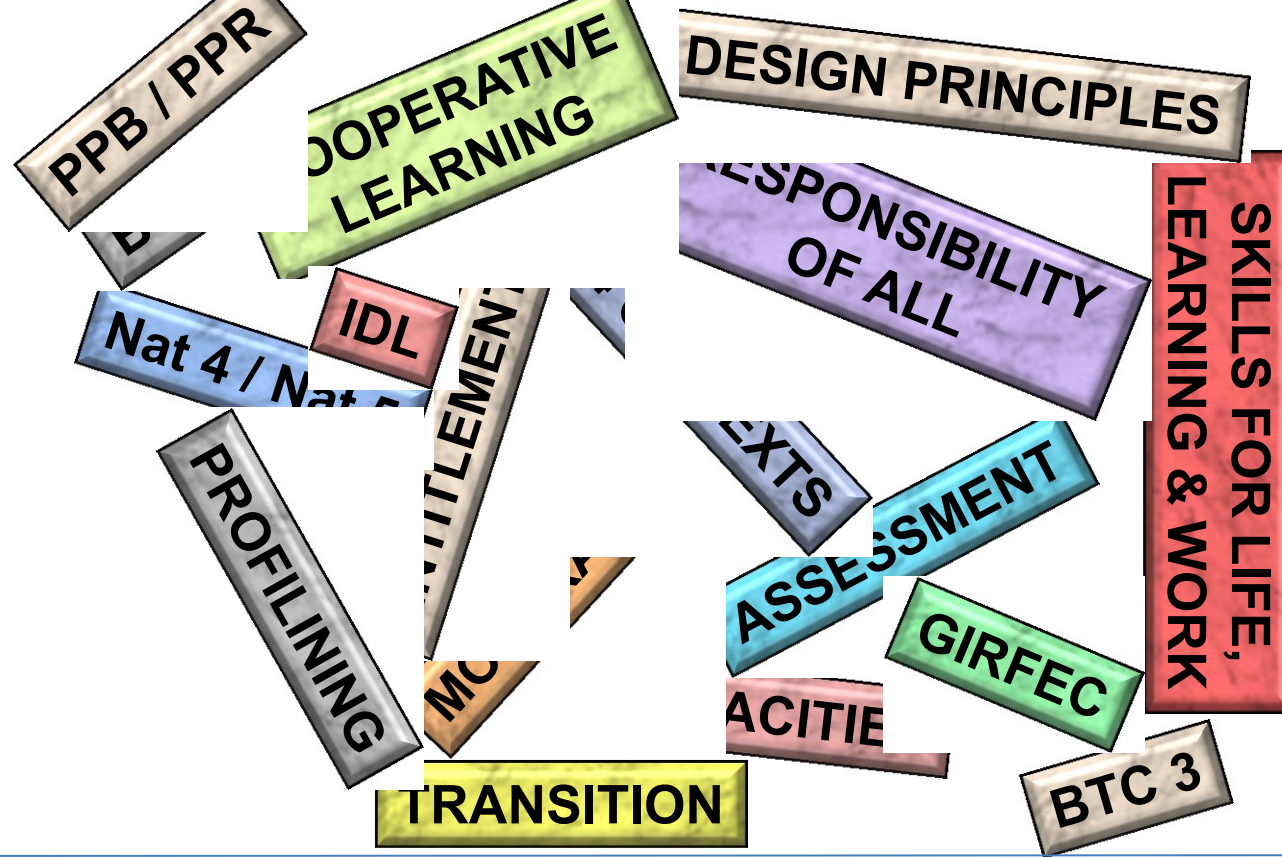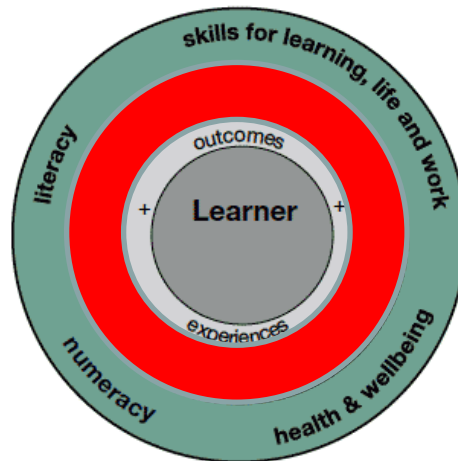- pre-school centres and schools working with partners

