

Let's Talk Scottish Education
Our National Discussion



#TalkScottishEducation

Discussion guide for groups of **young adults**

This guide was designed for learners over 15 years old

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Introduction

This adaptable discussion guide was developed to help teachers, parents / carers, peers, youth workers, and others help groups of young adults take part in the National Discussion on Scottish Education.

This resource should help you to create spaces where learners can consider, discuss and reflect on what they expect from education.

Feedback from testing this guide led us to provide menu of activities for you to choose from.

Please look at the options and decide how you might use (or adapt) them to meet the needs and interests of your group.

This guide has been designed with learners over 15 years old in mind but it can also be used with children and young people of all ages who may respond best to this approach.



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Welcome

Professor Carol Campbell and Professor Alma Harris are helping to co-facilitate the National Discussion on Scottish Education. One of their jobs is to help make sure that anyone who wants to can take part. Click here to watch a video of how they plan to engage everyone and particularly those we don't normally hear from in the national discussion.

Video: Meet the National Discussion's independent facilitators Prof Carol Campbell and Prof Alma Harris



<https://www.youtube.com/watch?v=U0BaSciflZQ>

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The National Discussion's Questions

The activities in this guide prepare learners to answer the national discussion's key questions.

Key Questions

1. What kind of education will be needed by children and young people in Scotland in the future and how do we make that a reality?
2. How do we ensure that children and young people in Scotland feel supported in their learning in the future?
3. What is one thing that needs to stay and why ?
4. What are the most important priorities for a future Scottish education system?
5. How can we make that future vision for education a reality in Scotland?
6. How can we ensure that everyone involved in education in Scotland has a say in future decisions and actions?



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The National Discussion's Questions

The guide will also help learners take an in-depth look at topics of interest to them. For example:

Our Future Learning: How can high quality educational experiences, teaching, and learning be best supported for children and young people in Scotland?

Our Future Equity: How can every child and young person's individual needs be supported and addressed in the future?

Our Future Well-Being: How can children and young people's mental, emotional, social, and physical wellbeing and safety be cared for and supported in the future?

Our Future Rights: How can the right of every child and young person to have opportunities to develop their full potential be achieved in future?

Our Future World: How can children and young people be helped to learn about our changing world, so they feel able to positively contribute?

Opportunity for Additional Comments Do you have any other comments that you would like to provide about a vision for the future of Scottish Education?

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Task 1: Draw the perfect place for learning in the future (50 mins)

Outline

Facilitator-led context setting: learning & the future (5 mins)

Individual drawing task (5 mins)

Pair & Share drawings (5 mins)

Facilitated discussion (10 mins)

Writing vision statements (10 mins)

Time to respond to survey questions (15 mins)

Anticipated outputs

Individual drawings

Vision statements

Readiness to answer the national discussion's consultation questions



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The future?



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Prompts – Thinking about the future



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Think about all of your
education so far...

... and think about that future



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Think about learning in the future...

Individual task

Draw the perfect place to learn.

(imagine it's the year 2042)

No text or words allowed!

4 minutes



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Think about the places we will learn
in the future...

Pair task

Explain your drawing to your partner.

Listen really carefully to your partner's explanation
(you will need to explain their drawing soon!)

2 minutes each to talk



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Think about the places we will learn
in the future...

Group task

Join with another pair.

Explain your partner's drawing to the whole team.

Then

As a team, write down some words that describe the
things you have been talking about.

Don't worry about sentences – just words for now



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Think about the places we will learn
in the future...

Whole group discussion

Facilitator / teacher leads whole group / whole-class discussion

- Take points from each group
- Use prompt sheet (prompt questions) to explore issues in more detail and / or to reach areas not yet surfaced



[nounproject.com](https://www.nounproject.com)

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Some organisations have straplines

Can you think of any?

But others have a VISION

Can you think of any?



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We really want to know your VISION... ... for Scottish education.

Think about your individual drawings and your team words.

Write a team statement that describes your vision for Scottish education.



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Responses

Thank you for taking part in the National Discussion.

These tasks will have helped us all think about some of the National Discussion questions.

