Mainstream Report

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Introduction and Background

Introduction

The introduction of the Equality Act 2010 (Act) harmonised a range of existing legislation and policy. The Act introduced a new public sector equality duty which replaced duties relating to race, disability and gender. Secondary legislation was introduced in 2012 which implemented "specific duties."

The purpose of the legislation is to ensure that public bodies consider how they are positively contributing to a more equal society through advancing equality and good relations in their daily functions. In particular, how they:

- take effective action on equality.
- make the right decisions, first time round.
- develop better evidence-based policies and practice; and
- act in a way that is more transparent, accessible and accountable, and deliver improved outcomes for all.

The Purpose of the Equality Duty of Education Scotland

The purpose of the public sector equality duty is to ensure that Education Scotland, like other public bodies, complies with equality legislation appropriate to its role as employer and educational improvement agency. The legislation outlaws direct discrimination (including discrimination by association, perception and arising from a disability), indirect discrimination, harassment and victimisation because of the protected characteristics of: age (not under 18); disability; gender reassignment; marriage and civil partnerships; pregnancy and maternity; race (including colour, nationality; ethnic or national origin); religion or belief; sex and sexual orientation.

Our Approach

Education Scotland has introduced a new Equality Strategy in Education Scotland that demonstrates our continued commitment to embedding an ethos and practice of equality, diversity and inclusion in everything we do. It outlines the equality outcomes we aim to deliver over the next few of years.

In developing this new strategy, we have taken a new collaborative approach, working with colleagues from across Education Scotland Directorates to ensure our strategy and the delivery of it, is owned by everyone. We also invited external members from our Advisory Board and Scottish Government Equality Unit to advise and provide support and challenge during the development of the Strategy (Equality Strategy 2022 - 24 (education.gov.scot). Union representatives were also involved to provide assistance in our internal focus.

The new approach takes account of the need to demonstrate impact and outcomes resulting from the delivery of our objectives. Using a logic model methodology we have outlined the short, medium and long term outcomes we wish to achieve (Annex A). The logic model effectively captures the changes we wish to make internally and externally and clearly demonstrates the links between our activities and the outcomes we hope to achieve. The strategy will, therefore, be a live, iterative one, reflective of changing needs, outcomes, and on-going evidence as we

engage in activities to support our objectives. As such, we have actively sought to make progress against the outcomes as we have continued to develop the Strategy.

The logic model is an effective tool which clearly demonstrates the links between our activities and the outcomes we hope to achieve. However, we are mindful of the complexity of the issues we are attempting to address and the fact that many of our activities depend on working through others to achieve long term outcomes.

Given that Education Scotland will be replaced with a new inspectorate and a new National Agency for Scottish education in 2024, the strategy is focused on our short-term outcomes. These are the outcomes we have the most direct control over and where we will be able to confidently link our achievements with our specific activities. However, the longer-term outcomes identified during the development of the strategy will continue to fully inform all that we do as we move through the upcoming period of change.

Finally, we have also developed an accompanying Measurement Plan in order to effectively monitor our progress against the short-, medium- and long-term equality outcomes.

Short-term Outcomes

For the purpose of this report, we will focus on the internal and external short-term outcomes as outlined below and in our Measurement Plan.

Internally focused short-term outcomes
- More candidates from diverse backgrounds apply for roles.

- All Education Scotland staff increase their awareness, understanding, knowledge, confidence and skills around equality and diversity and the benefits of being a more diverse organisation.

- Education Scotland has improved insights and targeted actions to improve the equality and diversity of our organisation.

Externally focused short-term outcomes
- Increased availability of accessible equality and diversity information for parents/families.

- Education practitioners increase their knowledge, understanding, awareness, confidence and skills in relation to equality and diversity issues, including practice.

- Education practitioners increasingly indicate they are likely to implement learning from ES in practice/make changes to processes.

Progress in meeting short-term internally focused outcomes

1. More candidates from diverse backgrounds apply for roles

Education Scotland's recruitment activity sits under Scottish Government resourcing policy and processes. Our approach is guided by the vision and values across Scottish Government, which sets the standard and policies for embedding inclusion into our recruitment and resourcing policies and processes. Specific actions to drive change are set out in our race recruitment and retention action plan for disabled people, socio-economic diversity strategic statement, and trans equality and inclusion policy.

These race and disability plans are published externally and can be found here:
- https://www.gov.scot/publications/scottish-government-race-recruitment-retention-action-plan-instigation-change/pages/16/

- https://www.gov.scot/publications/fairer-scotland-disabled-people-scottish-government-recruitment-retention-plan-disabled-people-2019/pages/5/

More detailed information in relation to the diversity of our workforce can be found in Annex B These figures will act as a benchmark going forward and will allow us to track and monitor change.

2. All Education Scotland staff increase their awareness, understanding, knowledge, confidence and skills around equality and diversity and the benefits of being a more diverse organisation.

3. Education Scotland has improved insights and targeted actions to improve the equality and diversity of our organisation.

To take forward the above short-term internal outcomes a number of activities have been successfully completed during this reporting period:

➢ All staff have set a meaningful diversity and inclusion performance objective to be reviewed as part of their performance appraisal. This is designed to embed equalities and build an inclusive workplace culture by ensuring a focus through monthly conversations with line managers on equality and diversity. All staff were asked to complete the *inclusive culture training module,* for managers or for senior civil servants and *inclusive recruitment training for recruitment panel members.* We have also adopted an *employee passport* which recognises that any of us may experience a condition or circumstance that impacts us at work at some point in our career and helps explore the range of informal and formal workplace adjustments available.

➢ During this reporting period:

- The first cohort of 142 members of staff (36%) completed the relevant formal Inclusive Culture or Inclusive Leadership training in relation to inclusion, diversity, equity and equality.
- Eighty-two staff attended a formal corporate induction session
- 684 engagements across eleven events with an equality focus have been offered

Education Scotland will aim to increase staff engagement in the above learning recognising that it is still a small percentage of our total staff numbers.

Internally, we have also concentrated on helping colleagues to understand when and how to carry out equality impact assessments. This has been achieved by reviewing and refreshing the Agency's approach to Equality Impact Assessments (EQIAs) to address the following:

- The existing guidance on the process was not specific to the education sector
- The existing list of evidence sources did not include pupil and practitioner datasets
- There was a lack of a clear definition of the Lead Officer role and responsibilities

To assist staff further we have developed procedures and protocols, including:

- Step-by-step flowchart to provide staff with a clear overview of the complete EQIA process
- Screening survey to help staff with determining if an EQIA is required
- Participant information sheet to help staff explain to participants what is required from them during consultations
- Standardised template to help staff with structuring consultations
- Standardised template to help staff with taking notes during consultations
- Guidance for staff to help them understand the role and responsibilities of the Lead Officer throughout the EQIA process
- Guidance for staff to help them understand the legislative context of the Equality Act 2010 and Public Sector Equality Duty 2011 (Scotland)
- Training material to help staff become confident consultation facilitators
- Links to reliable evidence sources for obtaining pupil and practitioner data
- Consultation feedback survey as a driver for continuous improvement

Education Scotland has also delivered a programme of activity designed to raise awareness about the process and the importance and value of impact assessments, including organising training opportunities with the Scottish Government's Equality Unit, presenting information about the EQIA process at most Directorate Boards, publication of articles in the staff bulletin and Connect with Colleagues session. We have also offered direct support to individual business areas developing EQIAs, including facilitating a number of EQIA workshops across the Agency.

As a result, we have seen a welcome increase in the number of EQIAs that have been developed over the reporting period, with over half of all staff having now participated in at least one EQIA, of which 42% self-declared as having no prior experience of taking part in one before.

Feedback from the 131 Education Scotland staff, trade union representatives and external participants (e.g., E-Sgoil, Regional Improvement Collaborative Leads, and Young Scot) up to July 2022, we can report:

- 100% were very satisfied with the consultation organisation

- 96% were satisfied with the balance and timing of the consultation
- 100% were very satisfied with the PowerPoint and visual aids presented

Furthermore, around 70% of Education Scotland staff who have participated in the EQIA process have also indicated they would be interested in becoming a facilitator for their own business area.

