

From: Policy <policy@gov.scot>
To: [REDACTED] <[\[REDACTED\]@gov.scot](mailto:[REDACTED]@gov.scot)>
Subject: RE: General Teaching Council for Scotland – roundtable postponed
Sent: 02/05/2025 13:54:09

Hi [REDACTED],

Yes, that's the one.

Kind regards,
[REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



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From: [REDACTED] <[\[REDACTED\]@gov.scot](mailto:[REDACTED]@gov.scot)> <[\[REDACTED\]@gov.scot](mailto:[REDACTED]@gov.scot)>
Sent: 02 May 2025 12:51
To: Policy <policy@gov.scot>
Subject: RE: General Teaching Council for Scotland – roundtable postponed

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Thanks – this is the evening event on 7 May?

■

From: Policy <policy@gov.scot>
Sent: 02 May 2025 12:38
To: [REDACTED] <[\[REDACTED\]@gov.scot](mailto:[REDACTED]@gov.scot)>
Subject: General Teaching Council for Scotland – roundtable postponed

Dear [REDACTED],

Due to a newly scheduled Education Bill session taking place at the same time as our event, we have taken the decision to postpone our event to ensure that everyone who would like to contribute and discuss the key role of trusted teaching is able to attend.

We are currently working with the Parliament Events Team to identify a suitable alternative date and will be in touch shortly with further details.

We do hope you will be able to join us at the rescheduled event.

Kind regards,



**The General Teaching
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Professional ethics in teaching video

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From: ██████████@gov.scot
To: [Leadership Support](#)
Subject: RE: Headteacher Recruitment and Retention Working Group meeting - Thursday
Sent: 16/06/2025 16:31:09

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Good afternoon [REDACTED],

Thank you for getting in touch. We will be holding this meeting as a hybrid format so there will be an opportunity to join online . Please see below joining instructions :

The upcoming meeting will be a combined **session** involving two parts:

2:00 PM – 3:00 PM: We'll join SSL group main meeting.

if you're joining remotely, please use the following link to join :

Microsoft Teams [Need help?](#)

[Join the meeting now](#)

Meeting ID: [REDACTED]

Passcode: [REDACTED]

3:00 PM onwards: We'll move on to our own agenda. For those joining this part online, please use the separate Teams link below:

Microsoft Teams [Need help?](#)

[Join the meeting now](#)

Meeting ID: [REDACTED]

Passcode: [REDACTED]

I hope this helps

Regards

[REDACTED]

[REDACTED]

[REDACTED]

Professional Learning and Leadership| Education Workforce Unit | Directorate For Learning | Scottish Government

[REDACTED] [✉ \[REDACTED\]@gov.scot](mailto:[REDACTED]@gov.scot)

My current working pattern is Tuesday– Friday

From: Leadership Support <leadershipsupport@gtcs.org.uk>

Sent: 16 June 2025 11:14

To: [REDACTED] <[REDACTED].[REDACTED]@gov.scot>; Leadership Support

<leadershipsupport@gtcs.org.uk>

Subject: Headteacher Recruitment and Retention Working Group meeting - Thursday

Importance: High

Morning [REDACTED]

Would it be possible for Victoria Smith to join the meeting online on Thursday? This would significantly help to accommodate other meetings that day.

Thanks

[REDACTED]

[REDACTED]



The General Teaching Council for Scotland

www.gtcs.org.uk



60 years of Trusted Teaching

As we mark the 60th anniversary of GTC Scotland, we look ahead to the Scottish election and the coordinated action we need to ensure Trusted Teaching



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From: [REDACTED]@gov.scot
[REDACTED]@gov.scot; Khadija.Mohammed@uws.ac.uk; Pauline
Stephen; [REDACTED]; [REDACTED]@gmail.com; [REDACTED]@crer.org.uk;
[REDACTED] [REDACTED]@sga.org.uk; [REDACTED]@ea.edin.sch.uk;
[REDACTED] [REDACTED]@uws.ac.uk; [REDACTED]@glasgow.gov.uk;
[REDACTED]@interculturalyouthscotland.org; [REDACTED]@gov.scot;
[REDACTED] [REDACTED]@educationscotland.gov.scot;
To: [REDACTED]@educationscotland.gov.scot;
[REDACTED] [REDACTED]@educationscotland.gov.scot; [REDACTED]@uws.ac.uk;
[REDACTED]@scotdec.org.uk; [REDACTED]@gov.scot;
[REDACTED] [REDACTED]@stir.ac.uk; [REDACTED]@msn.com;
[REDACTED]@educationscotland.gov.scot; [REDACTED]@hotmail.com;
[REDACTED]@gov.scot; [REDACTED]@gov.scot;
[REDACTED] [REDACTED]@uws.ac.uk;
Cc: [REDACTED]@gov.scot; [REDACTED]@gov.scot;
Subject: RE: HMI: New inspection models for schools - response re anti-racism
and the curriculum
Sent: 26/03/2025 17:12:29

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Hi all, please see the response from the curriculum workstream regarding the HMI: New Inspection Model for Schools consultation on behalf of the SubGroup in case it's useful to see or refer to.