Learners should now either work in groups – or with the facilitator - to complete their group's response via the following link: <https://consult.gov.scot/learning-directorate/national-discussion-feedback>

Or, complete their own personal response via the following link:
<https://consult.gov.scot/learning-directorate/national-discussion-on-education>

If neither of these options fit your group's needs, you can instead choose to email a summary to: nationaldiscussiononeducation@gov.scot, or post on social media **#TalkScottishEducation** (via Instagram or Twitter). Please remember to include a rough description of who was in your group and how many people took part.



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Task 2: Imagine if...

Outline

Facilitator-led context setting: what it means to be successful and ICEA report (10 mins)

Individual, pair or group idea generation options (15 mins):

- Mind-map
- ABC Avalanche
- Tomorrow's News

Facilitated discussion (10 mins)

Time to respond to survey questions and summarise responses (15 mins)

Anticipated outputs

Ideas list from class or groups – our top ideas

Summarised ideas

Photos or scans of mind-maps, ABC grids or Newspaper covers

Readiness to complete survey questions

What does it mean to be successful?

“In judging out progress as individuals we tend to concentrate on external factors such as one’s social position, influence and popularity, wealth and standard of education. These are, of course, important in measuring one’s success in material matters and it is perfectly understandable if many people exert themselves mainly to achieve all these.