Progress in short-term external outcomes

1. Increased availability of accessible equality and diversity information for parents/families

Education Scotland worked in partnership with primary and secondary schools, Scottish Centre for Information on Language Teaching (SCILT) and the British Deaf Association to produce a range of accessible equality and diversity Information on Parentzone Scotland for British Sign Language users (https://education.gov.scot/parentzone/bsl/).   Seven new web pages were developed in written and video format with 2,331 page views since publication in 2021.

We also worked in partnership with relevant partner and stakeholder groups to develop case studies highlighting a range of programmes and approaches on working with parents and families focusing on equality and diversity. The resources can be found here:

- https://education.gov.scot/improvement/practice-exemplars/engaging-parents-in-language-learning-moorfoot-primary-school-and-garvel-deaf-centre-inverclyde-council/;
- https://education.gov.scot/improvement/learning-resources/good-practice-in-working-with-deaf-learners-their-parents-and-families-bsl-plan/;
- https://education.gov.scot/improvement/learning-resources/equality-and-equity-toolkit/; https://education.gov.scot/improvement/learning-resources/bsl-toolkit-for-practitioners/

Our web statistics indicate that there were 2,438 page views for the two case studies, and 5,056 page views for the Equalities and Equity Toolkit during the last two years.

In addition, a bank of resources was created for parents and families to support literacy and numeracy (Read, Write, Count (RWC) Activities for Families | News | Parent Zone (education.gov.scot)). To date, 68 page views have been recorded on ES's website. However, the resources were also hosted by Edinburgh University whose data we are unable to access. The number of page views is therefore likely to be an underestimate if we were able to include the Edinburgh University data.

The high level of page views indicates that we are beginning to impact on our short- and medium-term outcome (parents/carers are increasing accessing information about equality and diversity). More qualitative data and intelligence will be helpful moving forward to enable us to measure the value and usefulness of the materials.   In the medium term we would hope to see evidence of the materials making a difference to parent's and carers ability to support their children, and horizontal impacts across other parents and carers.

2. Education practitioners increase their knowledge, understanding, awareness, confidence and skills in relation to equality and diversity issues, and practice.

3. Education practitioners increasingly indicate they are likely to implement learning from Education Scotland in practice/make changes to processes

Education Scotland has been working across the range of protected characteristics to improve equality and diversity and to increase practitioner's knowledge, understanding, awareness confidence and skills. Educational practitioners have achieved this predominately through

professional learning offers and the production of resources and materials for use. Through this medium, we have begun to gather evidence from participants about whether they feel that they have an increased awareness of equality and diversity as applicable to their area of work and expertise. The number of participants attending and downloading resources has increased over the reporting period. The availability of resources and materials has also increased on the National Improvement HUB. The following provides a report of the equality work delivered across Education Scotland and set out in our Equality Strategy (insert link) with examples of impact. Annex B provides a more detailed summary of the numbers involved and in which learning activities.

Improving Gender Balance & Equalities

The Improving Gender Balance and Equalities (IGBE) team sits under the Science, Technology Engineering and Mathematics (STEM) Education and Training Strategy with the aim of addressing gender imbalances related to STEM uptake and learner pathways. To this end the Education Scotland offer support to settings undertaking the STEM National Award Programme and STEM Professional Learning Grants programme. The team also collaborate with relevant partners to contribute to the Young STEM Leaders and STEM Ambassadors programmes.

The wider work of the IGBE team focuses on promoting whole establishment approaches with settings and other partners, from 3 – 18 years, to achieve sustainable, long-term approaches to challenge gender stereotypes and bias. The work of the team consists of developing resources, delivering a suite of professional learning and providing bespoke support to settings, clusters and local authorities.

The professional learning offer of the IGBE team consists of regular one-off national webinars, longer term enquiry-based programmes and this year, developing Professional Learning Activities (PLAs) which sit on the Education Scotland Professional Learning website. All professional learning aims to increase practitioner understanding of the impacts of gender stereotyping and unconscious bias, outline possible strategies to challenge these, and promotes whole-setting approaches for sustained outcomes.

The one-off webinars include:
- Monthly awareness-raising sessions with a focus on the impacts of gender stereotyping on participation, attainment and wellbeing.
- Workshops to support the use of the Early Years / Primary and Secondary Data Guides and IGB Self-Evaluation Framework to encourage a whole-setting approach.
- Various deliveries in response to regional requests such as input to probationer programmes.

All of the above is regularly updated and adapted in light of practitioner feedback.

Last year the team developed and ran two longer term enquiry-based programmes, Gender Aware Practice, targeted at all practitioners, and Gender Aware Leadership, targeted at leaders and aspiring leaders. Both courses comprised of delivered sessions, an element of collaboration, inter-sectional tasks and the submission of a final reflective piece. Some of the reflective pieces were added to the updated Sharing Practice resource.

The three PLAs are directed at educator/practitioner, middle leader and school and system leadership levels and give practitioners flexibility and the opportunity to undertake professional learning which matched their learning needs.

Evidence of the impact of the Gender Aware Leadership programme are described in more detail in the following two reports. GAL analysis report.pdf and GAP analysis report.pdf.

Detailed data in relation to attendance and participation can be found in Annex B.

Exploring Gender-based Violence: Mentors in Violence Prevention (MVP)

In addition to the work described above, Education Scotland has been helping learners to build awareness of gender-based violence and identify safe ways that they can be active bystanders when they witness a range of harmful behaviours.

Despite continued downward trends for crime overall, Scottish statistics show a picture of increasing levels of gender-based violence. Police Scotland report a 15% increase in sexual crimes, the highest level since 1971, with over a third of these relating to a victim under the age of 18. Reports of rape and attempted rape have also increased by 9% and sexual assault by 29%. The majority of victims of these crimes are women.

Mentors in Violence Prevention is a peer education leadership programme for secondary schools which explores and challenges the attitudes underpinning gender inequality and gender-based violence. This work supports the development of safe learning environments for all and can help to challenge gender inequality. Gender inequality is understood to be both the cause and consequence of violence against women and girls; this violence is a human rights issue.

MVP contributes to the prevention aspect of Equally Safe, the Scottish Government's strategy to eradicate violence against woman and girls by raising awareness of gender based violence, challenging gender stereotypes and norms and addressing safe and healthy relationships and consent. During practitioner professional learning, the intersectional nature of GBV is explored and awareness is raised of the disproportional impact on those with certain protected characteristics.

Mentors in Violence Prevention: an overview

In this programme local authority trainers train a school staff team comprising school staff and partners to implement MVP in the school. This team then trains senior pupils(mentors) as peer educators, and they subsequently deliver sessions to younger pupils (mentees). These mentors also hold school wide events such as assemblies and campaigns. The impact and evidence of knowledge gained by staff, senior learners and younger learners is reported in detail here: https://blogs.glowscotland.org.uk/glowblogs/public/mvpscotland/uploads/sites/9030/2022/10/27164022/MVP-annual-report-21-22-final.pdf.

Comments were positive and transformative. For example, *It brought me an awareness of gender violence statistics and challenging gender inequality. Emphasised the importance of teaching pupils what a good relationship should look like and also that I always need to model good behaviour, including challenging all corridor conversations that are not appropriate. Discussing victim blaming and challenging conversations about this is important.' Practitioner, Falkirk Council.*

'Gaining the skills and knowledge to allow me to support young people in my school in the delivery of the MVP programme as well as helping me to recognise opportunities to integrate the principles of MVP into my curricular area.' Practitioner, City of Edinburgh Council

In summary, during 2021-22 and building on previous engagement, 669 practitioners received MVP professional learning and 132 secondary schools delivered the MVP programme.

Domestic Violence

Domestic Violence is one form of gender-based violence. Police statistics for 2020-21 saw a 4% increase in domestic abuse reporting to police in Scotland with 65,251 incidents being recorded. Domestic abuse impacts hugely on children within the family and in the UK, one in five children will have experienced domestic abuse by the time they reach 18. The recent Scottish report 'The Rise Report: Supporting young women facing abuse in their intimate relationships (2022) (The-Rise-Report-Final.pdf (womensaid.scot)) indicates that many young people experience gender-based violence in their own relationships. Guidance for practitioners is therefore crucial to increase awareness and understanding and to improve support for those affected. This year a group of critical friends (comprising a representation of staff from early years, primary and secondary as well as central staff and Psychological Services) was convened to consider the Guidance created by Education Scotland and Women's Aid in 2020. In session 2021-22 the Hub page had received **974** page views . The group gave **c**onstructive feedback and the Guidance will be developed further as a result.