Key points were that there should be intent signalled upfront that anti-racism will be an important new factor in a revised HMI model. And that representation is fundamental to meaningful engagement - with established AREP groups as well as the much wider education and anti-racism sector.

██████

From: ████████ <████████@gov.scot>

Sent: 28 February 2025 15:45

To: ████████ <████████@educationscotland.gov.scot>

Cc: ████████ <████████@educationscotland.gov.scot>;

████████ <████████@educationscotland.gov.scot>; ████████

<████████@gov.scot>; ████████ <████████@gov.scot>; ████████

████████ <████████@gov.scot>; ████████

<████████@gov.scot>; ████████

<████████@gov.scot>; ████████

<████████@gov.scot>

Subject: RE: HMI: New inspection models for schools - response re anti-racism and the curriculum

Hi ████████, many thanks for inviting comments on this in the context of the anti-racism and curriculum reform workstream.

I've noted below some key thoughts in relation to the particular questions posed and the wider overview and approach of the engagement plans. It would be useful to discuss at some point from a broader perspective of embedding racial literacy and cultural competency into the process and I've included colleagues that have likely been approached separately by you but might form a useful group in providing collective support and insight on this matter.

I've kept things pretty concise given the early stage and what I think you're looking for right now but I would be really keen to reinforce the message that anti-racism should be articulated from the outset and that 'we' (SG and education partners) have an important role in creating the right environment on this matter. First Minister, 30 January 2025: While antiracism is everybody's job, senior leaders have a particular duty to set standards, and to create cultures within school communities that are truly antiracist. And they must be supported by Government in doing so. We must recognise the institutional and interpersonal barriers that exist, holding too many children and young people back from living freely in their full potential.

Best wishes, ████████

Overall points in relation to approach

A welcome reference to a process of 'stepping forward into growth' at the outset from the Abraham Maslow quotation which would encompass I would hope a clear articulation of the key issues raised in education discourse over recent years and captured in the National Discussion consultation and

subsequent report, All Learners Matter. The report's three guiding themes capture the expectations of the AREP Curriculum Reform Sub Group, in particular **Inclusive** - The Scottish education system will value, respect, recognise, and represent the diversity of all children and young people, and provide equitable educational experiences and opportunities for all learners – along with a range of further associated points articulated through the report of the National Discussion, amplifying the importance of a children's rights-based and inclusive approach that addresses structural barriers and embeds key aspects of social justice and learning for sustainability as a core aspect of 'educating our future'.

The engagement process structure contains the standard approaches to engagement and it will be essential that this is underpinned with a clear plan for ensuring meaningful engagement and opportunities for influence from Black and Minority Ethnic leaders, educators, learners, parents and carers and the wider community. Ideally this would be underpinned by a statement of intent at the outset that recognising and taking action to ensure an anti-racism approach was built into planning and outcomes in a measurable way. Diversity should be explicitly added to the listening and understanding phase with a commitment to racial and cultural diversity.

Response to key questions

- *What are the principles on which a new schools framework should be developed? Are there any unintended consequences/challenges of the existing framework that need to be addressed? How might we overcome these? What are the key features of effective inspection models that we should be considering? To what extent to existing models create unintended consequences, challenges or missed opportunities? How might these be overcome?*

Suggest that inclusion/inclusive be included as a principle in line with the guiding principles proposed by Ken Muir in his report All Learners Matter. Assuming the rationale and purpose of this (including legislative requirements through the Equality Act, UNCRC etc as well as policy drivers) was clearly set out then this would address unintended challenges in the existing framework.

- *What key features should we evaluate within curricular areas? What challenges might we face in inspecting curricular areas and how might we overcome these?*

This would be better reflected though fuller engagement with the education sector but the anti-racism curriculum group and their networks have so far identified a need which is articulated in the [Breaking the Mould](#) anti-racism curriculum principles. The opportunity to explore this through the engagement process would be welcome.

From: [REDACTED] <[REDACTED]@educationscotland.gov.scot>

Sent: 17 February 2025 15:52

To: [REDACTED] <[REDACTED]@gov.scot>

Subject: HMI: New inspection models for schools

[REDACTED]

His Majesty's Inspectorate for Education (HMI) are at the very early stages of revising our approach to inspection of schools. We recognise that in leading the AREP Curriculum subgroup you will have a keen interest in the improvement of schools, and have ongoing links with HMI. As part of the beginning of this process we are engaging widely with stakeholders to get their general thoughts around the principles and key areas we need to think about in this work. This is not a formal consultation, but rather reaching out to get initial stakeholder thoughts on the scope and direction of the work. We would appreciate hearing your early thoughts. The attached note outlines the process and key questions. We are not anticipating at this early stage that you would need to consult with members, but would appreciate your initial thoughts as Curriculum lead.

If you are able to share your views, please let me know what would be most convenient.

- A half hour/hour online meeting (which we can set up with a reply to this email),
- Completion of an on line Microsoft Form which outlines the key questions [HM Inspectors - stakeholder engagement phase 1 - January 2025](#) or
- Sending an email to the dedicated email address HMIInspectorateSchoolFrameworkReview@educationscotland.gov.scot

The particular areas we would like views on are,

- What are the principles on which a new schools framework should be developed? Are there any unintended consequences/challenges of the existing framework that need to be addressed? How might we overcome these?
- What are the key features of effective inspection models that we should be considering? To what extent to existing models create unintended consequences, challenges or missed opportunities? How might these be overcome?
- What key features should we evaluate within curricular areas? What challenges might we face in inspecting curricular areas and how might we overcome these?