But internal factors may be even more crucial in assessing one’s development as a human being. Honesty, sincerity, simplicity, humility, pure generosity, absence of vanity, readiness to serve others – qualities which are within the reach of every soul – are the foundation of one’s life.”

Nelson Mandela



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We've seen that learning can change..



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Think about this quotation...

The future Scottish educational system "will be both more digital and more natural.

It will also be a more sustainable education system."

(ICEA, 2021)

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International Council of
Education Advisers

Report 2018-20



Picture taken September 2019 - Holyrood

December 2020

Think broadly about the future...

“If I asked people what they wanted, they would have said ‘faster horses’.”

Henry Ford

“The horse is here to stay but the automobile is only a novelty – a fad.”

President of Michigan Savings Bank

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Imagine if...

... all schools were connected internationally...

... you could select learning from a menu like Netflix...

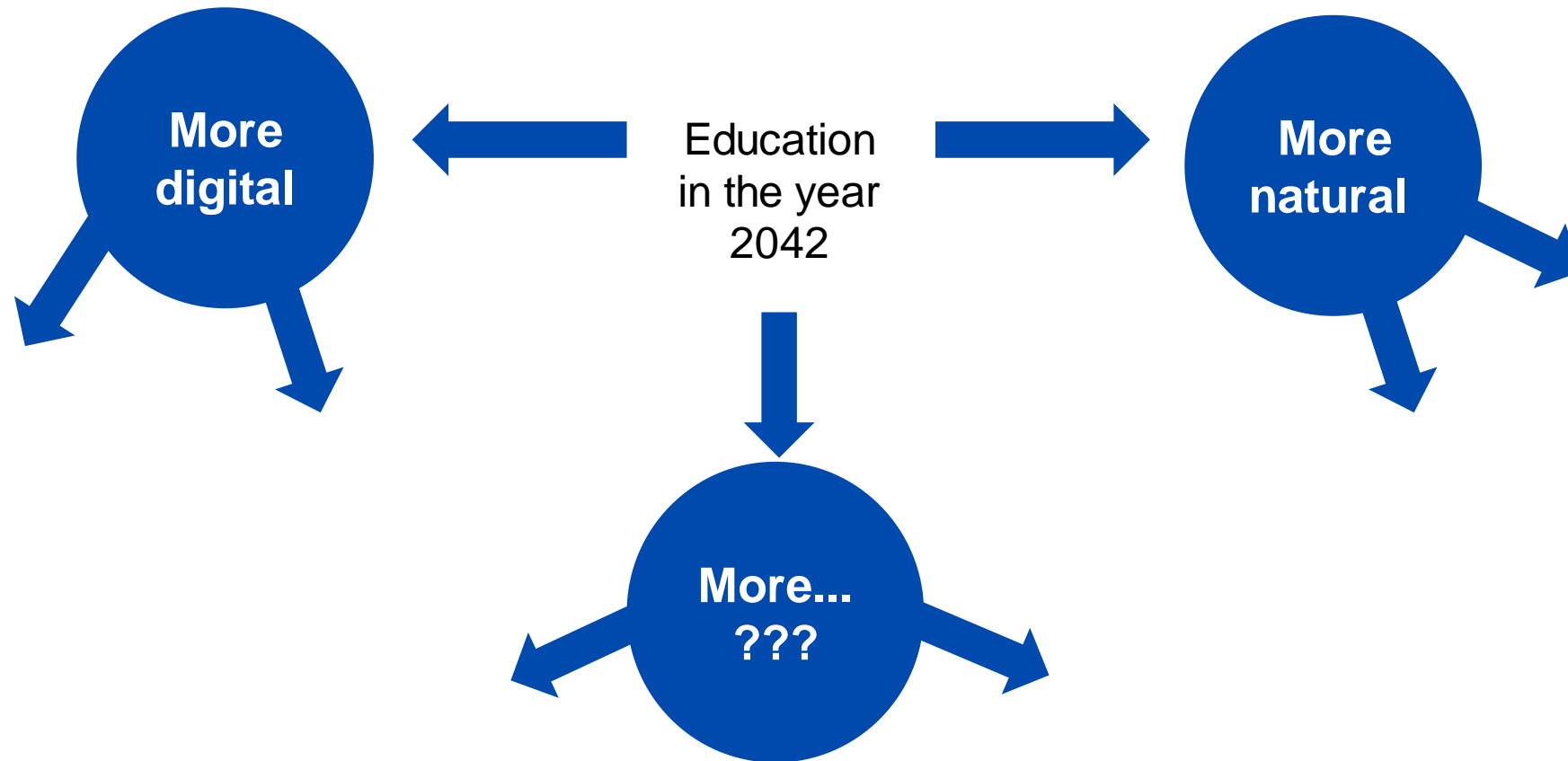
... Artificial Intelligence meant you take assessments when you felt ready...

