

Sources and references for [‘Schooling Scotland: Education, equity and community’](#).

This is neither a comprehensive bibliography, nor a literature review of a vast field. I have included selected references and added some of my own discussion where I thought that might be of further interest to general readers trying to get ‘underneath the skin’ of Scottish school education. For each chapter, I have written a short annotated list of sources (books, articles) used in the text and some further useful reading. For ease of reference, weblinks where possible rather than the full traditional academic citation. If you are connected to the internet, just click these will take you directly to the document / report, for example this link to the [postcards website](#).. I have also written some short statistical summaries based on the sources, presented in this document as textboxes. References here are additional and complementary to those in the book itself. References to sources quoted directly can be found in the printed book and also in the online journal of my tour of Scottish schools (also accessible from the book’s homepage http://www.postcardsfromscotland.co.uk/book_07.html).

I am an occasional blogger (www.dannymurphyvso.wordpress.com/) and twitterer (@DannySMurphy) and welcome feedback /discussion of any or all the issues raised in the book or in the associated references and online journal, also available from the book’s homepage: http://www.postcardsfromscotland.co.uk/book_07.html , where there is also a link to a facebook page for further discussion and debate. If tweeting, use the hashtag #SchoolingScotland.

Introduction

Postcards from Scotland rationale, available @ http://www.postcardsfromscotland.co.uk/189_rationale.html, accessed 13.08.14

Ken Robinson ‘How schools kill creativity’ available @ http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity, accessed 13.08.14

Sugata Mitra ‘How kids can teach themselves’ available @ https://www.ted.com/talks/sugata_mitra_shows_how_kids_teach_themselves, accessed 13.08.14

Open Culture, A Master list of 1000 Free Courses from Top Universities available @ <http://www.openculture.com/2014/05/list-of-1000-free-courses-from-top-universities.html>., accessed 13.08.14

Chapter 1

For the **effect of age on school attainment** see English studies Crawford, C. et al (2011) *When You are Born Matters*, Institute of Fiscal Studies Report R80 available at <http://www.ifs.org.uk/comms/r80.pdf> , accessed 19.08.14, Campbell, T. (2013) *In-school ability grouping and the month of birth effect*, Institute of Education University of London, available at https://www.ioe.ac.uk/Study_Departments/CLSWP2013-1_Ability_grouping_and_the_month_of_birth_effect_TCampbell.pdf, accessed 19.08.14. See also Smees, R. et al (2002) ‘Examining the effect of pupil background on primary and secondary pupils’ attainment’, *Scottish Educational Review*, 34:1, available at <http://www.scotedreview.org.uk/pdf/142.pdf> , accessed 27.8.14. In talking about Standard Grade

attainment, this piece of research concluded: 'Those young for their year perform significantly less well than others at all stages'.

There was quite a lot of popular discussion around this issue in the UK press when Prince George was born as he will be one of the youngest in any English year group. Ironically he would be in the older half of any Scottish age cohort. See for example, <http://www.independent.co.uk/news/education/schools/an-ageold-problem-why-cant-summerborn-children-start-school-later-9155598.html> and <http://www.bbc.co.uk/news/education-22904054>

For the impact of the extra term on the younger members of the age cohort, see Beltugay, J. (2011) *Christmas Leavers await the bleak midwinter*, TESS 16.12.11, available at <http://www.tes.co.uk/article.aspx?storycode=6155996> accessed 14.8.14

Sources for the Jim and Ian comparison and inequality/equity discussion: a word of caution about statistics -all statistics comparing schools and school systems have a rough and ready quality - they can only ever be as reliable as their source (e.g. local authorities vary in how they categorise pupils with 'additional support needs' so national figures may not cover identical cases in each local authority) and often require contextual interpretation.

Information for the comparison (assuming Jim and Ian to have exactly average characteristics within their 'decile') comes from two sources. For socio-economic inequalities, I have used the Scottish Index of Multiple Deprivation (SIMD) which measures the relative social advantage of different parts of Scotland in 6505 small areas called 'data zones', each with a population of about 800 (<http://www.scotland.gov.uk/Topics/Statistics/SIMD>). It uses a combination of figures from different aspects of social life: these are, in descending order of statistical importance in the index, income and employment status (more than 50% weighting), health and educational levels (about 30% weighting), geographical isolation, crime and housing. I am uncomfortable with unqualified use of the term 'deprivation' - it can lead to people being identified by what they lack, rather than who they are. Talents and potential vary and are found in abundance in every part of the country and in every 'decile', including every decile within Glasgow where the highest concentration of poverty is found. However SIMD is a relatively reliable and accurate indicator. Health statistics come from Audit Scotland's 'Health Inequalities in Scotland' (http://www.audit-scotland.gov.uk/docs/health/2012/nr_121213_health_inequalities.pdf).

Raffe, D. et al (2006) *Social Class Inequalities in Education in England and Scotland*, CES Briefing 40, University of Edinburgh available @ <http://www.ces.ed.ac.uk/PDF%20Files/Brief040.pdf>, accessed 15.08.14, illustrates how the lack of clarity of post16 pathways has been associated with a widening of social class inequalities in participation and attainment post16.

Graduates earn more than non-graduates: <http://www.bbc.co.uk/news/education-12983928>

For up to date statistics on inequality, see: National Children's Bureau (2013), *Greater Expectations*, London, National Children's Bureau, available at <http://ncb.org.uk/media/1032641/greater-expectations.pdf>, accessed 19.08.14; Sosu, E. and Ellis, S. (2014), *Closing the Attainment Gap in Scottish Education*, York: Joseph Rowntree Foundation, available at <http://www.jrf.org.uk/sites/files/jrf/education-attainment-scotland-full.pdf> , accessed 19.08.14 and Scottish Labour Party (2014), *Mind the Gap: tackling educational inequality in Scotland* available @ http://b.3cdn.net/scotlab/c9c7d13fd3aedad892_n0m6b66vk.pdf, accessed 13.08.14

One of the best sources of evidence of what happens to children in Scotland is the longitudinal study Growing Up in Scotland (GUS). See the website, <http://growingupinScotland.org.uk/> , for further details. I have summarised some of the salient statistics in the text boxes below.

For the impact of industrialisation on the west of Scotland, see Craig, C. (2010) *The Tears That Made the Clyde*, Glendaruel: Argyll Press.

A recent report pulled together the views of Scottish young people on the link between poverty and education. It's no surprise to anyone who has worked regularly with young people that these were sensible and measured responses. Key issues raised included: the importance of meeting a family's basic needs, including the cost of school uniform and equipment, money for out of school activities and educational trips, support for learning in school and support for home study. See Elsley, S. (2014) Learning Lessons: young people's views on poverty and education in Scotland, Scottish Commissioner for Children and Young People and Save the Children available at <http://www.sccyp.org.uk/ufiles/Learning-Lessons.pdf>, accessed 15.08.14

For the report outlining how the most affluent benefit most from free tuition, see Blackburn, L. (2014) *the Fairest of Them All?*, available at http://www.docs.hss.ed.ac.uk/education/creid/Projects/34ii_d_ESRCF_WP3.pdf , accessed 19.08.14

For discussion of the relationship between equity and examination attainment, see Lingard, B. et al (2014) 'Re-articulating social justice as equity in schooling policy', *British Journal of Sociology of Education*, 35:5, 710-730. Lingard and his associates argue that while PISA and similar testing regimes have focused attention on educational equity and sometimes led to governments making available more resources to ameliorate the effects of disadvantage, the overall philosophical position of the arguments from PISA need to be challenged as they assume that the most important aspect of individual human life is its ability to contribute to wealth creation. They argue that 'Equity has been reconceived as a market-enhancing mechanism linked to macro-economic policies and investments in producing greater quality and quantities of human capital.' (p724).