Relationship based Education.

A wide range of professional learning offers, materials and resources have been delivered and produced to support practitioner's working with children and young people, including those who are vulnerable. This includes gypsy travellers, care experienced, additional support needs, young carers and those with behavioural needs. These activities are accessible to a large number of different professional groups such as the Gypsy Traveller Education Group, social workers, teachers at all levels, international visitors, local authority managers, ADES and third sector providers. Examples include 930 views of materials focused on care experienced children and young people. 299 views of the *Communities That Care - Whole School Approach* in Renfrewshire Council.

Education Scotland has focused on corporate parenting responsibilities, restorative approaches to promote relationship-based approaches, and supporting the implementation of the Morgan Review, the Promise and United Nations Convention on the Rights of the Child (UNCRC). For example, we have had 956 views of the Restorative approaches and Peer mediation resources, Webinars on restorative practice and relationship education were delivered at the Scottish Learning Festival, (2021), and in Stirling Council, Dundee Special Educational Needs (SEN) Offsite Provision, three Scottish Borders sessions in two schools, one Perth and Kinross Council school, and 100 campus cops over three sessions for Police Scotland. Comments such as those below reflects the impact across agencies and provisions across Scotland.

"'*I think across the board the restorative approach should be looked at and considered outside of school as well as at school, more people need to be aware of it and how useful it is and the benefit it has to giving kids a chance in life*'

(campus cop)

The most valuable thing was '*The emphasis on all staff changing their mindset for restorative practice to work*' class teacher

'*The reasoning why we are moving to this model. I do not think that has been properly explained before. I also liked the human aspect and the acceptance that*

we are all different so there isn't one formula that will work for all teachers.' Class
teacher

'*Focus on long term commitment to relationship focused learning.*' middle leader

The details of what has been delivered and the uptake is shown in Appendix B.

We have run a series of national, regional, and local professional learning sessions around the common themes emerging from the UNCRC, The Additional Support for Learning Implementation Review and The Promise. These sessions were also delivered to other groups such as the Association of Directors of Education (ADES), the Centre for Excellence for Children's Care and Protection (CELCIS) Education Forum, and various Family Learning Networks. The four common themes identified are Rights and Participation, Relationships, Wellbeing and Care, and Inclusion and Universal Support. To ease the burden on local authorities, schools and practitioners we have been encouraging them to join up their thinking and responses to the wide range of recommendations, actions and priorities from the Morgan Review, The Promise and UNCRC incorporation by taking a more holistic approach around the 4 themes. These themes are interlinked and interdependent, for example, often distressed behaviour is a result of trauma or unmet needs. As a result of these awareness raising sessions, we have experienced an increase in demand regionally and locally for support. For example, two local authorities have conducted Collaborative Improvement Activities around Inclusive Practice (including a focus on Secondary Social, Emotional and Behavioural Difficulties (SEBN) support), a number of different local authorities are refreshing their frameworks for inclusion, and one local authority has requested support specifically around nurturing relationships and refreshing their school relationships policies. We are now tailoring our professional learning development around these areas, for example, Keeping Trauma in Mind. Anything we learn or develop at regional/local level we will aim to upscale to national delivery or share as promising practice, thereby building on the increased knowledge and awareness of practitioners.

As a result of feedback from existing professional development in relationship approaches, we are developing the National Improvement Hub web pages for:
- Promoting Positive Relationship and Behaviour in Educational Settings (Live but not yet actively promoted)
- Restorative Approaches to support positive relationships and behaviour (Live but not yet actively promoted)

We will run engagement events in 2023 for both of these when we have the accompanying 'Knowledge and Skills building programme' completed. This will form part of a much bigger Informed Level Professional Learning Programme based on the four themes mentioned in point 2 (planned completion of the larger programme September 2023).

In line with this approach Education Scotland has embedded 'Relationships' as a core theme in the Corporate Parenting Plan which can be found in [corporate-plan-2022.pdf (education.gov.scot)](corporate-plan-2022.pdf)

Mental Health and Wellbeing

In relation to equalities and diversity we have had a specific overarching focus on wellbeing of both staff and children and young people. This approach is demonstrated in the work completed on the Cycle of Wellbeing which draws together a range of recently published resources to support staff wellbeing and the wellbeing of children and young people. In so doing, participants can more easily access materials and resources to support their own wellbeing and to enhance

practitioners' ability to support children and young people's wellbeing. The genesis of the work can be found in the Mental Health Strategy 2017-2027 - gov.scot (www.gov.scot) and Schools: personal and social education review - gov.scot (www.gov.scot)

Over the period of this report, we have delivered professional learning to ten Health and Wellbeing strategic leads in the West Partnership. 100% of attendees reported increased awareness, and Renfrewshire Council is looking to implement across all of their primary and secondary schools.

The January Cycle of Wellbeing webinars were attended by 202 people from across the system. The resource was also shared with local authority strategic leads, national CLD leads (42 attendees) and the school counsellor national network (31 attendees). It was also internally shared with HMI colleagues prior to their forthcoming support visits. The resource itself, published on 1st December has had 4,607 page views during the time frame asked for. The average rating for the sessions was 4.68 out of 5. Comments were very positive in relation to all of the sessions, for example:

"I found all of this session very useful. It was structured well, well-paced and the resources shared are great!
The resources were very up to date. To the point and relevant.
I was able to update my knowledge on key resources available. I found the overview of the cycle and how it all fits together along with a walk through of some of the key resources very useful and helpful, this allowed for a good understanding of what is available without getting overwhelmed.

I am going to explore the Resilience Alphabet and the GWMP for my class. They look excellent!
So much professional learning available to shape my knowledge and understanding. Love the whole school approach as a self-evaluation too.
Will be able to signpost schools to this and this resource can also
support authority level work on self-evaluation"

Keeping Trauma in Mind

The Keeping Trauma in Mind (KTiM) professional learning programme was developed as a direct result of need from local authorities and practitioners supporting learners post Covid-19.

The original education based professional learning programme, The Compassionate Connected Community (CCC) was delivered to Educational Psychologists as a train the trainer model during 2018 & early 2019, with many local authorities planning to implement locally during 2020 / 21 as a two-day face to face professional learning offer. The pandemic impacted on implementation and as such, Education Scotland adapted the programme to allow for virtual delivery as well as update the programme to include impact of Covid research and data along with amending the focus of the enquiry-based approach to a more 'small steps of change' approach so as not to overwhelm practitioners.

The KTiM programme also included a more practical approach – providing practitioners with examples of what a trauma informed / responsive approach looks like in practice.

The programme was first delivered in the West Partnership as twilight sessions during the month of March 2022. Within a week over five hundred practitioners from the West Partnership had signed up for the sessions, demonstrating the need for these approaches to support practitioners and provide practical advice, knowledge and skills. Below details the number of participants for this first offer:

Session 1: What is Trauma?   (408 attendees)
Session 2: Responding to trauma   (379 attendees)
Session 3: Self-regulation   (325 attendees)
Session 4: Traumatic bereavement   (284 attendees)

Further roll out of the programme has resulted in more uptake across a wide range of local authorities. Detailed evaluation data for this programme can be found in Appendix C and a summary in Appendix B.

Inclusion and Additional Support Needs (Disability)

Inclusion/ASN officers have collaboratively developed and led on a range of professional learning engagement and opportunities. These have focused on supporting education colleagues across all sectors to improve their practice and knowledge of the Scottish legislative and policy framework which is underpinned by inclusion and equalities. This work directly supported the 2021 NIF key drivers for improvement. Although there was a specific focus on Teacher Professionalism, other key drivers such as School Leadership were also supported.

31 national and regional professional learning sessions targeted at specific sectors, remits and responsibilities of inclusion informed the various sessions for dyslexia, autism, differentiation, accessibility, Rights, Reviews and The Promise | Self-evaluation | National Improvement Hub (education.gov.scot). All participants were practitioners, middle, and senior staff. Access was through in-service, lunch time, twilight and anytime learning sessions. The impact is reflected in the comments and the successful completion of modules (see Appendix B).

