



Tracy Johnston

**Senior Education Officer for Health & Wellbeing
Curriculum, Education Scotland**

Lorna Aitken

**Senior Education Officer for Health & Wellbeing
Curriculum, Education Scotland**



Education Scotland Update

SGA Conference

Saturday 17th September

Tracy Johnston : SEO HWB curriculum

Lorna Aitken : SEO Inclusion, Wellbeing & Equalities

For Scotland's learners, with Scotland's educators

“The pressure of change in schools, is
relentless.”

System Recall – Alma Harris & Michelle S. Jones

For Scotland's learners, with Scotland's educators

“What we say, and how we say it, have a significant impact on learners.”

System Recall – Alma Harris & Michelle S. Jones

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“In a changing world with less social mobility, parents often believe that education will give their children [the] elusive tools necessary to advance in an increasingly competitive society.”

System Recall – Alma Harris & Michelle S. Jones

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“...the intense pressure that is placed on schools to do well in tests is passed on to students.”

System Recall – Alma Harris & Michelle S. Jones

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“...that improved educational performance leads to a better-skilled workforce and ultimately to greater economic prosperity.”

System Recall – Alma Harris & Michelle S. Jones

For Scotland's learners, with Scotland's educators

What is Personal and Social Education for our learners?

For Scotland's learners, with Scotland's educators

What is Personal and Social Education for our practitioners?

For Scotland's learners, with Scotland's educators

The national picture





Rights Reviews and Promises.

The table below provides an example of how the four interconnected inclusion themes can be mapped across each of the three policies using a time efficient approach to support self-evaluation for continuous improvement.

The Planning Tool template on the next page can be used in an educational setting as a reflective tool using the four interconnected inclusion themes to identify work already underway and to plan future improvements to implement children's rights and the recommendations from the [ASL Implementation Review](#) and [The Promise](#).
[Rights, Reviews and The Promise | Self-evaluation | National Improvement Hub \(education.gov.scot\)](#)



Interconnecting Inclusion Themes	UNCRC Articles											The Morgan Review Themes							The Promise Priorities							
	2	3	4	5	15	20	23	28	29	31	42	Vision and Visibility	Mainstreaming and Inclusion	Maintaining focus, but overcoming fragmentation	Resources	Workforce development and support	Relationships between schools and parents	Relationships and behaviour	Understanding Rights	Assurance Mechanism	Voice	Family	People	Care	Scaffolding	
Rights and Participation																										
Relationships																										
Wellbeing and Care																										
Inclusion & Universal Support																										
Summary UNCRC Articles UNCRC Article 2 - You have the right to protection against discrimination. Article 3 - Adults should do what's best for you. Article 4 - You have the right to have your rights made a reality by government. Article 5 - You have the right to be given guidance by your parents and family. Article 12 - You have the right to an opinion and for it to be listened to and taken seriously. Article 15 - You have the right to be with friends and join or set up clubs, unless this breaks the rights of other. Article 23 - If you are disabled, either mentally or physically, you have the right to special care and education. Article 28 - You have the right to education. Article 29 - You have the right to education which develops your personality, respect for other's rights and the environment. Article 31 - You have the right to play and relax by doing things like sport, music and drama. Article 42 - All adults and children should know about this convention.												The Morgan Review Themes – overview Full report <ol style="list-style-type: none"> Vision & Visibility – Understanding and recognition of learners who require additional support, meaningful learner participation and voice. Recognising and Measuring Achievement of all learners who require additional support. Mainstreaming & Inclusion – Embedding and implementing the 4 principals of inclusion. Values and beliefs, culture and mind-set. Values driven leadership at all levels for inclusion. Maintaining focus, but overcoming fragmentation - Leadership, strategic planning & policy integration need to improve. Effective implementation of ASL duties and key processes. Resources – Holistic and partnership approach to early intervention and prevention. Values driven leadership, processes and equitable access to good practice, processes and materials to support implementation of ASL legislation. Workforce development and support – Understanding of additional support needs, professional learning for all, including support staff. Relationships between schools and parents – Recognising, supporting Prioritise promoting positive relationships, communication & cooperation. Relationships first ; processes second. Relationships and behaviour – Permeates across all themes. Develop priorities to improve understanding & practice around additional support for learning and relationships & behaviour. Understanding Rights – Understanding and implementing legislative entitlements and duties, effective identification, support and stage level of intervention planning processes Assurance Mechanism- assurance and scrutiny mechanisms to implement policy intention and practice. 							The Promise Foundations - Key messages for education Full report Voice - Listen to children and families and promote participation in decision making at every level. Family - Whole family support from multiple services needed, overarching impact of poverty, & universal supports combat stigma. People - Prioritise relationships and workforce culture, development and support. Care - Relationships are prioritised, mentoring is provided, ASMs recognised and addressed & we have a better understanding of risk. Scaffolding - Workforce can recognise and realise children's rights, shared language and values, and work to improve data and information sharing.							