... learning was anytime anywhere...



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What do you think this could mean for the future of Scottish education?

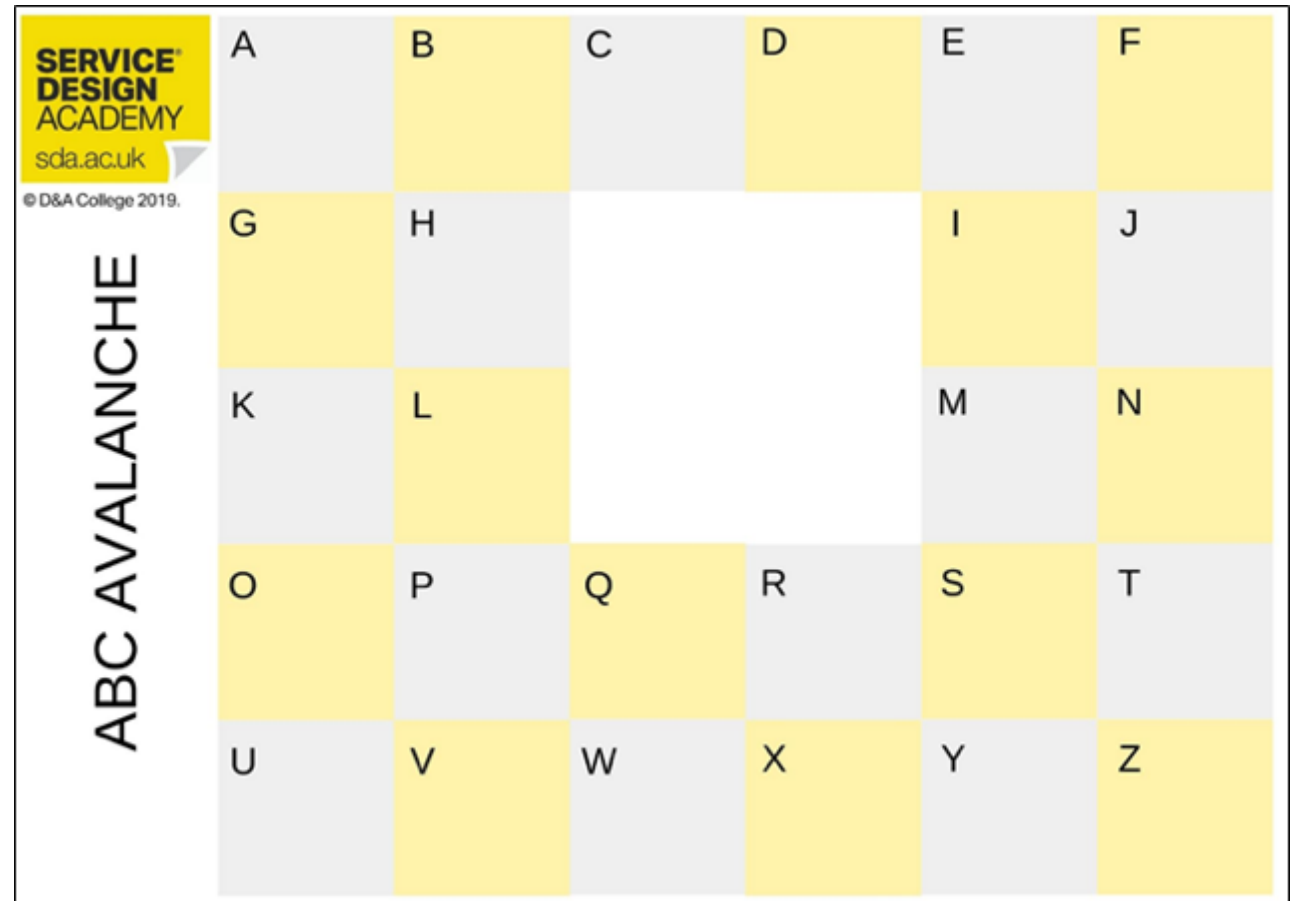


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What do you think this could mean for the future of Scottish education?

What does "more digital and more natural" mean to you?

Come up with at least one idea, starting with each letter of the alphabet for a "more digital and more natural" learning experience.



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What do you think this could mean for the future of Scottish education?

What does "more digital and more natural" mean to you?

Come up with at least one idea, starting with each letter of the alphabet for a "more digital and more natural" learning experience.

date:
Published in print and online

TOMORROW'S NEWS

produced by:
contact:

SERVICE
DESIGN
ACADEMY
scot.ac.uk

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Group discussion

Think about the ideas each group has generated either through the mind-map, ABC Avalanche or Tomorrow's News.

Which bits would you like / dislike?

What's most important to you?

What will most help future children and young people to be successful?

Can we compile a list of the top or agreed ideas as a class?



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Responses

This task will have helped us all think about some of the National Discussion questions.

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Task 3: UNCRC for me? (50 mins)

Outline

Facilitator-led context setting: the UNCRC (10 mins)

Group knowledge capture task (15 mins)

Facilitated discussion (10 mins)

Time to respond to survey questions and summarise responses (15 mins)

Anticipated outputs

Knowledge capture grids

Summary statements or bullet points

Readiness to answer the national discussion's consultation questions



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What is the UNCRC?

The United Nations Convention on the Rights of the Child is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.



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Article 29: Aims of Education

Article 29 of the convention describes the aims of education as:

- The development of the child's personality, talents and mental and physical abilities to their fullest potential
- The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations
- The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own
- The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin
- The development of respect for the natural environment.



What some learners said:

Over 5000 learners responded in a recent consultation by Professor Ken Muir. He asked them to consider the statement :

“MY EDUCATION HELPS ME TO DEVELOP MY PERSONALITY, TALENTS AND ABILITIES TO THEIR FULLEST POTENTIAL”.

Some responses are on the next slide.