Principles for curriculum design:
- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Arrangements for
- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

support the purposes of learning

Response:
A Curriculum framework to meet the needs of all learners 3-18

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PPB / PPR

COOPERATIVE LEARNING

DESIGN PRINCIPLES

RESPONSIBILITY OF ALL

SKILLS FOR LIFE, LEARNING & WORK

Nat 4 / Nat 5

IDL

ENTITLEMENT

TEXTS

PROFILING

ASSESSMENT

GIRFEC

MO

CAPACITIES

BTC 3

TRANSITION

Culture change and Curriculum For Excellence

A curriculum framework to meet the needs of all learners 3 to 18
A schematic guide for curriculum planners

Values
Wisdom, justice, compassion, integrity

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support the purposes of learning

Diagram (central circle): skills for learning, life and work · literacy · numeracy · health & wellbeing · Learner · outcomes · experiences

Response:

Developing capacity in children and young people

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successful learners

with:
- ████████ and ████████ for learning
- ████████ to reach high standards of achievement
- openness to new thinking and ideas

and able to:
- use literacy, communication and numeracy skills
- use technology for learning
- ████████████████████████████
- learn independently and as part of a group
- make ████████ evaluations
- link and apply different kinds of learning in new situations.

confident individuals

with:
- ████████
- a sense of physical, ████████████████ ████████
- secure values and beliefs
- ambition

and able to:
- ████████████████████████████████
- pursue a healthy and active lifestyle
- be ████████████
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- ████████████ and make informed decisions
- achieve success in different areas of activity.

To enable all young people to become:

responsible citizens

with:
- ████████████
- commitment to participate responsibly in political, economic, social and cultural life

and able to:
- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- ████████████████████████████████
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues.

effective contributors

with:
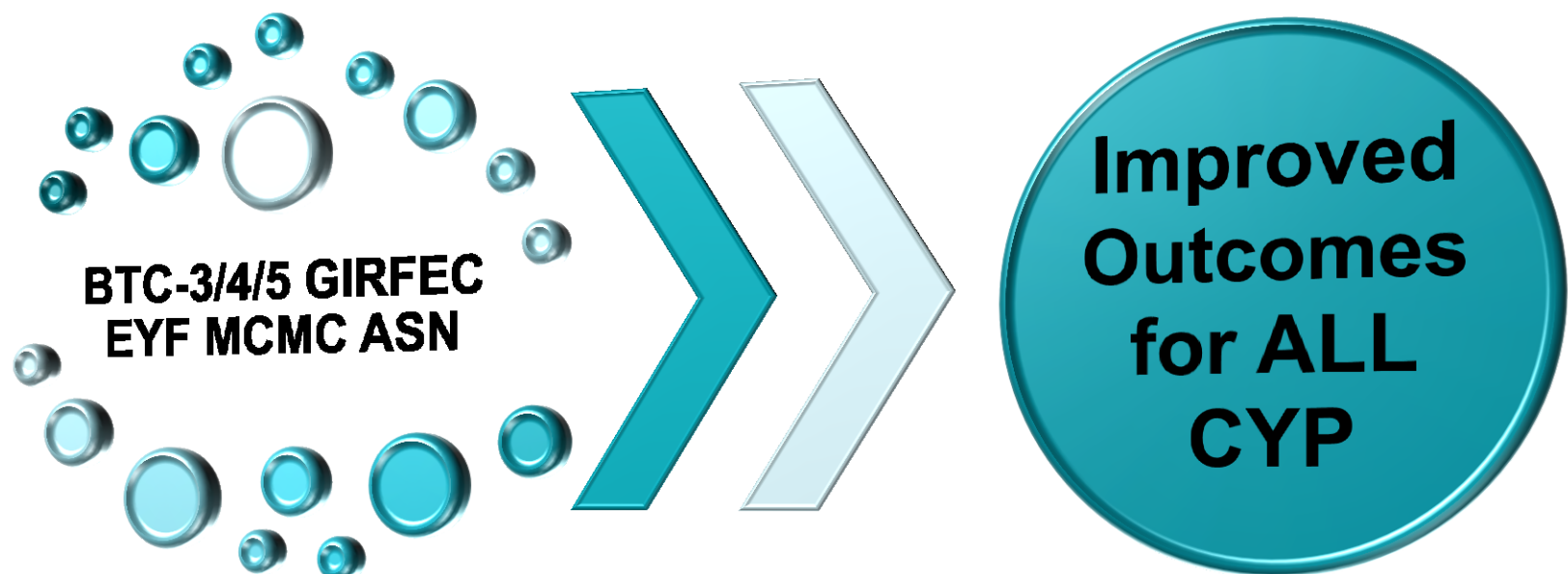- an enterprising attitude
- ████████████
- ████████████

and able to:
- ████████████ in different ways and in different settings
- work in partnership and in teams
- ████████████████████████
- apply ████████████ and new contexts
- ████████████
- solve problems.