Give the poor more money: There are moral and political arguments advanced for increasing the income of the poor (whether by a higher living minimum wage or in other ways), but there are also arguments based on utility. Wilson and Pickett's 2010 book, *The Spirit Level*, London: Allen Lane, provides plenty of statistics to support the argument that greater equality is better for everyone. Jane Costello, an American epidemiologist, has conducted a fascinating longitudinal study in the USA, the key focus of which is on mental health patterns from childhood into adulthood: The Great Smoky Mountains Study (for an explanation of the study, see Copeland, W. et al (2014) Longitudinal Patterns of Anxiety From Childhood to Adulthood: The Great Smoky Mountains Study *Journal of the American Academy of Child & Adolescent Psychiatry* 53:1, 21-23, available at [http://www.jaacap.com/article/S0890-8567\(13\)00698-9/fulltext](http://www.jaacap.com/article/S0890-8567(13)00698-9/fulltext)). A chance by-product of the study was the opportunity to study the effect of the intervention of regular increased income on a group of poor Cherokee Indians. Without any other interventions, this led to long-term direct benefits in children's educational development and health (see Velazquez-Manoff, M. (2014) *What happens when the poor receive a stipend*, available at http://opinionator.blogs.nytimes.com/2014/01/18/what-happens-when-the-poor-receive-a-stipend/?_php=true&_type=blogs&_r=0, accessed 15.08.14) Within the 'aid and poverty' community internationally, Conditional Cash Transfers (CCT) have been seen to improve outcomes for children in health and education (see the excellent referenced article in Wikipedia as a starter, available at http://en.wikipedia.org/wiki/Conditional_cash_transfer , accessed 18.8.14)

For my concerns about Private Education see the discussion in Chapter 1, but also my blog: <https://dannymurphyvso.wordpress.com/2012/07/15/private-schooling-and-social-division/> However I also understand the dilemma involved for some parents, who in the specific situation their child is in, feel the need to put individual interest above collective responsibilities - a real 'social dilemma': individual interest or collective interest? See <http://www.socialdilemma.com/>. For some parents whom I have met, the choice of private education was made because they felt in some way let down in the state system, by bullying or course choice or some other issues - the perceived intensity of the individual issues outweighed more general social concerns. For others, the choice was more clearly about the purchase of advantage or privilege, or access to or maintenance of existing powerful social networks. There are doubtless many other motives. Freedom and the choice and diversity associated with it is a strong value within democratic societies. Balancing a commitment to freedom with the social impact of preferential choice for more favoured school is picked up again as an issue in Chapters 3 and 4.

Scotland's Pupils - some facts and figures¹

Scottish Children: at the time of the 2011 Census, there were 854000 children under 15 in Scotland, 16% of the total population (in England it's 18%). There are now, for the first time since records began, more Scots over 65 than under 15 (there were 1.54 million children in Scotland in 1911 in a population of just 4.75 million!). Just over 50% of under 15s are male. While the overall number of children under 15 was smaller than in 2001, there were 6% more under 5s. For statistics of the school population, see <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/Pupils>.

Growing Up in Scotland (GUS)¹: the GUS study team have compiled a range of statistical reports based on a detailed longitudinal study of a sample of Scotland's children. They found that many factors are involved in the different developmental journeys of different children and that the interaction of these different factors is complex. There were significant differences in the physical, cognitive and the social and emotional development of Scotland's children. Some examples (see also the next text box):

- at age 5, compared with children whose parents have no qualifications, those with a degree-educated parent are on average around 18 months ahead in vocabulary and 13 months ahead in problem-solving ability. This gap had widened between ages 3 and 5. The level of verbal skill of the children at age 3 was also an important factor in determining the widening of the gap by age 5. Changes in vocabulary ability were more strongly related to the choices and behaviours of parents and some factors in the home environment than to external factors such as pre-school education.
- around 20% of children exhibit some kind of social, emotional or behavioural difficulty at age 5 and this is likely to persist into Primary 2 and in some cases beyond. There is a relationship between poor pre-school health, early delays in motor and language development and household income, but the patterns are complex. Where hyperactivity/inattention was present at age 3, this was likely to continue right through.
- around 8% of children (but 10% of boys) are reported as having at least one additional support need in Primary 1, around 31% of these having more than one 'need'. The most common reported additional need is speech and language delay or difficulty (46%) and the next is 'social and/or behavioural difficulties' (23%).
- early experiences of school are generally positive, with 92% of parents feeling that their child adjusted well to school, 87% believing that the pace of work was suitable, 95% of parents reporting that they had helped their child with homework and 97% reporting that they were 'satisfied' with school, of whom 71% were 'very satisfied'.

Parental Aspirations: 88% of parents in the GUS study wanted their child to attend College or University (slightly more for girls than boys) and the most prevalent life aspiration was that their child, by their mid20s, would be in full employment (slightly more for boys than girls). More than half of parents (55%) felt that learning about other subjects and life skills was just as important as learning reading, writing and maths.

Health Inequalities²: Illustrative figures prepared by Audit Scotland suggest that compared to children growing up in the least deprived areas, children growing up in the most deprived areas have a lower life expectancy (11 years less for men, 7.5 less for women), are likely to experience greater health risks and more illness in their adult lives and, as children, are more than twice as likely to have low birthweight (yet 50% are more likely to be obese as children), while girls under 16 are almost 5 times as likely to become pregnant (14% but only 3% for the least deprived areas). At any one time around 1/10 under 16 has a clinically diagnosed mental health disorder, most common being anxiety, depression and phobias, with 28% aged 11-16 reporting self harm and suicide accounting for 30% of deaths in the 15-24 age group. Higher incidences of mental health problems are found among older children and are more likely to be found in relation to a cluster of socio-economic indicators such as low household income, being 'looked after', being homeless or living in changing or unstable family situations³.

Grandparents: 87% of 6 year olds had at least one grandparent living nearby (within a 15-20 minute drive), though this figure was lower in higher income households. Maternal grandparents are more likely to be regularly involved with their grandchildren.

¹ The Growing Up in Scotland study is following the lives of 8000 Scottish children and their families from birth through to adolescence. Families are visited once a year to take part in an interview which collects a wide range of information about their child and family life. Other sources for this data include the Census of 2011, Scottish Government education statistics, Audit Scotland reports and 'Thrive at Five', a report published by Save the Children Fund (Scotland) in 2012 which summarised data from a number of sources. All the reports are readily available on the internet.

² defined here as in Audit Scotland reports using the Scottish Index of Multiple Deprivation.

³ figures for mental health are taken from a UK wide report: Kavanagh J, Oliver S, Caird J, Tucker H, Greaves A, Harden A, Oakley A, Lorenc T, Thomas J (2009) Inequalities and the mental health of young people. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

Growing Up in Scotland - some key findings on educational inequality.

The Growing Up in Scotland study has clearly shown that children who grow up in poverty are more likely, across the board, to face developmental difficulties in their early years:

- they are almost twice as likely to have difficulties with their physical development,
- twice as likely to face difficulties in their emotional development,
- 50% more likely to face difficulties with their social development,
- 40% more likely to face difficulties with their cognitive development.

These difficulties are greater when the poorest and the richest income groups are compared and - when there were national tests of literacy and numeracy in S2, almost half of those growing up in poverty had not attained the standard set, while on leaving school more than 1/5 are unemployed and less than 1/5 go on to University.