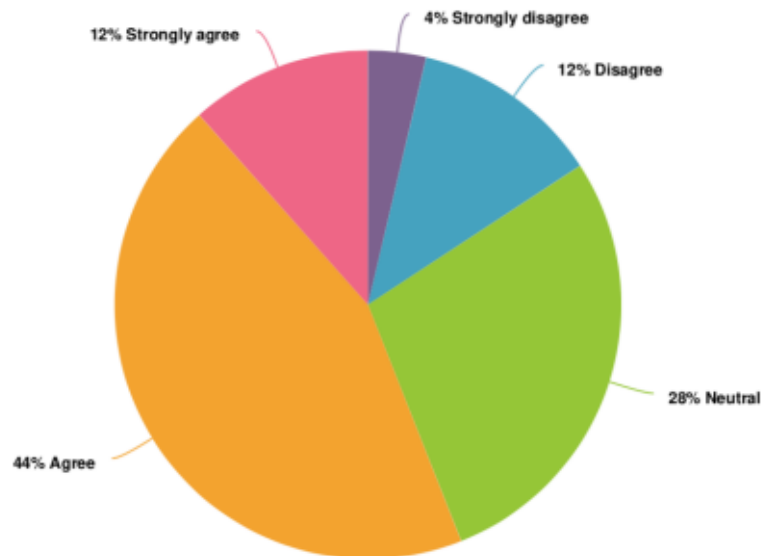


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MY EDUCATION HELPS ME TO DEVELOP MY PERSONALITY, TALENTS AND ABILITIES TO THEIR FULLEST POTENTIAL

The views of secondary school age children and young people

Strongly disagree 3.7%
Disagree 12.1%
Neutral 28.2%
Agree 44.4%
Strongly agree 11.6%
Totals: **3,879**



“In our class, if you want to learn something you go up and ask the teacher. I asked if they wanted to teach about Zodiacs and this will be done next term. We wanted to know what's inside a conker and now we are learning about seeds.”

“It doesn't help your talent. It only helps with literacy and numeracy.”

Education Reform: Consulting with children and young people (Children's Parliament, 2022)

What some learners said:

Think about these responses.

Think about all the places you learn, have learned before and will learn in the future.

Think about your personality, talents and abilities.

Think about the future world and prompts from the launch video.



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What's strong?

What's wrong?

My learning develops my personality,
talents, mental and physical abilities
to their fullest potential.

Where are
the challenges?

What's missing?

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Responses

This task will have helped us all think about some of the Discussion questions.

Learners should now either work in groups – or with the facilitator - to complete their group's response via the following link: <https://consult.gov.scot/learning-directorate/national-discussion-feedback>

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Task 4: Open-ended, creative individual or group response

Outline

These slides suggest a range of ways learners could respond in more creative ways.

These could be built into form time, assemblies or lessons over a series of days or weeks, with considerable autonomy given to learners.

Anticipated outputs

This might include creative writing, films, podcasts, blogs, drawings, songs or more.

The National Discussion

Everyone in Scotland is being asked to participate in a National Discussion about education.

The most important group of people are YOU: young people who are learning.

You are being asked to consider the questions on the following two slides and respond in **ANY WAY** you see fit.

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Questions for Group Discussion

Key Questions

What kind of education will be needed by children and young people in Scotland in the future and how do we make that a reality?

How do we ensure that children and young people in Scotland feel supported in their learning in the future?

What is one thing that needs to stay and why ?

What are the most important priorities for a future Scottish education system?

How can we make that future vision for education a reality in Scotland?

How can we ensure that everyone involved in education in Scotland has a say in future decisions and actions?



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In-depth Questions

Our Future Learning:

How can high quality educational experiences, teaching, and learning be best supported for children and young people in Scotland?

Our Future Equity:

How can every child and young person's individual needs be supported and addressed in the future?

Our Future Well-Being:

How can children and young people's mental, emotional, social, and physical wellbeing and safety be cared for and supported in the future?

Our Future Rights:

How can the right of every child and young person to have opportunities to develop their full potential be achieved in future?

Our Future World:

How can children and young people be helped to learn about our changing world, so they feel able to positively contribute?

Opportunity for Additional Comments

Do you have any other comments that you would like to provide about a vision for the future of Scottish Education?

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Creative feedback suggestions

To feedback Learners should either work in groups – or with the facilitator - to complete their group's response via the following link: <https://consult.gov.scot/learning-directorate/national-discussion-feedback>

Or, complete their own personal response via the following link:
<https://consult.gov.scot/learning-directorate/national-discussion-on-education>

If neither of these options fit your group's needs, you can instead choose to email a summary to: nationaldiscussiononeducation@gov.scot, or post on social media **#TalkScottishEducation** (via Instagram or Twitter). Please remember to include a rough description of who was in your group and how many people took part.