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The Educational Landscape

BTC-3/4/5 GIRFEC
EYF MCMC ASN

Improved
Outcomes
for ALL
CYP

Not a variety of initiatives

But a single initiative

ation
Scotland
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Response:

Child at the centre

Values

Wisdom, justice, compassion, integrity

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Arrangements for

- Assessment
- Qualifications
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- Professional development

support the purposes of learning

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Policy to Practice: GIRFEC

Better Relationships
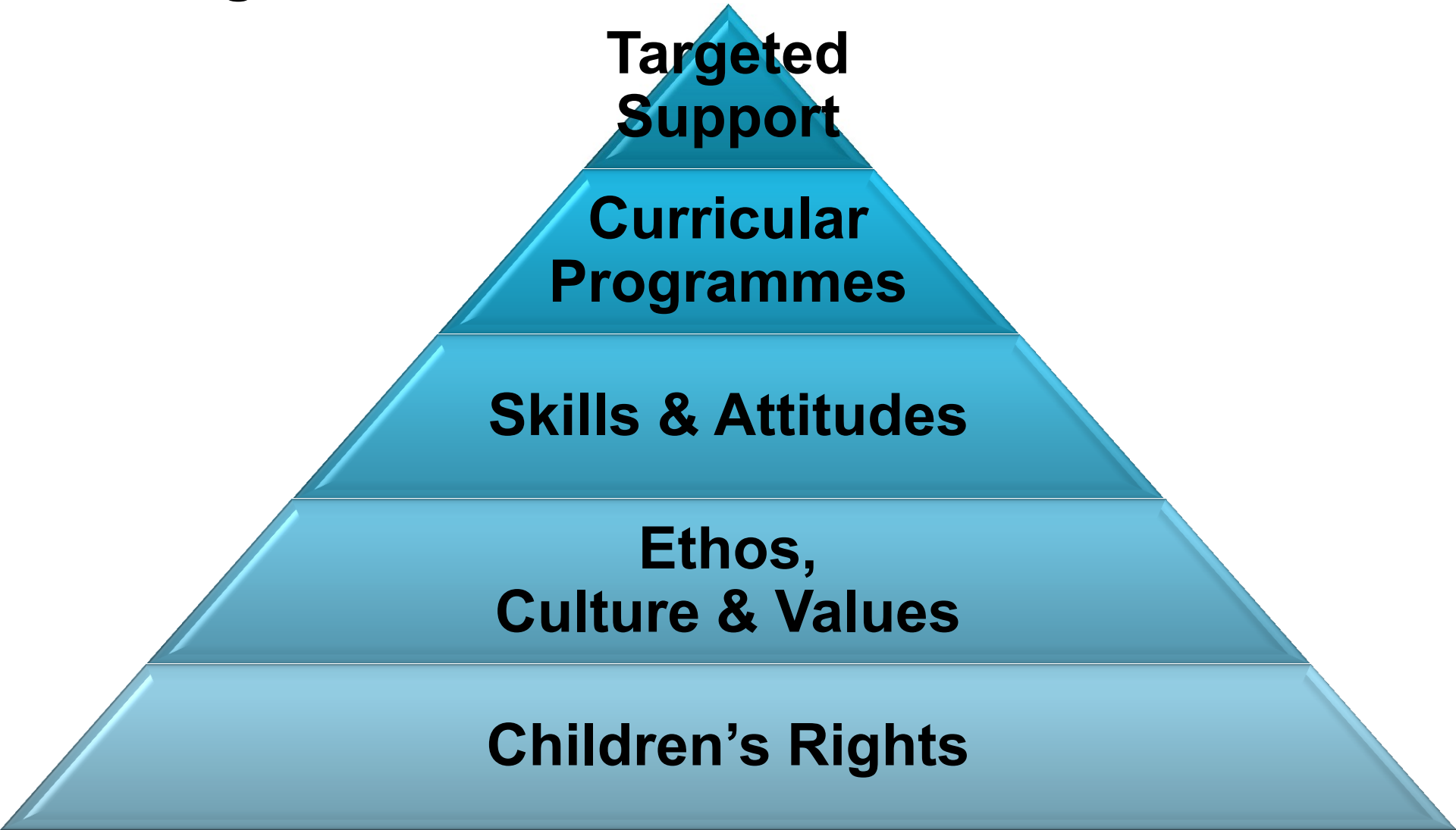# Better Learning
Better Behaviour
(http://bit.ly/BRBLBB)