The findings of the 2011 report, 'Changes in cognitive ability in the pre-school years' (<http://www.scotland.gov.uk/Publications/2011/05/11155818/2>) are particularly interesting for all those in education. It found that (pp v-ix):

- Children from higher income households, those whose parents have higher educational qualifications, and those with higher socio-economic classifications, have better vocabulary and problem solving scores, on average, at both 3 and 5 than children whose parents have lower incomes, lower educational qualifications and are in lower socio-economic classifications.
- The largest differences in ability are between children whose parents have higher and lower educational qualifications. At age 5, compared with children whose parents have no qualifications, those with a degree-educated parent are around 18 months ahead on vocabulary and 13 months ahead on problem solving ability.
- Children whose parents had higher qualifications were more likely to see their ability improve, relative to their peers, compared with those whose parents had no qualifications.
- Children whose parents have lower qualifications have lower ability at age 3, and they are less likely to see an improvement in their ability during the pre-school period. This means that these children, who are already at a disadvantage, fall further behind their peers ahead of their entry to school.
- Other research suggests that those children who are developmentally behind at school entry will continue to stay behind.
- Compared with children whose parents are degree-educated, those whose parents have no qualifications are more likely, amongst other things, to have younger mothers, be in lone parent families, experience lower levels of home learning activities and household rules, had a low birth weight, poorer general health, and a mother who smokes.

The report acknowledges that influencing factors are complex and that no generalisation can capture the variety of individual experiences and circumstances. Although, in broad brush terms, some activities can be positively associated with improvements in cognitive ability, the report warns against seeing these relationships too simplistically.

The Effective Pre-School and Primary Education (EPPE 3-11 1997-2008) study² followed a group of British children from age 3 to age 11 and identified a group of activities that contributed to a positive Home Learning Environment (HLE). They found that parental activities in the early years such as reading to the child, teaching songs and nursery rhymes, painting and drawing, playing with letters and numbers, visiting the library, teaching the alphabet, teaching numbers, taking children on visits and creating regular opportunities for them to play with their friends at home were all associated with higher intellectual and social/behavioural scores, maintained over time. These gains were independent of the income or educational level of the parent.

However both GUS and EPPE deal in generalities. Leon Feinstein's study³, based on the 1970 British Cohort study, found that some children 'buck the trend'. 10% of the poorest children did 'move' from the bottom 25% performance in standardised tests at 42 months to the top 25% at 10 years - a reminder that no early years results are absolute predictors - only significant trends.

as defined in the 2012 Save the Children Report 'Thrive at Five' (<http://www.savethechildren.org.uk/sites/default/files/images/Thrive-at-Five-report.pdf>) children living in households which are within the 20% in Scotland with the lowest incomes.

² EPPE study report at http://www.tlrp.org/pub/documents/EPPE_RB_24_FINAL.pdf

³ Feinstein, L. Very early cognitive evidence @ <http://cep.lse.ac.uk/pubs/download/CP146.pdf>

Chapter 2

Background

For the definitive account of the recent history of Scottish education see Paterson, L. (2003), *Scottish Education in the 20th Century*, Edinburgh: Edinburgh University Press

Additional Support for Learning: see <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Additional Support Needs: see <http://www.educationscotland.gov.uk/supportinglearners/additionalsupportneeds/>

McCluskey, G. (2008) Education (Additional Support for Learning) (Scotland) Act (2004): what does it mean for the way teachers work together?, *Scottish Educational Review*, 40:2, pp53-63 - this article examines the complexity of joint working.

Scottish Disability Equality Forum report on how some disabled pupils remain excluded available at <http://www.sdef.org.uk/index.php/sdef-resource-centre/consultations/consultation-responses-sdef/32-excluded-how-scotlands-schools-are-failing-to-plan-for-disabled-pupils-needs-1>, accessed 18.8.14; 'A quarter of deaf children in Scotland left behind by the Additional Support for Learning Act', available at http://www.ndcs.org.uk/about_us/campaign_with_us/scotland/campaign_news/deaf_pupils_research.html, accessed 18.8.14

GIRFEC: see <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Positive GIRFEC case studies can be found at <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright/resources/case-studies>

Jimmy Reid Foundation Report, *Social Justice, The Common Weal and Children and Young People in Scotland*, available at <http://reidfoundation.org/wp-content/uploads/2014/03/Childhood1.pdf>, accessed 19.08.14.

Curriculum for Excellence

For an excellent summary of the findings of the National Debate, see Munn, P., Stead, J., McLeod, G., Brown, J., Cowie, M., McCluskey, G., Pirrie, A. & Scott, J. (2004). 'Schools for the 21st century: the national debate on education in Scotland', *Research Papers in Education*, 19 (4), 433-452.

For the definitive official account of CfEx, see <http://www.educationscotland.gov.uk/thecurriculum/>

The original 2004 Curriculum for Excellence report can be found here: <http://www.scotland.gov.uk/Resource/Doc/26800/0023690.pdf>

For critiques of the curriculum design, see:

Paterson, L. (2014) 'Competitive opportunity and liberal culture: the significance of Scottish education in the twentieth century', *British Educational Research Journal*, 40: 2 394-416

Priestley, M. (2010). Curriculum for Excellence: transformational change or business as usual, *Scottish Educational Review*, 42(1), 23-36.

Priestley, M. and Humes, W. (2010). 'The development of Scotland's curriculum for excellence: Amnesia and déjà vu', *Oxford Review of Education*, 36(3), 345-361

Senior Phase: There is a substantial literature on 14-19 education internationally. Scotland's 'senior phase' appears messy and incomplete in comparison with the design features of some other systems. See for example the literature on 'TVET' (Technical and Vocational Education and Training): a world TVET base is validated and updated by UNESCO at <http://www.unevoc.unesco.org/go.php?q=World+TVET+Database> Norway, often used as an interesting comparator for Scotland in educational policy and practice has, for example, better co-ordinated pathways in senior secondary education, with three 'general education' pathways leading to University entrance and nine broad 'job family' pathways leading to certification in the relative area. It is possible to transfer across pathways, which are easily understood by the general public and by the students. In contrast, the report of the Wood Commission (*Developing Scotland's Young Workforce* available at <http://www.scotland.gov.uk/Topics/Education/edandtrainingforyoungple/commissiondevelopingscotlandsyoungworkforce/finalreport>, accessed 19.08.14), demonstrates that Curriculum for Excellence has left Scottish educational provision, for those over 15 who are not going on to Higher, both fragmented and difficult to understand. The pathways into work for young people from less affluent backgrounds are often informal and ad hoc, disadvantaging them in secure workplaces where formal systems prevail: Russell, L. 'Formerly NEET young people's pathways to work', *Power and Education*, 6:2, 182-196, Raffe, D. et al (2006) Social Class Inequalities in Education in England and Scotland, CES Briefing 40, University of Edinburgh available @ <http://www.ces.ed.ac.uk/PDF%20Files/Brief040.pdf>. To improve coherence in provision, England now requires all young people to undertake training or education till age 18; Wales has established a broad Baccalaureate (<http://www.welshbaccalaureate.org.uk/>). My argument, developed in Chapter 5, is for a unifying educational entitlement for all Scottish school pupils (whether in school or out) to age 18. See also: Murphy, D. (2012) *Clear career pathways must be opened up for all*, Times Educational Supplement Scotland, 2.11.12, available at <http://www.tes.co.uk/article.aspx?storycode=6298886>, accessed 15.08.14; London Review of Education special issue on 14-19 education 2011, 9:2; the well argued Tomlinson report which covers much of the ground and which many English educationists believe should have been implemented (available at <http://www.educationengland.org.uk/documents/pdfs/2004-tomlinson-report.pdf>); Howieson, C. and Raffe, D. (2012) *The paradox of Scotland: limited credit transfer in a credit-based system*, CES Briefing No. 60, Edinburgh University: Centre for Educational Sociology, available at <http://www.ces.ed.ac.uk/PDF%20Files/Brief060.pdf>, accessed 19.08.14

The CfEx evaluation strategy can be found at http://www.educationscotland.gov.uk/Images/CfEBoardEvaluationStrategy150114_tcm4-829488.pdf, accessed 18.8.14

For motions tabled at the Educational Institute of Scotland national conference, see <http://www.eis.org.uk/agm/pdf/Motions.pdf>; for teachers' survey results of the EIS survey of teachers on Curriculum for Excellence implementation, see http://www.eis.org.uk/Teacher_Workload/survey_stress.htm and survey results on the stress caused, see http://www.eis.org.uk/Teacher_Workload/survey_stress.htm. Similar surveys were conducted by other major teacher unions with similar results.