This is an early opportunity to contribute to our initial thinking, but there will be others as the process progresses.

I would be grateful to hear from you on whether you feel able to share your initial thoughts by the end of February.

Many thanks,

██████████

████████████████████ | HM Inspector | **Education Scotland** | Foghlam Alba
████████████████████

Denholm House, Livingston, EH54 6GA
An Optima, 58 Sràid Robastan, Glaschu, G2 8DU
www.education.gov.scot

From: [REDACTED] <[REDACTED]@gov.scot>
Sent: 24 March 2025 11:57
To: Khadija.Mohammed@uws.ac.uk; Pauline Stephen <Pauline.Stephen@gtcs.org.uk>; [REDACTED]@gtcs.org.uk; [REDACTED] <[REDACTED]@gmail.com>; [REDACTED] <[REDACTED]@crer.org.uk>; [REDACTED] <[REDACTED]@sqa.org.uk>; [REDACTED]@ea.edin.sch.uk; [REDACTED] <[REDACTED]@uws.ac.uk>; [REDACTED]@glasgow.gov.uk; [REDACTED]@interculturalyouthscotland.org; [REDACTED] <[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@educationscotland.gov.scot>; [REDACTED] <[REDACTED]@educationscotland.gov.scot>; [REDACTED] <[REDACTED]@educationscotland.gov.scot>; [REDACTED]; [REDACTED] <[REDACTED]@scotdec.org.uk>; [REDACTED] <[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@stir.ac.uk>; [REDACTED] <[REDACTED]@msn.com>; [REDACTED] <[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@educationscotland.gov.scot>; [REDACTED] <[REDACTED]@hotmail.com>; [REDACTED] <[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@uws.ac.uk>
Cc: [REDACTED] <[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@educationscotland.gov.scot>; [REDACTED] <[REDACTED]@educationscotland.gov.scot>

Subject: RE: AREP Programme Board - Meeting 26 – Wednesday 26 March 2025 at 15:30 - agenda and papers

Morning everyone

Please find attached an updated paper 1 (sub group action plan) with additional updates for Curriculum Reform. I would suggest using this attachment instead of the one I sent on Friday, as it has all the updates in one place.

Best wishes

[REDACTED]

[REDACTED]

[REDACTED]
Workforce, Infrastructure & Digital Division
Directorate for Learning | Scottish Government
Area 2B North | Victoria Quay | Edinburgh | EH6 6QQ

T: [REDACTED] | E: [REDACTED]@gov.scot

<https://onescotland.org/equality-themes/advisory-council-women-girls/>

From: [REDACTED]
Sent: 21 March 2025 16:12
To: Khadija.Mohammed@uws.ac.uk; Pauline Stephen <Pauline.Stephen@gtcs.org.uk>;
[REDACTED]@gtcs.org.uk; [REDACTED] <[REDACTED]@gmail.com>; [REDACTED]
<[REDACTED]@crer.org.uk>; [REDACTED] <[REDACTED]@sga.org.uk>;
[REDACTED]@ea.edin.sch.uk; [REDACTED] <[REDACTED]@uws.ac.uk>;
[REDACTED]@glasgow.gov.uk; [REDACTED]@interculturalyouthscotland.org; [REDACTED]
[REDACTED] <[REDACTED]@gov.scot>; [REDACTED]
<[REDACTED]@educationscotland.gov.scot>; [REDACTED]
<[REDACTED]@educationscotland.gov.scot>; [REDACTED]
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[REDACTED] <[REDACTED]@gov.scot>; [REDACTED]
<[REDACTED]@educationscotland.gov.scot>; [REDACTED]
<[REDACTED]@hotmail.com>; [REDACTED] <[REDACTED]@gov.scot>; [REDACTED]
[REDACTED] <[REDACTED]@gov.scot>; [REDACTED]
<[REDACTED]@uws.ac.uk>
Cc: [REDACTED] <[REDACTED]@gov.scot>; [REDACTED]
<[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@gov.scot>; [REDACTED]
[REDACTED] <[REDACTED]@educationscotland.gov.scot>; [REDACTED]
<[REDACTED]@educationscotland.gov.scot>

Subject: AREP Programme Board - Meeting 26 – Wednesday 26 March 2025 at 15:30 - agenda and papers

Dear AREP Board members

Copy to: as above

AREP Programme Board - Meeting 26 – Wednesday 26 March 2025 at 15:30 - agenda and papers

Please find attached the agenda and papers for the meeting on **Wednesday 26 March**

Links **contained within the agenda** are as follows:

- The terms of reference (permanently attached as a reference document)
- The minutes of the previous meeting (agenda item 4)

Not embedded in the agenda but attached to this email are:

Paper 1: Agenda item 7: composite set of sub group actions, outputs and outcomes, which contains all of the programme's ambitions in one place. Sub group updates are contained in the updates and milestones column in tracked changes/different coloured font for ease of reference, and either the sub group lead or chair will provide a verbal update during the meeting.