The National Improvement Hub has a wide range of applicable resources 16 of which support learners with disabilities and were accessed 52,112 times. The Pupils Support Staff Professional Learning Framework launched on 21.09.22 and by 30.06.22 had received 27622 visits. 2151 participants completed the suite of eight online professional learning modules hosted on the Open University Open Learn create platform. Four are available here, the remaining four here.

Education Scotland in collaboration with Dyslexia Scotland supported, developed and presentenced the General Teaching Council Scotland's (GTCS) Professional Recognition Programme for Dyslexia and Inclusive Practice in 2021/22. Thirty educators participated in the programme and fifteen teachers successfully gained Processional Recognition. During this reporting period development began on a new programme for middle leaders 'Autism and Inclusive Practice'. supported by Education Scotland's professional learning team.

Feedback comments from participants and line managers were very positive a sample of which are reported below.

Participants
'I am a principal teacher of English so it has enhanced my ability to teach others within my dept ways to support those with dyslexia and also support other depts.

'I have grown in confidence and lead other professionals now with real conviction'.

'It has helped me to feel more confident in my professional role.'

I really enjoyed it. It was challenging in terms of the amount of time needed and in changing my practise, but it's given me a much firmer rock to stand on when advocating for my dyslexic learners.

I have grown in confidence and lead other professionals now with real conviction.

Line managers
'It has allowed my staff team to become upskilled in this area, led by our enthusiastic colleague. Training has been delivered to schools in our authority. There has been a big appetite for this and the training has received very positive feedback'.
Senior leader role

'Programme has great potential, particularly the networking aspects. A follow-up/touch-base'
Head Teacher

'Helped pupil group by developing their skills, experience and confidence'.
Head Teacher

During this reporting period a new programme for middle leaders on 'Autism and Inclusive Practice' has been developed with the Professional Learning Team (Education Scotland). The programme aims to support the development of knowledge and understanding of autism and inclusion, but also development of skills and abilities as a leader of good practice. Initial interest has been high with fifty-two participants representing 13 Local Authorities across all sectors. The participants will become champions in their school and local authority, thereby spreading the knowledge more widely.

Education Scotland Inclusion Wellbeing and Equalities (IWE) Team led the development of two free Scottish Government funded websites. Both are set within the Scottish context and provide free information for teachers, schools and local authorities on inclusive practice, autism and literacy difficulties and dyslexia. During this reporting period the Autism Toolbox has had 115,000.00 individual sessions and the Addressing Dyslexia Toolkit 50,000.

The three Inclusion, Wellbeing and Equality (IWE) officers are members of 18 national working groups and boards and lead and facilitate seven national and regional networks. This includes Cross Party Parliamentary groups for autism and dyslexia, the Scottish National Standardised Assessment working group, a new national complex needs network represented by all 32 Local Authorities, a Social Communication, Emotional Regulation, and Transactional Support (SCERTS) practitioners network and the dyscalculia definition short life working group.

Lesbian, Gay, Bisexual and Trans (LGBT) Inclusive Education (I)

ES contributes towards the LGBT Inclusive Education Programme Board. During COVID the group was suspended, however it has now reconvened. Education Scotland has worked with Time for Inclusive Education (TIE), very successfully and this has resulted in a review of the Curriculum for Excellence Experiences and Outcomes, using a thematic approach to delivering LGBT Inclusive Education. TIE have also been successful in promoting this within Initial Teaching Training settings, helping to prepare new teachers. Education Scotland's web pages link directly to the National website for LGBT resources which TIE manage and oversee. We also offered joint webinars during 21/22 to support teachers in delivering successful LGBT learning and teaching. Given the intersectionality across the equality areas, we are working closely across government programmes to develop an equalities perspective using social justice as an overarching framework. We do not have evaluative data for much of the work in this area because it is owned by other agencies, such as TIE. In moving forward, we will need to consider if it is possible to evaluate our specific contribution in the short term.

4. Leaders across all professional levels are increasingly cognisant of the barriers to promoted posts for certain equalities groups and proactively work to break down these barriers

As part of Education Leadership and Professional Learning workstream from the Scottish Government's Race Equality and Anti-Racism in Education Programme of work, Education Scotland co-created the Building Racial Literacy (BRL) professional learning programme with a range of education stakeholders and anti-racist organisations.

On the BRL programme, participants explore the reason behind the under-representation of Black and Minority Ethnic educators, especially in promoted posts, and they develop personalised anti-racist action plans to implement in their different settings. These demonstrate participants learning and the impact of the professional learning. They also have the potential to build capacity in others in the schools and settings in which they work. A first cohort of educators from across Scotland completed the programme in March 2022 and their anti-racist action plans can be found here. Participants left the programme feeling more confident to talk about and deal with racism, eager to continue deepening their increased understanding of racism, inspired and motivated to commit to anti-racist action in their different settings, and supported by the programme and its newly formed learning networks.

A second cohort of educators and education system leaders are currently completing the programme, with a third cohort starting in December. BRL has been an inclusive and liberating experience for participants of a range of different identities and backgrounds. For some, the programme was personally and professionally transformative, for example, helping them feel more comfortable in their identity as an educator of colour or an educator with dyslexia. For others, the programme directly impacted the children and young people in their care, with learners stating they felt safer as a result of participants' anti-racist action plans. Examples of participants testimonies can be found here:

- My experience of Building Racial Literacy: power, motivation, hope and positivity (education.gov.scot)
- Building Racial Literacy (education.gov.scot)
- Decolonising the Curriculum: Exploring Positive Narratives that Challenge Assumptions, Empower Learners and Inspire Unity (education.gov.scot)
- My Experience of the Building Racial Literacy Programme (thepartproject.co.uk)
- Teaching Scotland Issue 94 (readymag.com)

Education Scotland's range of professional learning and leadership programmes have also been reviewed to ensure that equality issues are included:
- The Educator Leadership Programme requires participants to reflect on their identities and their core values, linking these to equality, inclusion and equity
- All the Middle Leadership programmes include diversity and anti-racism as core content
- Into Headship includes core modules on the Equality Act and sessions on LGBT inclusive education and anti-racist education
- Excellence in Headship (EiH) and EiH Stretch support headteachers to explore anti-racist education and leadership.

Finally, Education Scotland's professional learning and leadership website includes professional learning activities on equalities and anti-racism that are accessible to all educators who register and log in. More information is summarised in Annex B.

Summary and Conclusions.

- Internally we have made **good progress** in ensuring Education Scotland staff increase their awareness, understanding, knowledge, confidence and skills around equality and diversity and the benefits of being a more diverse organisation.   We now need to build on the activities, systems and processes put in place so that we deepen our understanding and skills. We will also have an increased drive to engage more staff in formal professional learning and attendance at corporate sessions.

- Training in the use of Equality Impact Assessments (EQIAs) has been **very effective** and more staff are now confident about how to carry these out in a robust and meaningful way. This should now extend to the use of Child Rights and Wellbeing Impact Assessments (CRWIA).

- Given the increased staff development offer we need to ensure that we have a standard evaluation form for all internal professional learning. This will allow us to more accurately and consistently evaluate the impact of the offer on our staff. Development of such a tool is underway.

- The two most significant approaches to meeting our short-term external outcomes has been the **delivery of professional learning** and the **production of resources**, including toolkits and sharing of case studies to demonstrate effective practice. The majority of resources receive thousands of page views which suggests that they are attracting reasonable sized audiences. This would indicate that they are appropriately meeting practitioners needs/interests. However, our data suggests that the number of page views varies from as low as thirty-two to as high as 115,000. In the next phase of strategy implementation, we need to improve our evidence base to help us understand the reason behind this variation, and to determine if all of our resources are actually required.

- Greater focus on what is **adding value** to meet our national improvement needs in the areas of equality and diversity is necessary. This requires a more complete and extensive evidence base to allow us to interrogate the data more robustly. A framework of professional development is being developed for the areas of inclusion, wellbeing and equalities which will enable us to better target our resources across the wide range of practitioner needs and at different skill levels. A thematic approach, drawing on the key themes from National reports and recommendations, will help our stakeholders to locate information more easily, and link them to meaningful contexts.

