What Scotland Learned: BUILDING BACK BETTER

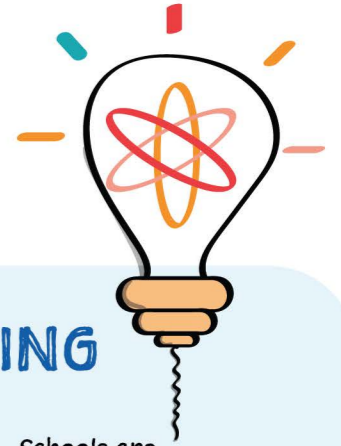Education Scotland Foghlam Alba

RELATIONSHIPS

EFFECTIVE COMMUNICATION, CONNECTEDNESS, COMPASSION

People built strong collaborative relationships let to a sense of "all hands to the pump" leading to fast decisions. To work, learn and achieve success in dealing with COVID-19.

*The OECD identified maintaining effective relationships as only second to supporting learning.

LEADERSHIP

CRISIS and CHANGE MANAGEMENT ARE ESSENTIAL SKILLS.
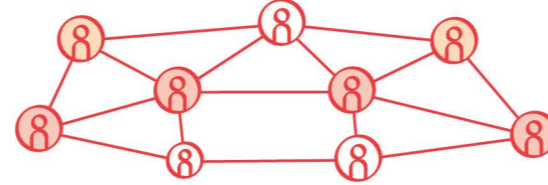
Relevant professional learning for those in formal leadership roles post-pandemic.

Collaboration with a range of partners to provide the most robust support for learners and their families.

Leadership is not just about a promoted position or title; We need to respect the professionalism of all our educational staff.

Support senior leaders' wellbeing is needed.

HEALTH and WELLBEING

FUNDAMENTAL to LEARNING.

Schools are important in meeting children's non-academic needs.

*We need to create 'more equitable education systems' by identifying and supporting all 'vulnerable' learners for as long as that support is needed.

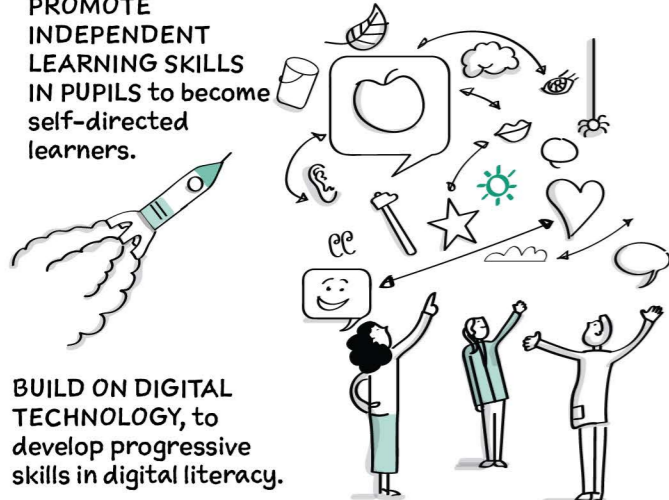We need to promote wellbeing all of the time in our educational settings not just in a crisis.

LEARNING and TEACHING

EFFECTIVE and INCLUSIVE PEDAGOGY and ASSESSMENT APPROACHES to support learners through recovery and beyond.

PROMOTE INDEPENDENT LEARNING SKILLS IN PUPILS to become self-directed learners.

BUILD ON DIGITAL TECHNOLOGY, to develop progressive skills in digital literacy.

COLLABORATION AT ALL LEVELS, with peers, parents and a range of partners will support practitioners to share effective practice and develop evidence based approaches.

REIMAGINE EDUCATION FOR THE FUTURE — what will our learners need to help them flourish and achieve in a post-Covid world?

COMMUNITIES

BUILD BACK BETTER-SCHOOLS, partners and the wider community need to work in collaboration.

WORKING RELATIONSHIPS HAVE BEEN STRENGTHENED.

SCHOOLS HAVE HIGHLIGHTED THE SIGNIFICANCE OF THE WIDER COMMUNITY made up of individuals and groups that can support each other.

The pandemic brought about a COLLECTIVE URGENCY TO WORK TOGETHER AT PACE.

SUCCESSES and ACHIEVEMENTS

RECOGNISE AND CELEBRATE these to realise hope for the future.

Educators are more skilled in using digital technology, and authorities make digital technology accessible to all children and young people.

TEACHING SKILLS/CONFIDENCE to support effective self-regulation.

FLEXIBLE CURRICULUM that supports change is clearly evidenced in actions taken in response to the pandemic.

AGILITY AND INNOVATION of staff to collaborate and support one another — clear focus on children and families.

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