Paper 2: Agenda item 9: at the previous meeting, the board discussed how the AREP board will move in to a new phase where it will have more of focus on monitoring and evaluation of actions as well as identifying specific challenges and how they should be tackled. **Annex A** (page 5) to the original paper provides some guiding questions based on the feedback during the last meeting and from members after that which will help develop that thinking.

Thank you to those who have submitted apologies/are sending a colleague in your place, I'm including you in the email anyway so that you have the papers for information.

Look forward to seeing everyone next week, have a lovely weekend when it comes.

██████.

████████████████████

██

Workforce, Infrastructure & Digital Division
Directorate for Learning | Scottish Government
Area 2B North | Victoria Quay | Edinburgh | EH6 6QQ

T: ██████████ | E: ██████████@gov.scot

<https://onescotland.org/equality-themes/advisory-council-women-girls/>

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From: ██████████@gov.scot
To: [Leadership Support](#)
Cc: [Pauline Stephen](#); ██████████@gov.scot;
Subject: RE: In-Person Event Invitation - Mentoring Beginning Teachers – A Conversation for Change
Sent: 25/04/2025 14:27:06

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Hi [REDACTED]

Apologies for the delay in confirming SG attendance at this. It clashes with a full SNCT meeting which [REDACTED], [REDACTED], [REDACTED] and I should all really attend. We're just trying to work out the logistics and will confirm early next week which one of will attend.

Regards

[REDACTED] | Head of the Education Workforce Unit | Learning Directorate | Scottish Government
Tel: [REDACTED] | Email: [REDACTED]@gov.scot

From: Leadership Support <leadershipsupport@gtc.org.uk>
Sent: 01 April 2025 11:06
To: Leadership Support <leadershipsupport@gtc.org.uk>
Subject: In-Person Event Invitation - Mentoring Beginning Teachers – A Conversation for Change

Good Morning,

I am following up on the Invitation to the in-person event - **Mentoring Beginning Teachers – A Conversation for Change, Wednesday 14th May.**

We have not heard from you but if you would like to attend please can you confirm by the end of this week, by completing [this form](#) (the form is open until 12 noon on Friday 4 April). We will then be able to open-up space if required.

With kind regards, [REDACTED]

From: Leadership Support
Sent: 24 March 2025 10:37
To: Leadership Support <leadershipsupport@gtc.org.uk>
Subject: REMINDER - In-Person Event Invitation - Mentoring Beginning Teachers – A Conversation for Change

REMINDER – please register attendance by 4pm on Friday 28 March.

In-Person Event Invitation - Mentoring Beginning Teachers – A Conversation for Change

Wednesday 14 May 2025, Edinburgh Futures Institute, University of Edinburgh

This invitation is for you personally from the co-leads of workstream 3 of the Strategic Board for Teacher Education (SBTE) given your experience, expertise and/or strategic role.

Workstream 3 has been developing a new framework for career-long teacher education and development. As part of this work this event aims to instigate action that leads to lasting positive change in the way new teachers are supported.

This event will take place in person at **Edinburgh Futures Institute, Room 2.55, University of Edinburgh, 1 Lauriston Place, EH3 9EF** between 10am and 12.30pm on Wednesday 14 May 2025. Coffee is available from 09:45am and directions to the venue can be found here: <https://www.ed.ac.uk/maps/maps?building=0450>

Taking a 'summit' type approach, this event will require active participation from invitees.

While some brief inputs will be provided, alongside an exploration of what we do now that works well in supporting beginning teachers, the main aim of the event is to inform, in

collaboration, a plan for improving how we welcome new teachers to the profession. Our expectation is that our time together leads to personal and collective action.

This is an important early step in reimagining teacher education. Attached to this invitation is further information about the work completed to date. The executive summary sets out at a high level our vision for future teacher education and development in Scotland.

Please confirm your attendance by completing [this form](#) no later than 4pm on 28th March 2025.

Please note we are providing some light refreshments and just let us know if you have any dietary requirements when completing the registration form.

We look forward to welcoming you to the event in May.

██████████, ██████████, Pauline Stephen and ██████████, SBTE Workstream 3.

██████████ and ██████████ lead on the Education Scotland work around professional learning and leadership.

██████████ leads teacher education at the University of Edinburgh and is the current chair of the Scottish Council of Deans of Education.

Pauline runs the General Teaching Council for Scotland, focusing on setting, upholding and promoting teaching standards.

██████████

██████████



**The General Teaching
Council for Scotland**

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Professional ethics in teaching video

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From: [Pauline Stephen](#)
To: ██████████@gov.scot
Subject: RE: Parliament Roundtable 7 May
Sent: 06/05/2025 11:01:00

Just double checked – postponements sent last week. P

Dr Pauline Stephen
Chief Executive and Registrar



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

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From: ██████████@gov.scot <██████████@gov.scot>
Sent: 06 May 2025 10:49
To: Pauline Stephen <Pauline.Stephen@gtcs.org.uk>
Subject: RE: Parliament Roundtable 7 May

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Thanks Pauline.