In August 2014, the Curriculum for Excellence Management Board published a report on year one of the new qualifications acknowledging that the assessment system for the new qualifications had been too cumbersome and had had unintended negative consequences in many schools. See http://www.educationscotland.gov.uk/Images/MBReportOnFirstYearofNewQuals_tcm4-837160.pdf accessed 29.8.14

Standards:

Standards in Scotland's Schools etc Act (2000): http://www.legislation.gov.uk/asp/2000/6/pdfs/asp_20000006_en.pdf

School Improvement:

There is a massive professional and research literature on School Improvement. One of the best starters is the second edition of McGilchrist, B et al (2004) *The Intelligent School*, London: Sage.

It is argued in the book that 'improvement' must be about more than 'exam results'. Changes which people within a school community might regard as improvements cannot easily be statistically aggregated and so are given less importance in the 'improvement' debates. Even accepting that exam attainment is a useful proxy measure for all types of improvement, the relationship between quality of teaching in a class, a school, a school system and the relative attainment in core skills of pupils is complicated, not least by the interaction of these different levels of influence - the teacher and class environment, the school and its practices and expectations and the policies and expectations of the national system. Much of the research and policy focus of the last twenty years, nationally and internationally, has been on school level influences: there is no doubt that schools make a difference and that the same children will achieve better examination results in some schools than in others. These are very well summarised in the literature review of the CfBT Trust: Sammons, P. (2007) *School effectiveness and equity: making connections*, available at <http://cdn.cfbt.com/~media/cfbtcorporate/files/research/2007/r-school-effectiveness-and-equity-summary-2007.pdf>, accessed 18.8.14. However much of the research and many of the statistics fail to make clear the differential in performance between the affluent and the less affluent, focusing on general measures of effectiveness. Most statistical studies conclude that classroom level effects are more significant than school level effects and that socio-economic effects are the most important of all. My arguments in this book draw attention to the impact of national policies, in particular in Scotland the impact of our school curriculum and examination system. At the micro level of individual students and individual schools, the big statistics of national cohorts appear meaningless and personal interactions can often buck any trends.

For HMIE recommendations on School Improvement, see How Good Is Our School? available @ https://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf , accessed 19.08.14

For a summary of my critique of the Inspectors' use of examination statistics, see my blog *the negative consequences for Scottish Education of Inspectors' continuing misuse of examination statistics*, 3.9.12, available at <https://dannymurphyvso.wordpress.com/2012/09/03/the-negative-consequences-for-scottish-education-of-inspectors-continuing-misuse-of-examination-statistics/> , accessed 14.8.14.

It will be interesting to see what use is made of the new 'benchmarking tool'. I will be suspicious of anything that gives it an unwarranted precision in 'ranking' schools. Inspectors assess the outcomes of schooling, not the inputs, so the substantial variations in input across different local authorities is not factored into their judgements. East Renfrewshire has for a number of years had the best examination results in Scotland. This is often written about as though this happens in a vacuum, but, for example, East Renfrewshire spends a higher proportion of its budget on school education than any other authority in Scotland (Bell, D. (2013) 'The Funding of Scottish Education', Chapter 105 pp987-1002 in Bryce, T. et al (ed) *Scottish Education*, Edinburgh, University of Edinburgh Press. I am not suggesting there is a direct relationship between spending and outcomes, but pointing out that the significance of one

important 'input' (budget) is *never* taken into account. Other important inputs at local authority level include staffing policy, staff absence, staff training, management and information systems, the extent of central direction, central support staffing, competing policy expectations and so on. A thorough comparison of state and private schools in terms of these 'inputs' would be interesting. Of course there are also many 'outputs' beyond examination results.

For a critique of the impact of neo-liberalism on education and schools internationally, see Verger A. (2013) *Global Managerial Education Reforms and Teachers' Brussels, Education International Research Institute*, available at <http://download.ei-ie.org/Docs/WebDepot/Global%20Managerial%20Education%20Reforms%20and%20Teachers.pdf>, accessed 19.08.14 and Gronn, P (2003) *The New Work of Educational Leaders*, London:Sage

There are many sources of information on examination results but the Scottish series is not comparable over twenty, or even less over forty years. I have summarised data some from 1999 onwards in the 'statistics on schools' box below. Further source references are provided there. Those who pontificate in their later middle age about declining standards have no idea how much standards in examination performance have improved!

For Scottish Survey of Literacy and Numeracy see <http://www.ssln.org.uk/>

The recent report by Audit Scotland commended improvements in attainment in Scottish schools but was concerned at the lack of precise data, recommending that the Scottish Government and local authorities work together to improve the data on performance, widening this out to include the wider (i.e. not just examinations) achievement opportunities offered in schools and the levels of participation / outcomes associated with these. Audit Scotland (2014) *School Education*, available at http://www.audit-scotland.gov.uk/docs/local/2014/nr_140619_school_education.pdf , accessed 20.08.14

Reading Recovery North Lanarkshire Literacy Team - Rainbow Reading, Pluck M-L (1995) London: Nelson, Clay, M.M. (1993) *Reading Recovery*, London: Heinemann

PISA: While the outcomes of the PISA tests provide a useful benchmark for policy and planning, there are many 'ifs and buts' behind the headlines. In particular, it is almost impossible for any country to be awarded a definitive place in an international league table of school systems - the figures are just insufficiently precise. However it is possible to place countries into broad bands with reference to the performance of their 15 year-olds in the tests. While the data are useful, it does not always support the conclusions based on it. After the 2013 results were published, a great deal was made of the fact that Shanghai came out 'at the top of the table'. Quite apart from the fact that Shanghai is only one city in China (albeit a big city) and so like was not being compared with like, it later emerged that only 73% of Shanghai's 15 year-olds were included (the children of 'migrant' parents are not admitted to the high school system) - see <http://news.tes.co.uk/b/news/2014/03/05/more-than-a-quarter-of-shanghai-pupils-missed-by-pisa.aspx> . You can get into the argument around this through Tom Loveless' posts @ <http://www.brookings.edu/blogs/brown-center-chalkboard/posts/2014/01/08-shanghai-pisa-loveless>. Feniger and Lefstein tested Chinese immigrant children within the Australian system and found that their results were similar to those of their peers in China, suggesting that culture rather than the school system might be a more important factor in explaining Shanghai's performance (Feniger, Y. and Lefstein, A. (2014) 'How not to reason with PISA data: an ironic investigation', *Journal of Education Policy*, 29:6, 845. A number of well-written critiques also outlined features of East Asian school sub-culture which many in the West would see as highly undesirable. See for example Kaiman, J. (2014) *Nine-hour tests and lots of pressure*, The Guardian, 22.2.14 available @ <http://www.theguardian.com/world/2014/feb/22/china-education-exams-parents-rebel> Education International provides a useful summary of PISA and also of the main criticisms of its impact on planning and thinking about education policy. See,

for example http://www.ei-ie.org/en/news/news_details/2783 . accessed 18.08.14. On the other hand, in general I have found Chinese students, both in this country and in teaching in East Asia, to be extremely hardworking and committed. In a recent Sunday lunchtime visit to Edinburgh University library to collect a book (I was checking a reference), of the fifty or so students I saw in the part of the library I visited only one was not Chinese.