"Research demonstrates that investing time and resources into improving relationships and behaviour in establishments leads to positive outcomes around inclusion, engagement and achievement in the short term, and community safety and cohesion in the longer term."
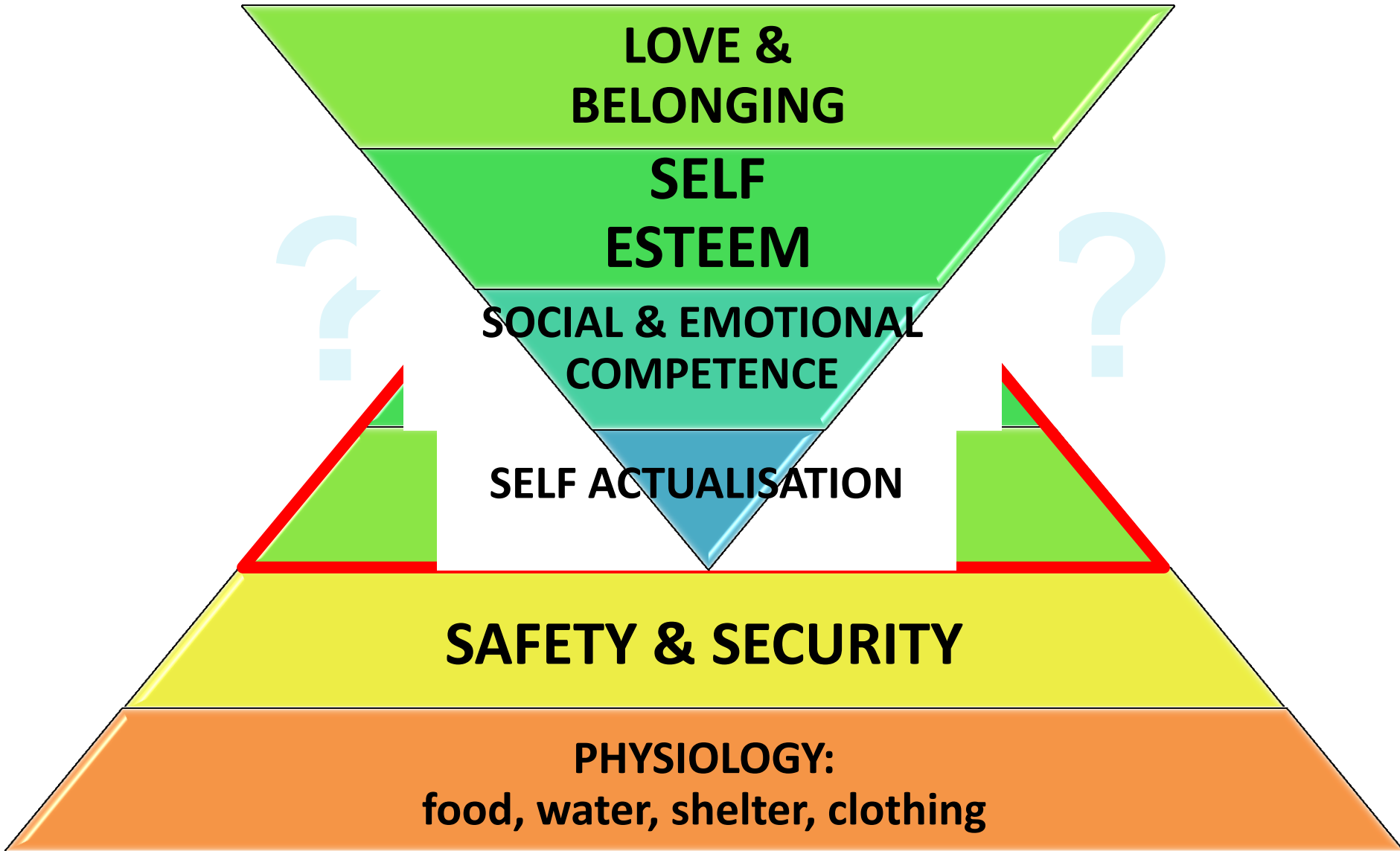
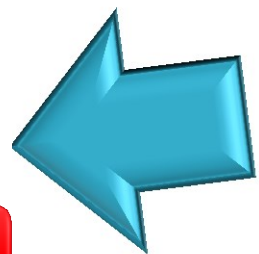| Priority Actions	SG/SAGBIS/RSW Team	Local Authorities	Heads of Establishments	All staff	Partners
Supporting Policies					
Review, develop, plan and implement policy frameworks to support a focus on positive relationships and behaviour	✓	✓	✓	✓	✓
Develop and deliver a full range of training to support a focus on positive relationships and behaviour	✓	✓			
Continue towards fully embedding current positive approaches to relationships and behaviour across Scotland (e.g. use of readiness checks; sustainable training models which build capacity; systematic review; evidence of impact)	✓	✓	✓	✓	✓
Develop a shared understanding of wellbeing and everybody's responsibility to promote and support it	✓	✓	✓	✓	✓
Ensure children's rights are considered within all aspects of the life of the establishment		✓	✓	✓	✓
Whole school communities continue to work together to support the development of relationships within a positive ethos and culture					
As one of the four contexts for learning, the ethos and life of the establishment should have a focus on the Mental, Emotional, Social and Physical Wellbeing of staff and pupils			✓	✓	
Continue to use a wide range of strategies which encourage positive relationships and behaviour and focus on the promotion of wellbeing (e.g. restorative approaches)	✓	✓	✓	✓	
Peer-to-peer aggression is explored through opportunities for pupils to engage with the positive approaches (e.g. Solution or Cool in School)	✓		✓	✓	✓
Every school should include a statement about culture, ethos and values and aspirations in their School Handbook		✓	✓	✓	
Important Role of Support Staff					
Support staff should be fully included in the school's strategic approach to promoting positive behaviour and relationships, including access to staff training		✓	✓		
The training pack for support staff will be updated to take account of current policy and to provide advice on effective use of support staff as part of the class team	✓				
Role of Mobile Technology, Social Networking and Internet Safety					
Develop and publish guidance on the safe and responsible use of personal mobile technology in schools, which will recognise the role that social networking plays in people's lives, and take into account wider issues of internet safety and the 2013 ICT Excellence Group report	✓				
SG/SAGBIS guidance should be used to develop LA/school policies on the safe and responsible use of personal mobile technology with the involvement of whole school communities (staff, pupils and parents)		✓	✓		
The Scottish anti-bullying service, respectme, will continue to raise awareness of bullying and will provide training for organisations on how it can be tackled					✓
Vital Role of Parents and Carers					
Parents and carers should be engaged as partners in ensuring the consistency of approach to promoting positive relationships and behaviour between home and the learning environment	✓	✓	✓		✓