██████████ | ██████████ | Learning Directorate | Scottish Government
Tel: ██████████ | Email: ██████████@gov.scot

From: Pauline Stephen <Pauline.Stephen@gtcs.org.uk>
Sent: 06 May 2025 10:47
To: ██████████ <██████████@gov.scot>
Subject: RE: Parliament Roundtable 7 May

Hi ██████████ – it has been postponed to October due to Bill debate. P

Dr Pauline Stephen
Chief Executive and Registrar



www.gtcs.org.uk



Professional ethics in teaching video

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From: [redacted]@gov.scot <[redacted]@gov.scot>

Sent: 06 May 2025 10:04

To: Pauline Stephen <Pauline.Stephen@gtcs.org.uk>

Subject: Parliament Roundtable 7 May

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Morning Pauline. Sorry to bother you, but do you have 2 mins for a quick chat about the roundtable event on Wednesday?

[redacted] is off this week and I'm not sure what, if any, reply you've had from Cab Sec's private office.

Thanks

[redacted]

[redacted] | [redacted] | Learning Directorate | Scottish Government

Tel: [redacted] | Email: [redacted]@gov.scot

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From: [Pauline Stephen](#)
To: ██████████@gov.scot; Jennifer Macdonald;
Cc: ██████████@gov.scot; ██████████@gov.scot;
Subject: RE: Petitions
Sent: 17/06/2025 11:32:00

We are aware ██████████.

See you later. Pauline

Dr Pauline Stephen
Chief Executive and Registrar



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From: ██████████@gov.scot <██████████@gov.scot>
Sent: 17 June 2025 11:17
To: Pauline Stephen <Pauline.Stephen@gtcs.org.uk>; Jennifer Macdonald <Jennifer.Macdonald@gtcs.org.uk>
Cc: ██████████@gov.scot; ██████████@gov.scot
Subject: Petitions

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Hi both – I'm assuming you're aware of this. We can discuss this afternoon – we have a template to fill in..

[Abolish the General Teaching Council for Scotland - Petitions](#)

██████████

██████████ | ██████████ | Learning Directorate | Scottish Government
Tel: ██████████ | Email: ██████████@gov.scot

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From: [Pauline Stephen](#)
To: ██████████@gov.scot; ██████████@gov.scot;
Cc: ██████████@gov.scot; ██████████; ██████████;
Subject: RE: Polish Qualifications - Heritage languages
Sent: 21/05/2025 08:27:00

Morning ██████████

I have copied in my colleagues ██████████ and ██████████ as first line contact to discuss your queries in more detail.

Pauline

Dr Pauline Stephen

Chief Executive and Registrar



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From: ██████████@gov.scot <██████████@gov.scot>
Sent: 19 May 2025 16:03
To: Pauline Stephen <Pauline.Stephen@gtcs.org.uk>; ██████████@gov.scot
Cc: ██████████@gov.scot
Subject: RE: Polish Qualifications - Heritage languages

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Dear Pauline,

I hope this email finds you well.

Thanks for the information you already sent us below. Since then, we had further engagement with a stakeholder who is lobbying for the establishment of new national courses and qualifications in Polish. As part of our exploratory work to understand what this would entail, we would be grateful to discuss workforce with you and/or relevant colleagues. To give you an example of the questions we are considering, we would like to

I would like to introduce myself; I am [REDACTED], and I am a [REDACTED] for the 1+2 Languages Policy.

The 1 +2 policy team would like to arrange a call with you to discuss the requirements to become a teacher of language, in particular a teacher of Polish.

We would like to have the call some time next for approximately 30 mins.

Many Thanks

[REDACTED]

[REDACTED] | [REDACTED] | Directorate for Education Reform | The Scottish Government | Area 2B North | Victoria Quay | Edinburgh | EH6 6QQ | [REDACTED]

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From: [REDACTED]@gov.scot on behalf of
ScottishAttainmentChallenge@gov.scot
To: ScottishAttainmentChallenge@gov.scot
Subject: RE: Pupil Equity Funding 2025 Report - Publication
Sent: 14/05/2025 09:56:52

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** Apologies, link to Evidence and Insights Report has now been updated.

Scottish Attainment Challenge Policy Unit | Scottish Government | E:-
ScottishAttainmentChallenge@gov.scot
THE SCOTTISH ATTAINMENT CHALLENGE
Tackling educational inequity



From: [REDACTED] **On Behalf Of** Scottish Attainment Challenge
Sent: 14 May 2025 09:31
To: Scottish Attainment Challenge <ScottishAttainmentChallenge@gov.scot>
Subject: Pupil Equity Funding 2025 Report - Publication

Dear Colleagues

I am writing to inform you of the publication of our *Pupil Equity Funding 2025 Report: Deepening the understanding of how Pupil Equity Funding is improving outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap*.

The Report is due to be published this morning, 14th May at 09:30 alongside another related publication: *Evidence and Insights on the Poverty-Related Attainment Gap*. Both publications can be accessed here:

[Pupil Equity Fund report | Scottish Attainment Challenge | Learning in Scotland | Education Scotland](#)

[Evidence and insights on the poverty-related attainment gap: A presentation | Scottish Attainment Challenge | Learning in Scotland | Education Scotland](#)

I would like to take this opportunity to again extend our thanks to all of those involved for your support during this work. We would also be grateful if you can promote and share these resources with your schools/networks.