Inspection:

For the Inspectors' role in the examination crisis of 2000, see Paterson, L. (2000). *Crisis in the Classroom: The exam debacle and the way ahead for Scottish education*, Edinburgh: Mainstream

For a critique of the Inspectorate School Improvement model by a retired Inspector, see McIlroy, C. 'The Scottish Approach to School Improvement: Achievements and Limitations', Chapter 41 pp434-448 in Bryce, T., Humes, W., Gilies, D. and Kennedy, A. (eds) *Scottish Education* (4th Edition: Referendum) Edinburgh, Edinburgh University Press

For a clear statement of the previous Inspectorate system, now undergoing a quiet evolutionary change, see HMIE (2009) *Improving Scottish Education 2005-8*, Scottish Government available at http://www.educationscotland.gov.uk/Images/ise09_tcm4-712882.pdf

For praise for some recent changes in the system of Inspections, see: Murphy, D. (2011) *HMIE's inspection changes are good, but not very good*, Times Educational Supplement Scotland, 2.11.12, available at <http://www.tes.co.uk/article.aspx?storycode=6072678>, accessed 15.08.14

Teachers and Leaders:

Professional development for teachers in Scotland is at a higher standard than I can remember, though resources are tight at the moment. Scottish teachers are accessing and making use of a range of local and international research on techniques of teaching and of supporting learning. In vogue, for example, at the moment is the work of a New Zealand academic John Hattie who has analysed statistical data from many sources to argue that 'giving good feedback' is the best thing a teacher can do to improve learning. However, whatever the general statistics say, there is no formula that can be applied to every child, every situation. Everything a teacher does makes a difference; the individual teacher still has to decide in a particular situation what is the best way of helping a particular pupil to learn, whatever might appear in international averages as a slightly better method than others. See, for example: Hattie, J., Biggs, J., & Purdie, N. (1996). Effects of learning skills interventions on student learning: A meta-analysis. *Review of educational research*, 66 (2), 99-136, Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112 and Hattie, J. (2013). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*, London: Routledge.

There is also a number of teacher self-help networks, beyond the formal training and development systems, for example the inspiring pedagoo (at <http://www.pedagoo.org/>) which gives moral as well as technical support to participating teachers.

For the new Scottish teacher Standards , see <http://www.gtcs.org.uk/standards/standards.aspx>

For the Scottish Qualification for Headship, see <http://www.gtcs.org.uk/professional-update/headship.aspx>

For the Scottish College of Educational Leadership, see: <http://www.scelscotland.org.uk/>

Scottish Schools - some statistics¹

Public Schools: in 2013, there were 2570 local authority schools in Scotland: 2060 are primary schools (of which only 6% had more than 400 and 33% had less than 100 pupils), 365 secondary (more than 50% of which had between 500 and 1000, with only 13% with over 1200 pupils) and 145 special schools with 6894 pupils. There was one school (Jordanhill) funded directly by the Scottish Government. Altogether there were close to 700,000 pupils in these schools. More than 20% of these pupils receive their education in 370 denominational schools, 99% of which are Catholic (1 Jewish and 3 Episcopalian).

Independent Schools: in 2009², there were 159 independent (private) schools in Scotland, 59 of which were secondary, 55 primary and 45 special, educating 30507 pupils or just under 5% of the total pupil population, 3% in primary and just over 6% in secondary. About half of the independent primary and secondary schools, with two thirds of the pupils, are in the cities of Aberdeen, Edinburgh and Glasgow. In Edinburgh, around a quarter of secondary school pupils attend an independent school. While the content of this book is principally concerned with public/state schools, the place and effect of independent schools within the Scottish system is considered in the book in Chapter 1. The remainder of the information below concerns state schools.

Placing Requests: around 1 in 4 parents makes a request to place their child in a different local authority primary school at the start of Primary 1 and around 1 in 8 make a similar request at the start of secondary school. The vast majority of such requests are granted. A much higher proportion of placing requests is made in or very near to the four major Scottish cities. Placing requests exaggerate social differentiation, increasing the proportion of children from affluent backgrounds in schools which are in largely affluent areas and consequently decreasing the proportion of such children in schools in less affluent areas.

School Buildings: local authority schools have changed dramatically in the last 25 years. Since 1997, a major programme of school rebuilding and refurbishment has been underway through PFI, PPP, Future Schools and local authority funding initiatives. Despite substantial new building and refurbishment in the previous decade, many were still in older buildings. By 2004 (the earliest year for which such figures are available), the condition of 44% of schools was still rated as 'poor' or 'bad'. By 2013, this figure had reduced to 18%, with many building projects still underway. Meantime information technology and digital networks are an everyday feature of school life.

Pupil teacher ratios: these were at their lowest levels in 2007-8, but are still lower now than in 2004, from 17.6:1 to 16.5:1 (primary) and 12.7:1 to 12.2:1 (secondary).

Attendance: While attendance levels have remained largely stable, while exclusions from secondary schools have almost halved (<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/TrendSchoolExclusions>) and referrals to the Children's Panel are at a thirty year low (Holyrood Magazine Justice Briefing, 22.8.14)

Scottish pupils start school earlier and spend more time in school than the majority of their peers in other OECD countries.

Examination results: these have continued to improve steadily, as noted in the table below. Percentages refer to the attainment levels of each S4 cohort measured at the point at which they left school, and so give a fair account of the highest level of school examination performance of all Scottish pupils.

	Level	1999	2006	2012			
% attaining 5 or more at Level 3 (Foundation Level)					90	91	93
% attaining 5 or more at Level 4 (General Level)		74			79		82
% attaining 5 or more at Level 5 (Credit Level)		38			48		55
% attaining 3 or more at Level 6 (Higher)				29	30		37
% attaining 5 or more at Level 6 (Higher)				17	20		26

¹ Source: Scottish Government Statistical Reports (<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>)

² Figures in this para refer to 2009 - the last year for which an Independent School census is published.

³ Exactly comparable figures are not readily available for earlier years. Figures from the mid90s at the much lower level of '3 or more' are noticeably poorer than current figures for '5 or more'.

The development of the Scottish school curriculum - some notable dates and terms		
Date (approx)	Development	Notes (E=Early Years/Nursery, P=Primary, S=Secondary)
1888	Higher and Lower	S. Introduced in 1888 as classifications of the 'Leaving Certificate', requiring a 'group' of subjects - numbers have continually increased since then. From 1950 it has been possible to be certificated for passes in individual subjects. Loweres were abolished in 1962 when the O Grade was introduced.
1962	Ordinary (O) Grade	S. Introduced in 1962, targeted at the 'most able 30%' of pupils - but by 1974 around ¾ of pupils were attempting at least one and 40% passing three O Grades.
1965	Primary Memorandum	P. Continued a trend in previous documents of advocating primary teaching practices which introduced the child to a balanced academic curriculum but allowed for the different interests and enthusiasm of the child - a more 'child-centred' approach.
1965	Comprehensive Schools introduced	S. Over the next decade, most local authorities abandoned selection at age 11/12, thus the 'Qualifying Test,' which had taken place in Primary 7 and had often determined which school children would attend, ceased to be a strong factor in curriculum design in upper primary.
1972	Raising of School Leaving Age	S. School Leaving Age raised from 15 to 16. All pupils now to remain in school at least till the end of S4. Some Scottish schools used two year English Certificate of Secondary Education to provide purposeful certificated courses for the new S3/4 group who were not attempting O Grade.
1983 onwards	Standard (S) Grade	S. Phased in over the decades O Grade phased out. All pupils in S4 to sit for Standard Grade certificate at one of three levels - Foundation (below O Grade standard), General (equivalent to O Grade B/C/D), Credit (equivalent to O Grade A/B+). Guidance on curriculum structure stated that pupils in S4 should have access to 8 'modes' of study. Inspection reports required schools to enforce this.
mid1980s	16-18 National Plan. SCOTVEC	S. Plan brought a range of post-school vocational qualifications into one system supervised by one examining body. Schools began to present S3/4/5 pupils for these certificates where they were deemed more suitable.
1990	The Curriculum 5-14	P&S. Phased in over the early 90s. Provided structured guidance on content and skills from ages 5-14. The curriculum was defined in terms of five curricular areas in primary and first two years of secondary (language, maths, environmental studies, expressive arts, religious and moral). Five levels initially identified from 'A' (P1/2 for most) to 'E' (some in P7, most by S2), supplemented later by Level 'F'. National testing to take place in English and Maths, 'when the child is ready', to 'confirm attainment'.
late 1990s	Higher Still Scottish Qualifications Framework (SCQF)	S. Consultation rejected the Howie report's recommendation of two post-16 tracks - one vocational and one academic. One common framework of Access, Intermediate and Higher was designed for all 16-18 school courses. Schools began to use Access and Intermediate to replace S Grade courses where suitable. S. One national framework set out 'levels (1-13) and points (1 point = 10 hours learning) for all courses in Scotland including Vocational Courses from S4 (levels 1-5) to Doctorate (level 12) (http://www.scqf.org.uk/)