- Where evaluation has been undertaken of professional learning, it is clear that the **sessions have been well received** with participants regularly rating the sessions highly. A number of positive impacts are reported by the majority of respondents (typically 90% or above) including increases in confidence, awareness, understanding and knowledge. Similarly, the majority of respondents (90% or above) also say they are likely to implement the learning in practice and/or share the learning with colleagues. However, there is obviously a **lot of variation in terms of how evaluation is conducted** e.g., some were using pre and post evaluations, some using core ES evaluation form, some using forms they had created themselves. It was also unclear in some returns how many attendees there were which may be related to difficulties in identifying accurate attendee figures. These two points combined mean that it is difficult to get a completely accurate sense of the full impact of the professional learning delivered by our staff which, given
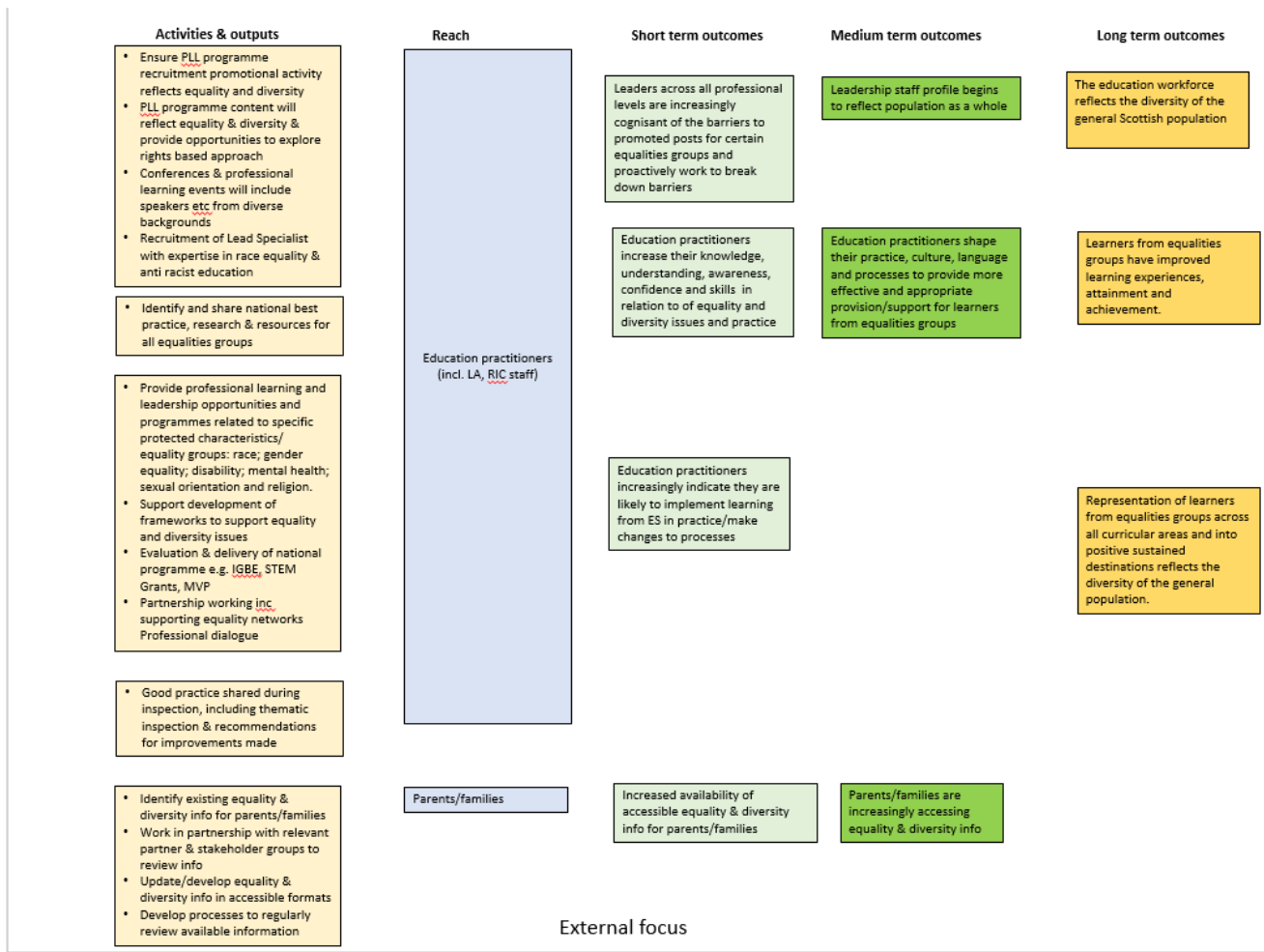
the volume of professional learning delivered and the time/money invested in these events, is problematic. This challenge is apparent for both the internal and external short-term outcomes, and we are aware of the need to achieve **more consistency in our approach to monitoring and tracking impact and outcomes.** The Corporate Performance Team have already started work on raising awareness of core evaluation and monitoring tools to try and address the consistency issue and this will be a key focus over the next year.

- **Response rates** for evidencing the impact of professional learning are **sometimes low**. This reduces the confidence we can have in our analysis of impact for some professional learning. However, with greater consistency in the use of standard evaluation tools, together with follow-up activities to **triangulate different evidence sources**, we should be able to improve the quality and reliability of our data. Staff training sessions to raise awareness of core evaluation and monitoring tools also provide some guidance on how to increase response rates which will help us to improve our evidence base.

- Finally, Education Scotland frequently provide professional learning for individual schools, establishments, authorities, regions and other agencies. If this is conducted in partnership, then the evaluation is undertaken by the partner. This means that there is **missing data** which we have not been able to access. We will be considering different approaches to potentially accessing this data.

Conclusion

Education Scotland has delivered a very broad range of resources, materials and professional learning to support practitioners and other partners in the areas of inclusion, equalities and diversity. The use of a logic model has enabled us to sharpen our focus in these areas and to consider what our short-, medium- and long-term aims should be. However, the evaluation of our *specific* contribution is sometimes difficult to measure when we work through others, rather than directly, to deliver outcomes for children, young people and the wider community. This is particularly exemplified by the collaborative work we have done with TIE. Also, most of our data relates to the **number of downloads** of materials and resources, or the **number of people** attending professional learning sessions. Such data does not enable us to evaluate whether the resources have been **used effectively**, or if it has made a **difference to outcomes** for children and young people. The introduction of a standard evaluation form for external professional learning events has provided more qualitative information which will help in the future to determine impact better. The evaluation forms need to be used more consistently which will build up our evidence base and enable us to determine where gaps are and where we can undertake more in-depth approaches to evaluation. Additionally, time to analyse and process data more robustly will be required. Building more qualitative information into our approach to professional learning and the use of resources (e.g., from reader/participant feedback) will help to make the process of measurement more efficient and effective. A clearer focus on fewer areas of delivery and production, will release time for more meaningful evaluation. For our next phase of delivery 2023-2024 we will need to consider how we address these challenges. This will inform the on-going discussions taking place within Education Scotland on data capture, analysis, and evaluation. For example, Guskey's Five Critical Levels of Professional Development Evaluation Microsoft Word - 41814D2A-452D-20F95E.doc (learningforward.org))