As you may be aware, as part of this exercise, officials engaged with 129 schools across all 32 local authorities to better understand how Pupil Equity Funding (PEF) is being used. We undertook this engagement in order to share the outstanding work taking place in our schools and communities, supported by PEF, with other headteachers, local authorities and key stakeholders, and how that work is improving the educational outcomes of children and young people/families impacted by poverty.

Along with this report we are planning a new refreshed communications plan in partnership with Education Scotland, alongside a series of Ministerial school visits and events with headteachers and practitioners, to raise the profile of the good practice we have seen in our schools and to promote peer to peer learning between schools and local authorities.

We are also drawing upon this evidence to help inform plans for 2025/26, and the learning from this work will also, alongside ongoing engagement with headteachers, local authorities and stakeholders, help inform options for what any future national policy approaches to closing the poverty-related attainment gap may look like from 2026 onwards.

Headteachers and Local Authorities should be able to access ongoing advice and guidance from the team of Education Scotland Attainment Advisors to maximise improved outcomes for children and young people using their Pupil Equity Funding and other SAC funding.

As you may also be aware, the Cabinet Secretary for Education and Skills has confirmed her intention that the Scottish Attainment Challenge programme (including Pupil Equity Funding for schools, and Strategic Equity Funding and Care Experienced Children and Young People Funding for local authorities) will continue beyond 2025/26 and into 2026/27.

In connection with this, the Scottish Attainment Challenge, as part of our Call for Evidence, will also be seeking your views and any evidence you may have, about how well the current programme is working, and what new ideas or approaches might help to inform the future of the Scottish Attainment Challenge programme and work to close the poverty-related attainment gap from 2026 onwards. More information on this will follow in due course.

Your continued support for the Scottish Attainment Challenge programme is very much appreciated.

Kind regards
Scottish Attainment Challenge

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ScottishAttainmentChallenge@gov.scot
THE SCOTTISH ATTAINMENT CHALLENGE
Tackling educational inequity



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From: [Victoria Smith](#)
To: [REDACTED]@gov.scot; [REDACTED]:
Cc: [REDACTED]@gov.scot
Subject: RE: QoS Correspondence
Sent: 28/03/2025 15:53:00

Hello [REDACTED],

I can't give any particular detail on this due to the wide and varied nature of SCIITs in England. I have been recent meetings with [REDACTED] and [REDACTED] from Department of Education about SCIITs and [REDACTED] joined the meeting held in January.

In short, as you know we assess each application individually to make sure that the qualifications a teacher holds meet the qualification requirements set in Scotland. In the case of SCIITs, some meet the requirements and lead to registration, and others as currently framed do not meet the requirements. We can only register individuals who meet the qualification requirements as set out in our Registration and Standards Rules 2015 and in the case of qualified outside Scotland, Schedule 2 of this document. The Rules are the legal basis for registration.

I can't provide information about this particular applicant as the information provided doesn't allow them to be identified however, as with all applicants, the individual will have been given specific information on their registration decision notification as to why registration was refused. Next steps for all registration refusals is an appeal direct to the Court of Session. There is no right of appeal/review with GTC Scotland in the case of a registration refusal. To mitigate for this, in cases where we begin to believe application will result in refusal we offer a pre-decision notification to the applicant explaining why this decision is likely and asking them for any further information that they feel is relevant. This allows them the opportunity to provide us with more information and allows us the opportunity to review all the information we hold and alter the provisional decision accordingly, prior to the final decision notification being given. Effectively this builds a registration decision review step into the process before the final decision is shared, providing a further layer of assurance that only those individuals who have not been able to show they meet qualification requirements are refused. Effectively, pre-decision notifications build a proactive review into the process as standard.

Main take away points from all this is that review is in built; to be registered individuals need to meet the Rules and in the case of SCIITs they are extremely varied and individual assessment of the qualifications held is required. Detail of what has been accepted for registration since October 2022 can be found on our website here - [Previously accepted non-Scottish teaching qualifications](#)

I hope this helps and have a lovely weekend

Victoria

Victoria Smith
Strategic Director



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From: [REDACTED]@gov.scot <[REDACTED]@gov.scot>
Sent: 25 March 2025 12:35
To: Victoria Smith <Victoria.Smith@gtcs.org.uk>; [REDACTED] <[REDACTED]@gtcs.org.uk>
Cc: [REDACTED]@gov.scot
Subject: QoS Correspondence

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Hi Victoria/[REDACTED]

We have received correspondence regarding GTCS registration for someone QoS, where they are stating "[REDACTED]"
[REDACTED] 'm just looking for a bit more of an understanding of the situation so we can provide accurate information.

Can you advise if a SCITT is classed as an '[REDACTED]' and is this reason for rejection? Aware GTCS guidance says - [REDACTED]
[REDACTED] [Provisional registration \(teacher\)](#), is that the case here?

What are the best next steps that we could advise the correspondent to do e.g contact GTCS to discuss what would be required to gain registration? Would the right to review route be suitable in this case?

Deadline is 1st April so if you could get back to me this week, if possible, that would be helpful. As always, we're not looking to challenge the decision, just ensure we provide an accurate response. Also, the correspondent has [REDACTED]
[REDACTED].