If your group wants to spend more time feeding back, they might consider writing a newspaper article, create a podcast or video, take photographs, write a poem... or something else!

Some ideas are provided on the next few slides to stimulate your thinking...



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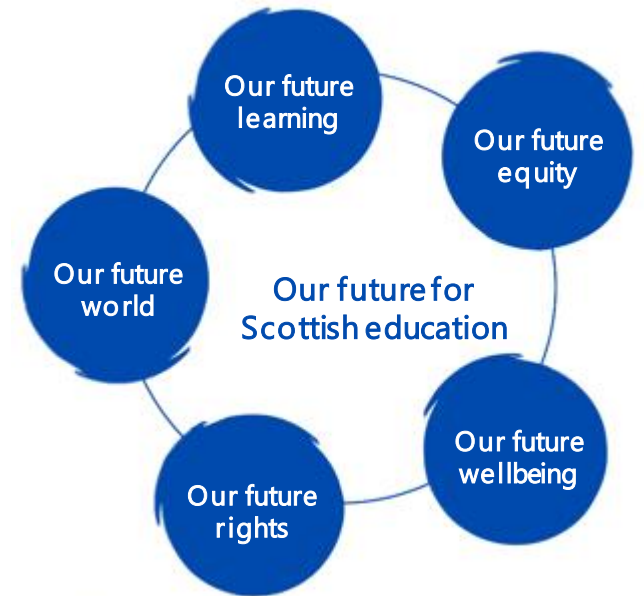
The Talk Show/Debate

Task: In classes or year groups, create and record a talk show that looks at the future of Scottish Education.

Allocate roles: Talk Show Host; Panel Members (drawn from across the school community - pupils, teachers, parents support staff, janitorial staff, office staff etc) The remainder of participants take on the role of the 'live studio audience'.

Talk Show Host introduces the event and welcomes everyone (including those watching). The Talk Show facilitates the discussion and acts as the link between the panel members and the audience.

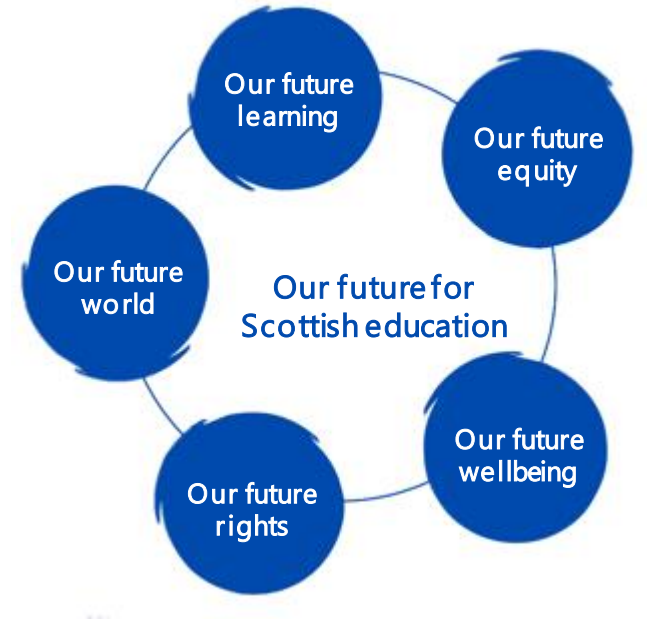
Talk Show Host finishes up by thanking the panel and studio audience and the people watching



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The School Blog

Task: Either as a whole school or split into participatory groups (Year groups, teaching staff, parents etc.), create a school blog on the questions set out in the National Discussion. Each blog is held within the school's website and can be added at intervals during the course of the National Discussion.