Annex A

Activities & outputs	Reach	Short term outcomes	Medium term outcomes	Long term outcomes
• Ensure PLL programme recruitment promotional activity reflects equality and diversity • PLL programme content will reflect equality & diversity & provide opportunities to explore rights based approach • Conferences & professional learning events will include speakers etc from diverse backgrounds • Recruitment of Lead Specialist with expertise in race equality & anti racist education	Education practitioners (incl. LA, RIC staff)	Leaders across all professional levels are increasingly cognisant of the barriers to promoted posts for certain equalities groups and proactively work to break down barriers	Leadership staff profile begins to reflect population as a whole	The education workforce reflects the diversity of the general Scottish population
• Identify and share national best practice, research & resources for all equalities groups		Education practitioners increase their knowledge, understanding, awareness, confidence and skills in relation to of equality and diversity issues and practice	Education practitioners shape their practice, culture, language and processes to provide more effective and appropriate provision/support for learners from equalities groups	Learners from equalities groups have improved learning experiences, attainment and achievement.
• Provide professional learning and leadership opportunities and programmes related to specific protected characteristics/ equality groups: race; gender equality; disability; mental health; sexual orientation and religion. • Support development of frameworks to support equality and diversity issues • Evaluation & delivery of national programme e.g. IGBE, STEM Grants, MVP • Partnership working inc supporting equality networks Professional dialogue		Education practitioners increasingly indicate they are likely to implement learning from ES in practice/make changes to processes		Representation of learners from equalities groups across all curricular areas and into positive sustained destinations reflects the diversity of the general population.
• Good practice shared during inspection, including thematic inspection & recommendations for improvements made				
• Identify existing equality & diversity info for parents/families • Work in partnership with relevant partner & stakeholder groups to review info • Update/develop equality & diversity info in accessible formats • Develop processes to regularly review available information	Parents/families	Increased availability of accessible equality & diversity info for parents/families	Parents/families are increasingly accessing equality & diversity info	

External focus

Annex B

Short term outcome - Leaders across all professional levels are increasingly cognisant of the barriers to promoted posts for certain equalities groups and proactively work to break down these barriers

Outcome	Narrative	Key Data
Proportion of participants who report increased understanding of the barriers to promoted posts for certain equalities groups	These figures are taken from various programmes and events, which included Building Racial Literacy and relevant Excellence in Headship sessions.	94% of participants reported increased understanding of the topics as a result of participating in specific programmes and sessions that had a focus on equality, diversity and inclusivity. These figures were drawn from PLL end of programme evaluation surveys, Regional professional learning event evaluations and national professional learning event evaluations.
Proportion of participants from diverse backgrounds engage in PLL programme	This figure represents PLL programme participants who have responded to the voluntary EDI form.	7% of PLL participants do not identify as White Scottish. This figure was drawn from the Equality and Diversity Information monitoring form that is sent to all PLL participants. Completion of this form is voluntary, so represents only a small number of those who have participated.
Proportion of participants who report they are likely to make changes to practice/processes as a result of learning	This figure included programme participant feedback, as well as drawing on relevant Regional and National professional learning events	92% of participants reported that they are likely to make changes to their practice and processes as a result of the professional learning This figure was made of PLL end of programme evaluations, Regional and National professional learning event evaluations, and Alumni events within PLL.

Monitoring Information	Key Figures/Information	Evidence Source
Tracking of promotional activity and uptake of PLL programmes by participants from diverse backgrounds	Unable to be identified because not identified when individuals download material	
Number of participants completing training	12 new Attainment Adviser given Corporate Parenting induction training in April 2022 15 Tayside Region given Corporate Parenting induction training in July 2022 Corporate Parenting Policy and Plan Hubpage has had 49 views since publication in June 2022 4 Career Ready Interns attended Corporate Parenting Induction Training	Google Analytics and participant information from the events

Short term outcome - Practitioners have an increased understanding of the extent to which gender stereotyping and unconscious bias impact on subject choices, pathways and career aspirations.

Outcome	Narrative	Key Data
Proportion of education practitioners who report increased understanding of gender equality as a result of professional learning.	National awareness raising sessions which were attended by practitioners from across all sectors, highlighted the impact of gender stereotypes and unconscious bias on wellbeing, participation and attainment. National sessions focussing on using the IGB self-evaluation framework and looking at data through a gender lens were targeted at leaders and aspiring leaders. A number of LA sessions were run to raise awareness and give strategies to NQTs. 2 longer term programmes were developed and delivered: Gender Aware Practice, targeting all practitioners and Gender Aware Leadership, targeting those leading aspects of equalities.	Data sources: IGBE evaluation forms. Pre-participation forms from GAL and GAP programmes with evaluations at the end of the course. Of 211 respondents: 191 (91%) agreed/strongly agreed with the statement 'I am more knowledgeable about the impact of gender imbalance'. 207 (98%) would be likely/very likely to consider the issues in their own practice. 194 of 202 respondents (96%) would be likely/very likely to share their learning with colleagues.

Monitoring Information	Key Figures	Evidence Source
Number of IGBE engagements with settings/partner organisations	There were 240 IGBE engagements from Aug 21 - Mar 22 (86 of these were PL delivery) There were 16 IGBE PL delivery engagements from Mar 22 - Jun 22	Note of Visit records CRM & Recording spreadsheet on Teams
Number of participants receiving IGBE professional learning	2,295 participants received IGBE PL from Aug 21 - Mar 22 397 Participants received IGBE PL from Mar 22 - Jun 22	Note of Visit Recording spreadsheet on Teams
Number of downloads of Data Guides	There were 334 downloads of the IGBE Data Guides (205 Primary & ELC and 129 Secondary)	Google analytics
Number of downloads of IGB Self-evaluation Framework	The IGB SEF was launched in November 2021 and between then and June 2022 there were 258 downloads.	Google analytics
Number of page views of IGBE NIH page	The IGBE NIH page had 7,475 views	Google analytics
Number of members of IGBE National Network	There are 200 members of the IGBE National Network	Member number from Teams
Numbers attending introductory PL around IGB Self-Evaluation Framework	2 Introductory sessions were delivered, attended by 13 Local Authorities.	Note of Visit
Tracking of promotional activity in relation to IGB Self-Evaluation Framework	In addition to promoting the launch of the IGB SEF through email signatures, IGBE Teams Network, Scotland Learns and relevant newsletters there were 2 Twitter campaigns leading up to the PL events. The initial Twitter push on Nov 8th 2021 had: 8506 impressions 157 engagements with the tweet 39 likes 25 shares The second push on Jan 24th 2022 had: 8450 impressions 110 engagements with the tweet 27 likes 15 shares Total: 16,956 impressions 267 engagements	Communications information; Twitter analytics

	66 likes 40 shares	
Number of PL engagements with ELC settings and practitioners around gender equality	From Aug 2021 - Mar 2022 66 distinct ELC settings took part in IGBE PL sessions with 435 attendees We are unable to provided data beyond this date due to the shift to CRM in Mar.	Note of Visit

Short term outcome - Education practitioners increase their knowledge, understanding, awareness, confidence and skills in relation to equality and diversity issues, and practice

Lorna Aitken (Safeguarding)

Outcome	Narrative	Key Data
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Cycle of Wellbeing (03.09.21): Professional learning session delivered to 10 West Partnership HWB strategic leads. Renfrewshire looking to implement across all primary and secondary schools.	100% attendees reported increased awareness (10 local authority leads). Data source: Evaluation feedback.
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Incel Ideology national event (07.10.21) for local authority leads linked to: safeguarding in education/ Prevent SPOC's / MVP school counsellors. The session was an awareness raising session about incel ideology.	4.71 out of 5 average rating for the session. Of 116 attendees, 34 completed the evaluation. Evaluation form: It was all great to be honest. Superb input for background followed by some really practical solutions / Understanding more fully Incel Ideology, history and driving forces behind it as well as looking at ways to open up dialogue and support those at risk of developing those views.
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	SLF: Child protection What's new? 21.9.21 SLF: What do we need to know about mental health & wellbeing of cyp? 22.9.21 SLF: What Happened to You 22.9.21 SLF: Evaluating progress of learner wellbeing 23.9.21 SLF: Whole school approaches to mental health and wellbeing 23.9.21	

Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	West Partnership: Rights Reviews and promises session about the connections across the areas. Session delivered to senior school leaders	90% reported increased awareness Evaluation feedback (held by WP)
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Highland Safeguarding workshop: 12.11.21 session delivered to 32 HT's from across Highland	32 HT's attended the session No evaluation data available
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Cycle of Wellbeing: National webinar open to all practitioners (12.1.22 & 26.1.22)	4.68 out of 5 average rating for the session 47 evaluation responses from across the two sessions. Glow form: I found all of this session very useful. It was structured well, well-paced and the resources shared are great! /Overview of all the resources. Very up to date. To the point and relevant
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Safeguarding in education: National network - 19.1.22 PL session for local authority safeguarding in education national network leads	5 out of 5 average rating for the session 35 attendees Glow form: The information on harmful sexual behaviours was really good and will help when I am providing advice for school staff. / Certainly now more confident in tackling the revised CP guidance in the knowledge that has been shared - this will be really helpful in navigating my way through what is a fairly weighty document
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Child protection & safeguarding : North Lanarkshire Council HT's 20.1.22 /25.1.22 / 8.2.22 Update of CP & safeguarding to North Lan HT's / school CP leads.	No data available - held by local authority
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as	Keeping Trauma in Mind : West Partnership delivery 8.3.22 / 15.3.22 / 22.2.22 / 8.3.22 4 x 1.5 hours. Over 400 practitioners from across WP signed up for	Evaluation respondents told us how likely they felt it was that learning from the series would be implemented in practice. The donut chart to the right demonstrates that 98% of

| a result of professional learning. | the sessions. Over 400 attended session 1 & 2 Over 350 attended session 3 & 4. West Partnership holds the evaluation data. | evaluation respondents believed it would be either likely (15%) or very likely (83%) that they would implement learning from the event into their practice.