Thanks

[REDACTED]

[REDACTED]

[REDACTED]r – Education Workforce Unit

Workforce, Infrastructure and Digital Division | Scottish Government | 2-B North | Victoria Quay | Edinburgh | EH6 6QQ

Maoineachadh, Bun-structair agus Eagrachaidh Sgoiltean | Roinn Luchd-obrach, Bun-structar agus Ath-leasachadh | Raon 2B Tuath | Cidhe Bhictòria | Dùn Èideann | EH6 6QQ

 gov.scot

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Morning [REDACTED]

Thanks for sharing this. 2 comments from me, first one minor. In this paragraph on page 2 -

While the interim guidance is focused on incidents experienced by children and young people in school, the forthcoming whole school approach will provide further guidance to support schools in responding to incidents experienced by parents and carers, or staff.

I wonder is simply changing out the 'or staff' to 'and staff' reads more inclusively?

[REDACTED]

Please let me know if helpful to discuss.

Thanks Pauline

Sent from [Outlook for iOS](#)

From: [REDACTED]@gov.scot <[REDACTED]@gov.scot>
Sent: Thursday, April 3, 2025 4:59:08 PM
To: Khadija.Mohammed@uws.ac.uk <Khadija.Mohammed@uws.ac.uk>; Pauline Stephen <Pauline.Stephen@gtcs.org.uk>; [REDACTED] <[REDACTED]@gtcs.org.uk>; [REDACTED]@msn.com <[REDACTED]@msn.com>; [REDACTED]@stir.ac.uk <[REDACTED]@stir.ac.uk>; [REDACTED]@cemvoscotland.org.uk <[REDACTED]@cemvoscotland.org.uk>; [REDACTED]@uws.ac.uk <[REDACTED]@uws.ac.uk>; [REDACTED]@educationscotland.gov.scot <[REDACTED]@educationscotland.gov.scot>; [REDACTED]@gmail.com <[REDACTED]@gmail.com>; [REDACTED]@sqa.org.uk <[REDACTED]@sqa.org.uk>; [REDACTED]@educationscotland.gov.scot <[REDACTED]@educationscotland.gov.scot>; [REDACTED]@gov.scot <[REDACTED]@gov.scot>; [REDACTED]@gov.scot <[REDACTED]@gov.scot>; [REDACTED]@gov.scot <[REDACTED]@gov.scot>; [REDACTED]@interculturalyouthscotland.org <[REDACTED]@interculturalyouthscotland.org>; [REDACTED]@glasgow.gov.uk <[REDACTED]@glasgow.gov.uk>; [REDACTED]@cosla.gov.uk <[REDACTED]@cosla.gov.uk>; [REDACTED]@educationscotland.gov.scot <[REDACTED]@educationscotland.gov.scot>; [REDACTED]@crer.org.uk <[REDACTED]@crer.org.uk>; [REDACTED]@ea.edin.sch.uk <[REDACTED]@ea.edin.sch.uk>; [REDACTED]@gov.scot <[REDACTED]@gov.scot>; [REDACTED]@gov.scot <[REDACTED]@gov.scot>; [REDACTED]@gov.scot <[REDACTED]@gov.scot>
Cc: [REDACTED]@gov.scot <[REDACTED]@gov.scot>
Subject: RRI draft interim guidance - comments due by 10 April

From: [Pauline Stephen](#) on behalf of [Pauline Stephen](#)
To: [REDACTED][@gov.scot](#)
Subject: Re: RRI draft interim guidance - comments due by 10 April
Sent: 04/04/2025 08:27:05

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Good afternoon AREP Board Members,

Please see [REDACTED]'s email below regarding the RRI draft interim guidance.

Dear all,

As noted by [REDACTED] in her update to the Board last week, the RRI workstream have been developing interim guidance on responding to racist incidents.

I have attached the draft of the guidance here, and invite Board members to consider and provide comments. As we are working to a tight timescale, I would be very grateful for comments by **10 April**, and we would particularly welcome comments on the overall message, effectiveness and accessibility of the guidance.

As the guidance is still in development, I would be grateful if you do not share further at this stage.

Please send any comments to me ([REDACTED][@gov.scot](#)), and please do let me know if you have any questions,
Many thanks,

[REDACTED] (she/her)
**Policy Officer - Equalities in Education
Workforce, Infrastructure and Digital Division
Learning Directorate | Education & Justice
Victoria Quay | Edinburgh
[REDACTED][@gov.scot](#)**

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Thanks [REDACTED]. We have a paper to take to SBTE. Will get it to you by the end of the week. P

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From: [REDACTED]@gov.scot <[REDACTED]@gov.scot>
Sent: Monday, April 14, 2025 4:15:20 PM
To: Pauline Stephen <Pauline.Stephen@gtcs.org.uk>; [REDACTED]@educationscotland.gov.scot <[REDACTED]@educationscotland.gov.scot>
Cc: [REDACTED]@educationscotland.gov.scot <[REDACTED]@educationscotland.gov.scot>; [REDACTED]@ed.ac.uk <[REDACTED]@ed.ac.uk>; [REDACTED]@gov.scot <[REDACTED]@gov.scot>
Subject: SBTE Meeting 30th April - Workstream 3

From:	Pauline Stephen on behalf of Pauline Stephen
To:	[REDACTED]@gov.scot ; [REDACTED]@educationscotland.gov.scot ;
Cc:	[REDACTED]@educationscotland.gov.scot ; [REDACTED]@ed.ac.uk ;
	[REDACTED]@gov.scot ;
Subject:	Re: SBTE Meeting 30th April - Workstream 3
Sent:	14/04/2025 18:32:00

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Hi

I'm aware [REDACTED] and [REDACTED] are on leave, but I wanted to check if you're planning to share a paper re Workstream 3 at the SBTE meeting on 30th April, or use slides or just a verbal update?