4

Building Relational Schools

Targeted Support

Curricular Programmes

Skills & Attitudes

Ethos, Culture & Values

Children's Rights

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Developing Children: Maslow (adapted)

LOVE & BELONGING

SELF ESTEEM

SOCIAL & EMOTIONAL COMPETENCE

SELF ACTUALISATION

SAFETY & SECURITY

PHYSIOLOGY:
food, water, shelter, clothing

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Positive Approaches

RA

SOA

Values in action (skills)

Self-regulation

Social/Emotional

Leadership/coaching

School Improvement

Relationships

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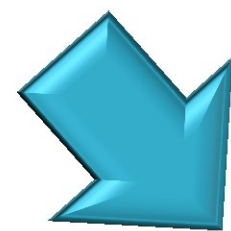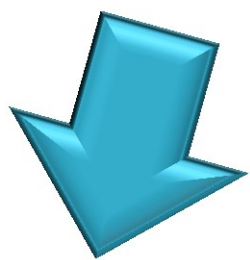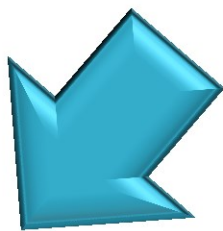
Challenges in Scotland

- Challenge of culture change:
  - Experienced staff retired; new staff joining school
  - Staffing cuts / expanding remits
  - Needs of children changing

- Exclusions

- Consistency towards relationships:
  - Building
  - Sustaining
  - Managing amid challenge

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Questions for discussion

In your country:

- What are the challenges in meeting the needs of children and young people?

- How well does education meet the needs of all children?

- What might the priority actions be for education to better support vulnerable young people?

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better relationships,
better learning,
better behaviour

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