The stacked bar chart below looks at the likelihood of implementing learning in practice by sector. The data suggests that the event provided a learning experience that participants believed would translate into practice change. Evaluations from each of the 4 sectors had over 90% of respondents claiming that it was likely or very likely that they would be able to implement the learning in practice. We also found that participants from the primary sector were most likely to answer 'very likely', with 85% selecting this option. The stacked bar chart in the bottom right of the page looks at likelihood of implementing learning in practice by session. All 4 of the trauma series sessions have over 95% of respondents saying they would likely or very likely implement the learning in their practice. The Recognising and Responding to Trauma session scored highest with 99.4% of respondents selecting likely or very likely. Evaluation respondents were asked to tell us how likely they felt it was that learning from the series would be shared with their colleagues. The donut chart to the right demonstrates that 96% of evaluation respondents believed it would be either likely (22%) or very likely (74%) that they would share learning from the series with their colleagues. The stacked bar chart below looks at the likelihood of sharing learning with colleagues by sector. The data suggests |
|---|---|---|

| | | that the event provided a learning experience that participants believed could easily be shared with colleagues.
Evaluations from each of the four sectors had over 90% of respondents claiming that it was likely or very likely that
they would be able to share their learning with colleagues. We also found that participants from the Early Learning
and Childcare sector were most likely to answer 'very likely', with 91% selecting this option.
The stacked bar chart in the bottom right of this page demonstrates the same data by session. Each of the four sessions had
over 95% of respondents selecting likely or very likely. The self-regulation session scored highest on this measure with 97.5% of respondents suggesting it was likely or very likely they could share learning from the event with colleagues. We were particularly interested in evaluating the impact of the series on practitioner confidence. We asked evaluation respondents to rate their confidence level along a 5 point scale, with 1 being the least confident and 5 being the most confident. The pie chart above shows that 82% of respondents reported an increase in confidence across all sessions. This
means that of 646 completed evaluations, confidence increases had been reported in 530 of
them.
The table at the top left of this page explores confidence increases by role. The largest increases to confidence were reported by Early Years practitioners. Interestingly, our sign up
data from page 3 suggested that these practitioners were one of the least likely to note that |
|---|---|---|

		increasing confidence was the purpose of signing up. The group with the lowest average change in confidence was HTs, which aligns to sign up information that found they were were group least likely to be signing up to enhance confidence. HTs also had the highest average starting point with regards to confidence.
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Keeping Trauma in Mind : Western Isles 25.4.22 / 9.4.22 / 16.4.22 / 6.6.22 35 school staff from across Western Isles.	35 school staff / practitioners across 3 schools in Western Isles

No evaluation data available |
| Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning. | Keeping Trauma in Mind : National sessions 24.5.22 / 31.5.22 / 7.6.22 / 14.6.22 | 271 practitioners from across sectors in Scotland attended the sessions.

4.67 Avg rating of webinar /3.15 Avg of knowledge before session 4.36 Avg of knowledge after session 3.07 Avg of confidence before session /4.25 Avg of confidence after session 3.13 Avg of skill set before session / 4.18 Avg of skill set after session |

Corporate Parenting

Outcome	Narrative	Key Data
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Corporate Parenting Policy page. Includes an overview of ES as Corporate Parents and our latest planned actions in support of children and young people who experience care. Consists of 4 separate pages: Overview, Report on last plan 2017-2021 and 2021-2024 Plan as easy read and full versions	49 views - Corporate Parenting (Policy and Plan Page)

Data source: Google Analytics |
| Proportion of education practitioners who report increased awareness, knowledge, understanding, | Summary page provides the educational community of a summary of the legislation, definitions, stats, research and supporting agencies etc. | 675 views - Summary information relating to Corporate Parenting Hub page

Data source: Google Analytics |

confidence and skills as a result of professional learning.		
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Overview of stats, guidance and main supporting agencies specifically designed for LA officials responsible for CE CYP Fund.	930 views - Focus on care experienced children and young people Data source: Google Analytics
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Case study of how one local authority is supporting care experienced CYP as a whole community approach	299 views - Communities That Care - Whole School Approach – Renfrewshire Data source: Google Analytics
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Case study of Mentoring Support for Care Experienced CYP	241 views - MCR Pathways Data source: Google Analytics
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Awareness raising page for practitioners collaboratively produced with CHS and SCRA (other corporate parents)	105 views - The Children's Hearing: What Educational Practitioners should know Data source: Google Analytics
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Awareness raising page for practitioners collaboratively produced with SPS and CYCJ (other corporate parents)	437 views - Supporting learners who offend, or who are at risk of offending Data source: Google Analytics
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Awareness raising page for practitioners collaboratively produced with Disclosure Scotland (other corporate parents)	187 views - Disclosure: What educational practitioners should know Data source: Google Analytics
Proportion of education practitioners who report increased awareness, knowledge, understanding,	Series of PL/Engagement events about the CE CYP Fund	Webinars delivered to WP (7 LAs), Celcis Education Forum (National Multi-agency), SG (SAC Team), and at SLF

Outcome Measure	Narrative	Key data
confidence and skills as a result of professional learning.		
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Series of PL events on The Promise and The Change Programme. Most LA or Region have had a range of events for different system level or as a follow up event to the initial awareness raising	Webinars delivered to WP (7 LAs) Virtual Leaders Network, Highland Senior Leaders Network and Highland Middle Leaders Network, Renfrewshire's HT Network and Virtual HT Network (19 LAs) Feedback: Most valuable thing? I found it very useful how Janine honed in on the implications relevant to schools and education, whilst still giving an overview as a whole. The section on the Priority Areas and the specific actions and links to education was particularly useful. I felt this really took what seemed like an overwhelming task and broke it down into manageable chunks.
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Colleague Connect Session on new Corporate Parenting Plan	ES staff
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Attainment Advisers Corporate Parenting Induction PL	12 new Attainment Advisers

Relationships and Behaviour

Outcome Measure	Narrative	Key data
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Information and PL for schools to use to support implementation in their own setting	956 views - Restorative approaches - Peer mediation Data source: Google Analytics

Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Guidance and PL for local authorities and schools - currently in pilot and consultation phase - has had a number of engagement events associated with it	82 views - Promoting Positive Relationships and Behaviour in Educational Settings Data source: Google Analytics
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Guidance and PL for local authorities and schools - currently in pilot and consultation phase - has had a number of engagement events associated with it	79 views - Restorative approaches to support positive relationships and behaviour Data source: Google Analytics
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Series of PL webinars on Relational and Restorative Approaches	Webinars delivers at SLF (2021), Stirling Council, SAGRABIS, Dundee SEBN Offsite Provision, 3 Scottish Borders sessions in 2 Schools, Police Scotland (100 Campus Cops over 3 sessions) and in one PKC school Feedback: Most Valuable thing? The reasoning why we are moving to this model. I don't think that has been properly explained before. I also liked the human aspect and the acceptance that we are all different so there isn't one formula that will work for all teachers. Comment - Easily relatable to the classroom

Additional Support Needs

Outcome	Narrative	Key data
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Resource to support practitioners working with learners who have complex additional support needs	14867 views - Milestones to support learners with complex additional support needs Data source: Google Analytics
Proportion of education practitioners who report increased awareness, knowledge, understanding,	Resource to raise practitioner awareness of FASD	2084 views - Fetal Alcohol Spectrum Disorder: What educational practitioners need to know