2010	C for Ex	N, P&S. Defined the curriculum as 'experiences and outcomes' in eight curriculum areas (Language, Maths, Sciences, Social Studies, Technologies, Expressive Arts, Religious and Moral, Health and Wellbeing) arranged in five consecutive levels, to apply from 3-15. No national testing but a 'pupil profile' at end of P7 and S3.
2014	National certificate @ 5 levels (1-5)	S. New forms of certification at the end of S4 replacing Standard Grade (N5 =Credit, N4=General and so on). Only N5 would require to be assessed through an external exam.

Curriculum for Excellence -the story so far

In 2002, the then Scottish government launched a major national consultation on the state of Scottish education. At over 800 public events, and through 1500 written responses, it is estimated that over 20,000 people took an active part in the debate¹. The outcomes, which were intended to influence education policy in the medium term, suggested that while there was broad support for non-selective comprehensive education from age 5-18, a high level of trust in the quality and professionalism of teachers and considerable satisfaction with the 5-14 curriculum, the Scottish public wanted to see greater flexibility and choice in the secondary school curriculum and continuing improvements in school buildings and resources. In 2003, the Minister appointed a review group to consider the curriculum and their report in 2004 recommended the introduction of a 'Curriculum for Excellence'². The report argued that "although the current curriculum has many strengths, a significant proportion of young people in Scotland are not achieving all that they are capable of. We need a curriculum which will enable all young people to understand the world they are living in, reach the highest possible levels of achievement, and equip them for work and learning throughout their lives". Among other "challenging reasons for change" they argued for a curriculum which would "connect the various stages of learning from 3 to 18" and "include a wide range of experiences and achieve a suitable blend of what has traditionally been seen as 'academic' and 'vocational'."

The report had been strong on principles and short on detail so, while Ministers accepted its recommendations, it was unclear what schools and teachers were expected to do as a result. Over the next five years a variety of documents, few of which were subject to consultation, clarified these expectations and in 2009, following a final limited consultation period, Curriculum for Excellence descended on Scottish teachers in the form of a massive folder of material specifying the essential 'experiences and outcomes' of Scottish education from ages 3-15 (even though these were the ages that the consultation suggested people were most happy with), through which Scottish children would become 'successful learners, confident individuals, effective contributors and responsible citizens'. The curriculum outlines knowledge and understanding to be gained and skills and attributes to acquire and develop, while also offering advice on school ethos (the 'hidden' curriculum), assessment and the balance between compulsion and choice. Schools and teachers were encouraged to be creative and to use local context to decide the detailed content and sequence of the curriculum. Later specification of the 'Broad General Education' phase, from 3-15, made clear that schools should not prepare children for national examinations during this phase.

The curriculum beyond 15, which had been the area of greatest concern within the National Debate, was given the least attention. For the first time since the Raising of the School Leaving Age to 16 in the early 1970s, the secondary school curriculum was to be divided at age 15, separating the first three years of 'general education' from this later 'senior phase' of 15-18, where students would acquire qualifications, pursue more varied options and progress to an appropriate 'positive destination beyond school'. In contrast to the extensive and detailed specification of the 3-15 curriculum, national guidance post-15 consisted of some examples of different possible approaches, together with some general principles. The 'golden pathway', through the 'two term dash' to Higher in S5 and on to University education was preserved without question, despite the original report's recommendation of a "suitable blend of what has traditionally been seen as 'academic' and 'vocational'." Meantime, the various committees involved passed up on the opportunity to clarify the confusing plethora of other potential pathways into further study, job training, apprenticeship and so on, which confuse both students and teachers in their complexity and the uneven character of local availability. The clarity of the TVET (technical and vocational education and training) offer in countries like Norway and Germany has contributed something to the equal status that such programmes enjoy and has helped rally employers, the voluntary sector and training agencies around a coherent programme. Scotland avoided what might have proved to be a useful national debate on the correct way to structure the post-16 years. Instead, in the absence of national leadership, it is left to local agencies to take the initiative:

"The Management Board is clear that the senior phase can only be successful if local authorities, schools, colleges and their partners work together on the planning and delivery.... schools are not solely responsible for all of the provision offered in the senior phase but that they have a key role in bringing together their partners to plan and deliver a coherent curriculum that offers opportunities for learners to develop their knowledge and skills across a range of different contexts and settings...."

In many parts of the country it has been left to individual schools, already burdened with the planning and delivery of a completely new curriculum from S1 to S6, to negotiate the partnerships through which they will offer "a suitable blend of what has traditionally been seen as 'academic' and 'vocational.'" While this absence of national leadership at the post-15 phase has liberated some local creativity and produced some interesting examples of enhanced partnerships, there is also great inconsistency in opportunity and choice across the country, while professionals and public alike struggle to understand the plethora of changing options and opportunities outside of schools.

¹ Munn, P. et al (2004). *Schools for the 21st century: the national debate on education in Scotland.* 'Research Papers in Education,' 19(4), 433-452.

² <http://www.scotland.gov.uk/Resource/Doc/26800/0023690.pdf>

³ http://www.educationscotland.gov.uk/Images/FactfileSeniorPhase_tcm4-670944.pdf

Curriculum for Excellence: sample 'es and os'

There are 960+ 'es and os' with scope for teachers to use their professional skill to bring the curriculum plan to life. All 'es and os' are written as if by the 'learner'. Parents and children can also make use of 'es and os'.

The '**Health and wellbeing**' section of the curriculum, which all teachers are expected to play a part in delivering, has the following four sections: mental, emotional, social and physical wellbeing; planning for choices and changes; physical activity and sport; relationships. Here are some of the 'es and os' for 'social wellbeing'. They apply across all 'levels':

- *As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.*
- *I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.*
- *Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.*

'**Numeracy**', which is all a responsibility of all teachers is divided into two sections: number, money and measure; information handling. Here are some of the 'es and os' for 'money' at the fourth level:

- *I can discuss and illustrate the facts I need to consider when determining what I can afford, in order to manage credit and debt and lead a responsible lifestyle.*
- *I can source information on earnings and deductions and use it when making calculations to determine net income.*
- *I can research, compare and contrast a range of personal finance products and, after making calculations, explain my preferred choices.*

'**Literacy**' is similarly a responsibility of all teachers. It has several sections. These 'es and os' show the progression from First Level to Fourth Level in 'Understanding, analysing and evaluating':
First

To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.

Scottish Teachers - some facts and figures (see <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>)

Scottish Teachers: in 2013, the average age of a Scottish teacher had dropped to 41.9. Most were female, 91% in primary and 63% in secondary. Women held 89% of promoted posts in primary schools, including the vast majority of headships, and 59% of promoted posts in secondary. 37% of secondary heads were female, although with a majority of secondary depute heads being women, that last bastion of male 'dominance' will fall soon. Pupil teacher ratios were at their lowest levels in 2007-8, but are still lower now than in 2004, from 17.6:1 to 16.5:1 (primary) and 12.7:1 to 12.2:1 (secondary).