Reflective Planning Tool: 'Rights Reviews, Promises and Inclusion for All.

National Priorities: UNCRC, The ASL Implementation Review and The Promise.



Establishment/Service			Date	
Reflective question	How do we know we are implementing the 3 national priorities within our practice and establishment?			
Interconnecting Themes	Evidence	Impact	Next Steps	
Rights and Participation				
Relationships				
Wellbeing and Care				
Inclusion and Universal Support				

Rights & Participation



- [Recognising and realising children's rights: A professional learning resource to promote self-evaluation and improvement planning | Learning resources | National Improvement Hub \(education.gov.scot\)](#)
- [Learner Participation in Educational Settings \(3-18\) | Self-evaluation | National Improvement Hub](#)
- [professional-guide-a-childrens-rights-based-approach.pdf \(gtcs.org.uk\)](#)
- [Putting Learners at the Centre: Towards a Future Vision for Scottish Education - gov.scot \(www.gov.scot\)](#)
- [Myths-and-Misconceptions.pdf \(unicef.org.uk\)](#)
- [Children's rights - Human rights - gov.scot \(www.gov.scot\)](#)
- [Unicef Youth Advocacy Toolkit](#)
- [Progressing the human rights of children in Scotland: 2018-2021 action plan - gov.scot \(www.gov.scot\)](#)

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Relationships

PRACTICE

- [Better relationships, better learning, better behaviour](#)
- [Restorative approaches - Peer mediation](#)
- [Renfrewshire's Nurturing Relationships Approach \(RNRA\)](#)
- [Engaging parents and families - A toolkit for practitioners](#)
- [Tayside Family Learning and Parental Engagement Creative Conversation series](#)
- [A summary of anti-bullying resources | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

CURRICULUM

- [The Compassionate and Connected Classroom: A health and wellbeing curricular resource](#)
- [A Summary of relationships, Sexual Health and Parenthood \(RSHP\) resources](#)
- [#respectmeans - A learning resource that examines how developing respectful relationships can prevent bullying](#)



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Inclusion & Universal support



[Pupil Support Staff Engagement Programme 2022 - 2023 | Research | National Improvement Hub \(education.gov.scot\)](#)

[Introduction to inclusive education – Free online professional learning | Self-evaluation | National Improvement Hub](#)

[Inclusion and Equalities](#)

[CIRCLE resource to support Inclusive Learning and Collaborative Working \(Primary and Secondary\)](#)

[Promoting Attendance: self-reflection questions for educational settings](#)

[Addressing Dyslexia](#)

[Home | Autism Toolbox](#)

[Developing a culture of inclusion and equality - Auchinleck Academy](#)

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Wellbeing & Care

- [The Cycle of Wellbeing](#)
- [Supporting Workforce Wellbeing](#)
- [Mental health and wellbeing: whole school approach: framework](#)
- [Children and young people's mental health and wellbeing : a knowledge and skills framework for the Scottish workforce](#)
- [NES Trauma Informed - National Trauma Training Programme](#)
- [Support for additional child protection and safeguarding issues](#)
- [Safeguarding: Self-Harm and Suicide Prevention | Learning resources | National Improvement Hub \(education.gov.scot\)](#)
- Keeping Trauma in Mind Professional Learning offer (contact Lorna Aitken)
- [Nurture and trauma-informed approaches: A summary of supports and resources](#)
- [Applying nurture as a whole school approach - A framework to support self-evaluation](#)
- [Positive mental wellbeing – resources to support children and young people](#)
- [Nurture, Adverse Childhood Experiences and Trauma informed practice: Making the links between these approaches](#)



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Scottish Guidance Association (office.com)

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Tracy.Johnston@educationscotland.gov.scot

Lorna.Aitken@educationscotland.gov.scot

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