Outcome	Narrative	Key data
confidence and skills as a result of professional learning.		Data source: Google Analytics
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Landing page for link to new RSHP Resource for learners with Complex ASNs. This resource was commissioned by NHS and ES due to system demand (Doran Report and PSE Review)	780 views - A summary of Relationships, Sexual Health and Parenthood (RSHP) resources Data source: Google Analytics
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Launch event and follow up event for new RSHP Resource for learners with Complex ASNs	2 National Webinars (attendance 262) Feedback: Most valuable? The collection of resources in one place online and 'live' is so valuable. I feel strongly that this area has been long neglected within schools and shied away from. I sometimes feel I am a lone practitioner flying a flag and creating resources so this material and resource is invaluable for sharing and signposting and improving practice.
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Presentation to International Delegation from Saxony, Germany	30 delegates

Other Targeted Groups of Learners excluding CE CYP

Outcome	Narrative	Key data
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Overview of legislation, stats, guidance, research and main supporting agencies	2084 views - Supporting young carers in education Data source: Google Analytics
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as	Signposting document with information for schools/practitioners to pass on to parents/CYP around things like supporting agencies for CYP/families	613 views - Supporting learners during self-isolation and school closures Data source: Google Analytics

Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	experiencing poverty, disability, mental health issues, ASNs, domestic violence or who are care experienced, young carers, gyspy travellers, highly able, etc.	
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Overview of legislation, stats, guidance, research and main supporting agencies	657 views - Supporting Gypsy Travellers in Education Data source: Google Analytics
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Case study - promising practice - of working with the gypsy traveller community	109 views - Learning journey: A celebration of gypsy/traveller communities in Scotland Data source: Google Analytics
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Case study - promising practice - of working with the gypsy traveller community	78 views - Inclusive practice in action - Working with the travelling Showmen community Data source: Google Analytics
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Case study - promising practice - of working with the gypsy traveller community	188 views - Gypsy Traveller Education Group – South Lanarkshire Council Data source: Google Analytics
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Young Carers Professional Learning	Young Carers Learning Exchange Event (national) and Young Carers INSET for Scrutiny team,

IWE General Professional Learning

Outcome	Narrative	Key Data
Proportion of education practitioners who report increased awareness,	Inclusive practice webinars delivered at school, local	2 individual school webinars 5 Local Authority Webinars 1 National Webinar

	authority, regional and national levels.	Feedback: Most valuable thing? The content and the contextualisation of national policy to our own school which was skilfully done.
Proportion of education practitioners who report increased awareness, knowledge, understanding, confidence and skills as a result of professional learning.	Rights, Reviews and Promises Webinars (linked to Hub page)	Webinars delivered at SLF, to ADES, to Dundee HTs Network, to WP VLN Network, EDC ELC/Primary Practitioners and national Family Learning Network. Feedback: Most valuable thing? The presentation was really informative and helped to de-mystify what appears to be complex and multi-facetted implications of very important reviews and policy - and this helps when planning for how we translate this in to practice.

Short term outcome - Education practitioners increasingly indicate they are likely to implement learning from ES in practice/make changes to processes

Outcome	Narrative	Key Data
Numbers accessing relevant resources on ES linked websites: Toolkit and Toolbox.	2 free websites Scottish Government Funded and led by Education Scotland IWE. Both are resources set within the Scottish Context and provide information for teachers, schools and local authorities on inclusive practice, autism and literacy difficulties and dyslexia.	Autism Toolbox 115,000.00 Addressing Dyslexia 50,000.00 Data source: Google Analytics
Numbers accessing relevant resources on ES linked websites: Toolkit and Toolbox.	Following a successful pilot in 2018- 2020, Education Scotland in collaboration with Dyslexia Scotland supported, developed and presented the GTCS Professional Recognition Programme for Dyslexia and Inclusive Practice in 2021/22.	GTCS Professional Recognition Programme for Dyslexia and Inclusive Practice. 30 practitioners were successful in gaining a place on the programme.
Numbers accessing relevant resources on ES linked websites:	Sessions focused on Inclusive practice and ASN legislative policy framework, dyslexia, rights, reviews and the Promise. ELC, primary, secondary. All practitioners, middle, senior colleagues. In-service, lunch time and twilight sessions National and regional events.	22 virtual professional learning sessions. Feedback from session organisers.

Toolkit and Toolbox.		
Numbers accessing relevant resources on ES linked websites: Toolkit and Toolbox.	Accessibility and differentiation advice and professional learning - schools, internal ES staff.	425 visits to Waklet site and 9 sessions.
Numbers accessing relevant resources on ES linked websites: Toolkit and Toolbox.	Suite of IWE professional learning resources available on the NIH which support c/yp who have disabilities	Milestones to support learners with complex additional support needs	Learning resources	National Improvement Hub (education.gov.scot) -14650 visits The Autism Toolbox	Learning resources	National Improvement Hub (education.gov.scot) – 2591 visits
Numbers accessing relevant resources on ES linked websites: Toolkit and Toolbox.	Suite of AWE 7 professional learning modules which include information, guidance which will support c/yp who have disabilities	2151 participants have completed modules Some modules have a survey attached.
Number of engagements with groups around principles of inclusion and accessibility.	Disabled Children and Young People's Advisory Group Meeting x 2 sessions Autism Parliamentary Cross Party Group - (no meeting in this time frame) Dyslexia Parliamentary Cross Party Group x1 Assisted Augmented Communication advisory group 1 CALL Scotland Steering Group x 2 SQA Equality & Inclusion Key Partners Group – x2 SNSA development group - multiple SUIG Scottish University Inclusion Group - x2 Dyslexia Scotland - multiple engagements ASL Implementation Group – x1 Autism Implementation Group – x5 SAFESG - Scottish Armed Forces Education working group	Over 17 groups attended and/or are members of. Evidence source: Minutes
Engagements around Pupil Support Staff Professional Learning Network.	National SCERTS Practitioner Network - 94 members across 25 Local Authorities National Complex needs network - 32 local authorities SEIT (regional) Complex needs network - 5 local authorities	IWE Inclusion officers attendance at 7 networks Minutes, participants feedback e.g. Jamboards, padlets

	SEIT (regional) Inclusion Equality and Wellbeing – ASN/Inclusion leads 5 local authorities, 8 meetings	

Short term outcome - Increased availability of accessible equality and diversity information for parents/families

Outcome	Narrative	Key Data
Production of accessible equality and diversity information for parents/families	Education Scotland worked in partnership with primary and secondary schools, SCILT and the British Deaf Association to produce a range of accessible equality and diversity information on Parentzone Scotland for British Sign Language users: https://education.gov.scot/parentzone/bsl/	Seven new web pages developed in written and video format on Parentzone Scotland Web stats - 2331 pageviews since publication
Production of accessible equality and diversity information for paents/families	Education Scotland worked in partnership with relevant partner and stakeholder groups to develop case studies highlighting a range of programmes and approaches on working with parents and families focusing on equality and diversity: https://education.gov.scot/improvement/practice-exemplars/engaging-parents-in-language-learning-moorfoot-primary-school-and-garvel-deaf-centre-inverclyde-council/ https://education.gov.scot/improvement/learning-resources/good-practice-in-working-with-deaf-learners-their-parents-and-families-bsl-plan/ https://education.gov.scot/improvement/learning-resources/equality-and-equity-toolkit/ https://education.gov.scot/improvement/learning-resources/bsl-toolkit-for-practitioners/	Two case studies published One Equalities and Equities Toolkit One BSL Toolkit Web stats: Two case studies - 2438 page views E&E Toolkit - 5056 page views BSL Toolkit - 340 page views
Production of accessible equality and diversity information for parents/families	https://education.gov.scot/parentzone/news-and-events/read-write-count-rwc-activities-for-families/	Bank of resources created and published for parents and families Web stats - 68 pageviews on our website but these are hosted by Edinburgh University and we are unable to gather that data

Annex C

Data for Mentors in Violence Programme
https://blogs.glowscotland.org.uk/glowblogs/public/mvpscotland/uploads/sites/9030/2022/10/27164022/MVP-annual-report-21-22-final.pdf

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