Pay and Conditions: the 2001 and subsequent pay deals gave Scottish teachers some of the best rates of pay in the OECD countries. Since 2008, although teachers' conditions have worsened in common with many public employees, the overall package (secure tenure, a 39 week teaching year, an index-linked pension and a starting salary of £26235 rising through six annual increments to a top of the scale salary of £34887) remains relatively attractive to graduates. The 2001 agreement ([A Teaching Profession for the 21st Century](#) aka TP21) set up the Scottish Negotiating Committee for Teachers (SNCT), where representatives of local authorities, teacher associations and the Scottish Government meet to discuss Scottish teachers' employment conditions. Teacher representatives were unhappy that some of the 'gains' of TP21 were threatened by the [McCormac Review](#) of 2011 and its recommendations remain, for the most part, in the 'long grass'.

Working Hours and Workload: teachers' contracts specify a 35 hour working week, 22.5 hours of timetabled class contact and additional time for lesson preparation, correction, preparation of reports, parent meetings, teacher meetings etc. Teachers also have to agree each year an additional 35 hours of 'professional development' activity. A [Glasgow University study](#) (2006) found that teachers in Scotland generally work 45 hours in a typical week, with headteachers working on average 55 hours or more. This, and subsequent surveys conducted by teacher unions, suggest that 'workload', often more to do with work stemming from national and local procedures rather than their teaching contact with pupils, continues to be a major concern. See also David Bell's 2011 report @ <http://www.scotland.gov.uk/Resource/Doc/920/0120757.pdf>.

Supply Teachers: Scotland's schools rely on a body of 'supply teachers', qualified teachers who do not have a contract and are willing to work to 'fill in' when teachers are absent, sometimes for one or two days, sometimes for longer periods such as a one year maternity leave. In many parts of Scotland, particularly away from the cities, it can be difficult to secure the services of suitably qualified supply staff. In 2011, supply teachers' pay rates were cut, leading to a further drop in supply. Recently, this pay cut was partially reversed.

[General Teaching Council for Scotland:](#) this independent body, paid for by teachers' fees, regulates the teaching profession, setting Standards, maintaining a register of those qualified to teach in Scottish schools and reporting to Government on all matters concerning the teaching profession. The majority of members of the Council are elected by Scottish teachers.

Teacher Qualifications: the General Teaching Council of Scotland maintains the register of those qualified to teach in Scotland's public schools. Admission to the register is based on applicants having a relevant degree and professional teaching qualification and where appropriate completing a period of probationary service. From 2013, all registered Scottish teachers will require to go through a 'professional update' process every five years in addition to their annual 35 hours of professional development activities.

[Teaching Scotland's Future:](#) in 2010 the government published and accepted the 50 recommendations of this report on how continue to improve the quality of the Scottish teaching profession. A National Implementation Board (NIB), with representatives of Scottish Government, local authorities, Universities, teacher associations among others, has oversight of a wide range of changes, currently underway, in how Scottish teachers are qualified and trained and how leadership development is supported.

Career Development: over the past decade or so, many local authorities have altered the opportunities for career progression in teaching by changing the management structures of schools. Opportunities for promotion within schools have consequently reduced.

Chapter 3

Community

On the uses and abuses of the word 'community', see Humes, W. (2005) 'The discourse of community in educational policy', *Education in the North*, 12, 2004-2005

I am looking forward to publications from the ILiAD study in Northern Ireland. Having heard of their work at a conference early in 2014, I was most impressed by their rich exploration, both quantitative and qualitative, of the link between schools and community life in selected communities in Northern Ireland. Their work is ongoing - see https://www.facebook.com/ILiADedu/info?ref=page_internal - and will I am sure be one of the richest most valuable studies of school community links of recent times.

Motivation

Free choice - there is a very substantial literature in sociology as well as philosophy, science and religion about the extent to which any of us are genuinely 'free'. All of us are constrained in some way by our social structure and culture. My definition gives most importance to the 'sense of agency' of the individual.

For motivation, see the excellent blogposts on Joe Kirkby's blog, Pragmatic Education <http://pragmaticreform.wordpress.com/2014/05/24/motivation-instruction/>.

Influence of the 'hidden curriculum' on pupils' attitudes to school and consequent motivation:

The hidden curriculum is a concept widely used in education to describe what pupils learn from how the school works - its activities and practices of the school - about values, relationships, power and social structure. It is distinct from the overt written curriculum which prescribes what they should learn.

For an introduction to the relationship between 'engagement' and long-term educational outcomes, see Schoon, I. (nd) 'School engagement: A multi-dimensional and developmental concept', IoE Research Briefing No 84, available at http://www.ioe.ac.uk/Research_Expertise/RB84_School_engagement_Schoon.pdf, accessed 18.8.14

A sample of other research exploring the pupils' view of their school experience: Boaler, J., William, D. and Brown, M. (2000) *Students' experience of ability grouping - disaffection, polarisation and the construction of failure*, *British Educational Research Journal*, 26:5, 632-648; Cullingford, C. (2007) *Childhood -The inside story: hearing children's voices*, Newcastle: Cambridge Scholars Pub.; Cullingford, C. (2002) *The best years of their lives? Pupils experience of school*, London: Kogan Page; Faccini, B. and Villalobos, G. (2014) *We Need to Talk about Education*, London: Indie Book; Cullingford, C. and Morrison, J. (1997) 'Peer Group Pressure Within and Outside School', *British Educational Research Journal*, 23:1, pp61-80 - particularly focuses on excluded pupils, Hoskins, K. and Barker, B. (2014) *Dreams of Success*, London: Trentham/Institute of Education.

Willis, P. *Footsoldiers of Modernity: the Dialectics of Cultural Consumption and the 21st Century School*, *Harvard Educational Review* 73:3, 390-415. I have a special regard for the work of Willis, who since the mid-1970s has been pursuing his own path in giving an account of what is going on when working class (boys in particular) rebel against school norms and values (see

Willis, P. (1977) *Learning to labor: How working class kids get working class jobs*. Columbia University Press). More recently in this article, Willis reflects on the relationship of top down and bottom up forces in society, where the responses of those lower down in the social hierarchy are often informed by quite different social values perceptions, practices and assumptions than those expressed in the social frameworks and institutions which aim to order and control their lives, of which school is a good example. This leads to ironic and unintended consequences as 'subordinate and working class groups' respond in 'creative cultural ways' - 'young people are unconscious foot soldiers in the long front of modernity involuntary and disoriented conscripts in battles never explained.' (p1). He outlines three phases since the 1970s in how working class pupils have responded to what the school wants of them: first wave resistance to schooling is based on cultural resistance grounded in an highly developed alternative cultural future for them (e.g. the culture of traditional industrial towns); second wave resistance is dissociated from any sense of a desirable future or an emancipatory political project; third wave is about commodities and electronic culture. In this third wave, although in some accounts young people have become passive consumers in the face of corporate power, Willis gives a more positive image of today's young people taking the commodities they buy and creating their own culture from them. In summarising his argument, Willis uses a memorable quote from Ralph Nader:

'A struggle different than any before in world history is intensifying between corporations and parents over their children. It is a struggle over the mind, bodies, time and space of millions of children and the kind of world in which they are growing up.... the corporate marketing culture stresses materialism, money, sex, the power of violence, junk food and the status they bring; its power crowds out or erodes the values of the inherent worth and dignity of the human being..' (Nader, R. (1996) *Children First: A parent's guide to fighting corporate predators*. Washington DC. Corporate Accountability Research Group, piii, vii).

Chapter 4

Pupil Voice

In my experience, pupils, when given a voice, usually exercise it responsibly and often contribute constructively to future planning. See Goodman, J. And Uzun, E. (2013) 'The quest for compliance n schools: unforeseen consequences', *Ethics and Education*, 8:1, 3-17 . See also works by Cullingford (above).

Students' ratings of teachers can be helpful to the teacher, particularly if accompanied by feedback. See Kyriakides, L. et al ((2014) *Using student ratings to measure quality of teaching in six European countries*, 37:2, 125-143 Many Scottish teachers now actively seek feedback from their pupils on a regular basis.