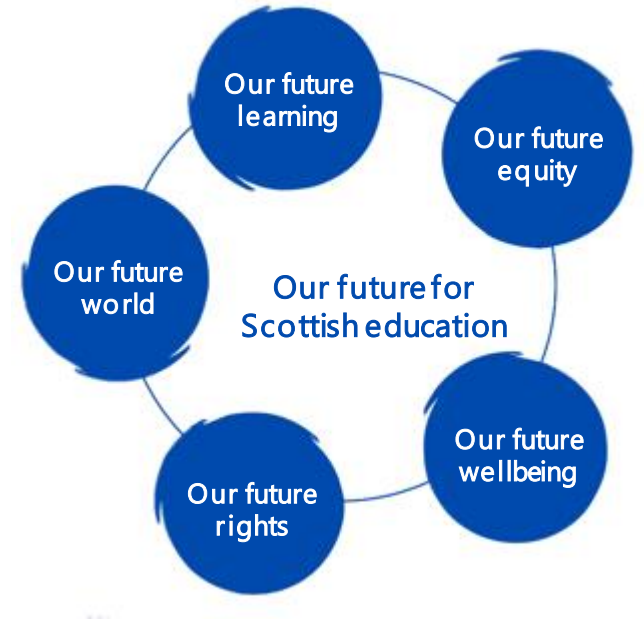


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Recorded News Report

Task: Researching, preparing and presenting a live/recorded news report on the National Discussion on Education. Staff and learners research the questions associated with National Discussion and prepare a news briefing. This can include:

- Researching the 5 Ws - Who, What, Why, Where and When - of news gathering (and also the How!)
- Write out questions that you would want to ask different members of the school community about the Discussion. Some of these questions will need to vary depending on who you are interviewing.
- Practice/rehearse asking questions from the national discussion in pairs.
- Interviewing and filming members of the school community and asking the questions.
- Write out your news story: Remember to cover the 5 Ws: What's happening? Who is involved? Where is this happening? When is it happening? Why is it happening? And be: Clear - use simple language. Concise - keep sentences short. Correct - check your facts, grammar and punctuation. When you've done that write a headline - just one short sentence explaining what the story is about. Depending on your school's social media policy and the age of your students, you may ask them to write a tweet or a Facebook post explaining the story.
- Edit the material you have into a coherent news bulletin

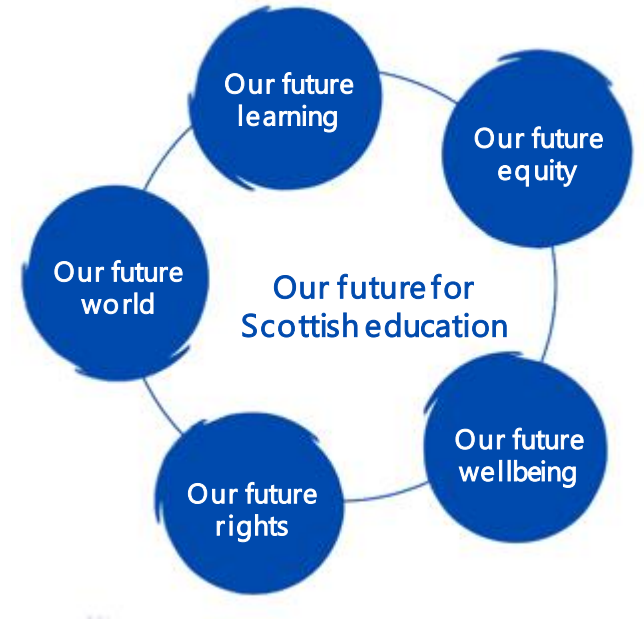


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Podcast

Task: All members of the school community can participate individually or in selected groups in a podcast that focusses on the questions around the National Discussion on Education. The interviews can happen throughout the year and they can be conducted by groups of pupils and staff.

- Plan out targeted individuals/groups to interview
- Research and plan the questions you wish to ask - use the questions from the National Discussion
- Rehearse the questions with a partner(s)
- Record the podcast
- Publish on school website and/or other media platforms.



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What happens next?

Thank you for taking part in the National Discussion.

Education plays a key role in finding solutions to global and local challenges and in making sure children's rights are respected. That's why we need to listen carefully to you – whether you are a learner, parent, teacher, practitioner or someone who has an interest in the future of education.

Your response will be independently analysed alongside all other responses to contribute to an inclusive and exciting future vision for Scottish Education.

Follow [#TalkScottishEducation](#) on Twitter or Instagram to keep up with the discussion.

The discussion will conclude on 5th Dec 2022. We look forward to reporting back to you in Spring 2023 on the vision you've informed.



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