To experience first hand the beneficial effects of letting pupils speak, see Elsley, S. (2014) *Learning Lessons: young people's views on poverty and education in Scotland*, Scottish Commissioner for Children and Young People and Save the Children available at <http://www.sccyp.org.uk/ufiles/Learning-Lessons.pdf>

Scottish local authorities:

The viability of Scotland's current local authorities as the providers of school education has come under recent discussion, particularly in the light of budget concerns as well as Cosla's report on Council restructuring (Commission on Strengthening Local Democracy (2014), *Effective Democracy: Reconnecting with Communities*, available at <http://www.localdemocracy.info/>, accessed 14.8.14) Two prominent former local authority directors of education, John Stodter and Bruce Robertson, were recently quoted as calling for change in the Times Educational Supplement Scotland, see Seth, E. (2014), *If the cuts keep coming we'll run out of salami* 28.3.14, available at <http://www.tes.co.uk/article.aspx?storycode=6420263> . Henry Hepburn, a leading Scottish educational journalist, was moved to comment that 'Scottish local authorities still have a suffocating hold over teachers' *Iron-handed councils must learn to trust*, 28.3.14 available at <http://www.tes.co.uk/article.aspx?storycode=6420238>, accessed 15.08.14

Other

The success of the London Challenge in raising standards in London schools owes something to the changed governance arrangements, with professional staff being given a leading role in developing collaborative school networking and high quality professional development for teachers. See Hutchings, M. (2014) *Why is attainment higher in London than elsewhere?* @ <http://www.teachers.org.uk/node/17429> , accessed 15.8.14, OFSTED (2010) *London Challenge* @ <http://www.ofsted.gov.uk/resources/london-challenge>, accessed 14.8.14 and Steward, W. (2014) *The London Wunderground* Times Educational Supplement, 27.6.14, available at <http://www.tes.co.uk/article.aspx?storycode=6435216> accessed 18.8.14.

For further discussion of an assets-based approach (as opposed to a 'deficit' approach) to community development, see Scottish Anti-Poverty Review Issue 14, Winter 2011-12, 'Realising Our Potential: using assets to tackle poverty' available at http://povertyalliance.org/userfiles/files/SAPR_14_Winter1112_FINAL.pdf , accessed 14.8.14

Chapter 5

For The Good Society Project, see <http://www.social-europe.eu/wp-content/uploads/2014/03/OccPap4.pdf>, accessed 13.08.14

In 1996, Hilary Clinton popularised the saying, 'It Takes A Village to Raise a Child' in a best-selling book, claiming that the title came from an African proverb, though the earlier children's picture book, *'It Takes a Village'* by Jane Cowen-Fletcher¹, published in 1994, may be a more accurate source for the exact quotation!² Although the provenance of the quotation can be rightly contested, its meaning and application gained widespread support. If people in Scotland ever did live in the villages of Cowen-Fletcher's imagination, we certainly no longer do. There are many opportunities and many challenges involved in raising children in our complex diverse post-industrial society. In helping our young people to grow up and play a full part in its future, we all have a part to play. 'It takes all Scotland to raise a child'. Schools can only contribute part of what is involved in the raising of children. Whether in action, or neglectful inaction, every citizen is involved in 'raising a child'.

The OECD has produced six 'scenarios' for the future of schooling - the one presented here most closely resembles the 're-schooling' option- see <http://www.oecd.org/site/schoolingfortomorrowknowledgebase/futuresthinking/scenarios/theschoolingfortomorrowscenarios.htm> . See also MacBeath, J. (2013) 'Scenarios for the Future of Schooling and Education', Chapter 107 pp1012-1022 in Bryce, T., Humes, W., Gilies, D. and Kennedy, A. (eds) *Scottish Education (4th Edition: Referendum)* Edinburgh, Edinburgh University Press

The Scottish Graduation Certificate

The landscape of pathways and choice for those leaving school between the ages of 16 and 18 is confusing. University of London research suggests that the best way is to improve local institutional and provider collaboration, involving social partners. See Hodgson, A. and Spours, K. (2013) *Improving opportunities for 14-19 year olds: building strongly collaborative local learning systems*, available at <http://www.ioe.ac.uk/research/97609.html> , accessed 18.08.14; Hodgson, A. and Spours, K. (2013) 'An ecological analysis of the dynamics of localities: a 14+ low opportunity progression equilibrium in action', *Journal of Education and Work*, 26:1, 1-20; Hodgson, A. and Spours, K. (2013) 'Tackling the crisis facing young people: building high opportunity progression eco-systems', *Oxford Review of Education*, 39:2, 211-228. The particular arguments advanced here were first advanced in print by me in Murphy, D. (2012), *How should we measure improvement in the future?* Times Educational Supplement Scotland, 16.3.12, available at <http://www.tes.co.uk/article.aspx?storycode=6194145> , accessed 14.8.14. However similar arguments have been put forward in other places. The OECD (2007) *Quality and Equity of Schooling in Scotland*, recommended that Scotland develop a 'graduation certificate' with 'defined minimum requirements to reflect the purposes of the new 3-18 curriculum, but also substantial flexibility as to content, level and duration of studies to ensure flexibility' (p152), a proposal supported by the arguments in David Raffe's keynote address to

¹ you can read this at <http://bit.ly/1i8GQ2x>

² a fascinating internet discussion among librarians and academics on the origins of the quotation, casting doubt on where it has any particular association with Africa (or with villages!) can be found at <http://www.h-net.org/~africa/threads/village.html>

the Scottish Educational Research Association in 2008 (Raffe. D. (2009) The Action Plan, Scotland and the making of the modern educational world, *Scottish Educational Review*, 41:1), available free online at <http://www.scotedreview.org.uk/pdf/43.pdf> .

In addition to the TVET evidence cited above and in the book, a number of recent reports and documents in Scotland and the UK are closely aligned with some of the proposals made in this book. See for example: Boyd, B. (2014), *A Common Weal Education: how schools could deliver transformational change and put equity at the heart of education*, available at <http://reidfoundation.org/wp-content/uploads/2014/03/A-Common-Weal-Education.pdf> , accessed 18.8.14; the policies proposed by the “Headteachers’ Roundtable” in their ‘Manifesto’. This was a group of headteachers in England set up largely to provide a positive alternative to what they saw as the damaging consequences of the Gove reforms. See: <http://headteachersroundtable.wordpress.com/> Also worth consulting again is the [2004 Tomlinson Report](#) in England and the [Welsh Baccalaureate](#) also have some similar characteristics. All of these examples demonstrate a desire to provide greater structure and coherence in the pathways at 15/16+ than has been provided by the ‘senior phase’ design.

There are many examples of the kinds of worthwhile programmes that sit on the outside of our current certification system but which could be given value with a broader more inclusive system such as the proposed Graduation Certificate. Some of these are aimed at pupils at risk of missing out e.g. Transition Extreme (a sports centre/alternative academy) in Aberdeen, YMCA plusone, North Ayrshire extended outreach service; Skillforce and the Princes’ Trust XL programme); some challenge and reward a wider range of experience beyond the classroom, most notably the Duke of Edinburgh award (17% of Scottish 15 year olds are now following DofE) and the John Muir Award (well over 100000 certificates awarded since its inception) - these kinds of activities require money, expertise and enthusiasm; extended work experience or part-time paid work can also contribute as part of the range of voluntary, work-related and learning and development activities necessary for graduation.

School Community Hubs:

Many local authorities have in different ways been moving towards this model. In addition to the examples given in detail in the online account of my tour round some Scottish schools, for other examples see http://www.highland.gov.uk/news/article/7636/turfs_cut_for_new_caol_campus and <http://www.fifetoday.co.uk/news/local-headlines/benefits-of-joint-levenmouth-campus-welcomed-1-3165288>

Bassey, M. (2011) *Education for the Inevitable: Schooling When The Oil Runs Out*, Sussex: Book Guild Publishing.