We're aiming to issue the agenda and papers around 23rd / 24th April.

Other agenda items are likely to be updates on the other workstreams and an update on the Centre for Teaching Excellence.

Thanks

[REDACTED]

[REDACTED] | Education Workforce Unit | Learning Directorate | Scottish Government | Mob - [REDACTED]
[REDACTED] | E-mail – [\[REDACTED\]@gov.scot](#)

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From: [Pauline Stephen](#)
To: [redacted]@gov.scot; [redacted]@educationscotland.gov.scot; [redacted]@ed.ac.uk; [redacted]@educationscotland.gov.scot;
Cc: [redacted]@gov.scot; [redacted]@gov.scot;
Subject: RE: SBTE Workstream 3 - Priorities & Notes - 12 June Meeting
Attachments: 2025-06-19 TED priority planning .docx
Sent: 19/06/2025 09:19:00

Thanks for noting all of this [redacted]. It is really helpful. I am thinking this is a note for us rather than SBTE? If the plan is to share wider, I can provide some thoughts about wording.

Please see attached document which at a high-level scopes out the work related to these priorities and suggests connections between the work. This can be shared verbally next week.

GTCS has a statutory role in relation to priority 3 given induction is part of teacher education so there is some clarity we can provide to SBTE about relative ownerships.

Aligning timelines will be critical.

We appreciate feedback. P

Dr Pauline Stephen
 Chief Executive and Registrar



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From: [redacted]@gov.scot <[redacted]@gov.scot>
Sent: 18 June 2025 10:19
To: Pauline Stephen <Pauline.Stephen@gtcs.org.uk>; [redacted]@educationscotland.gov.scot; [redacted]@ed.ac.uk; [redacted]@educationscotland.gov.scot
Cc: [redacted]@gov.scot; [redacted]@gov.scot
Subject: SBTE Workstream 3 - Priorities & Notes - 12 June Meeting

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Hi all,

Thank you for meeting with us last Thursday.

As discussed at the meeting, please see a table below of the WS3 priorities 1 – 5 & 7 with a note of what we discussed at the meeting.

	Proposed Priorities	Connections	Timeline (& milestone)	Notes from meeting
1	Strengthen the TED model by creating a executive summary and updated	Workstream 3 to produce	January 2025 (Draft for finalisation) March 2025 (Publish)	Teacher Education & Development Framework can be published alongside

	<p>paper based on feedback. This will be published in order to begin to build coherence about future direction</p>			<p>the Strategic Board for Teacher Education papers on SG website.</p> <p>Colleagues will also seek to further socialise the framework with relevant groups</p> <p>To note: This is with the intention of showing direction rather than commitments for specific outcomes/deliverables</p>
2	<p>Explore and develop a programme of support (and potentially a qualification) for phase 4 teachers supporting student, induction and early career teachers</p>	<p>ES Coaching Strategy SCDE sub-group mentoring Current PG certs Current LA programmes and arrangements SBTE Manifesto UoE MOOC GTCS supporter materials UoE, QMU, Napier research National Model of PL ES PL suite of programmes</p>	<p>Suggest a summit approach leading to agreement and established taskforce to lead the work – with short, medium and long term goals to be identified, March 2025 following publication of overview model.</p>	<p>WS3 colleagues to meet to reflect on outputs of summit and develop a scope for the Taskforce. SG happy to participate if this discussion if helpful.</p> <p>WS3 leads to aim to provide a paper on the scope of the Taskforce for SBTE on 23 June.</p> <p>SG colleagues have offered to provide secretariat role for the Taskforce. Once scope agreed, SG can start work on practicalities of setting up Taskforce.</p> <p>SG also to be involved as Taskforce member.</p>
3	<p>Develop and agree the core components for the induction phase (2) of teacher education and development, leading to the award of the Standard for Full Registration</p>	<p>MQUITE (recognising the limitations in this e.g. BME experience?) AR Framework for ITE Current probation programmes and evaluative data held locally (if available) GTCS provisionally registered teachers EDI data GTCS rubric SPR to SFR Link to Irish study similar to MQUITE</p>	<p>Gather, collate, summarise information through probation managers by June 2025, then need to map on to ITE and early career, potential survey at point of FR (connect with MQUITE?) – sense of evaluation of induction experience – link to reviewer experience Also draw on insights from Summit event.</p>	<p>Question as to whether SBTE will be content to task this work to WS3.</p> <p>Need to provide clarity on the distinction between priority 3 and the review of TIS (priority 4).</p> <p>Aim for priority 3 and 4 to proceed in parallel.</p> <p>Suggestion that WS3 leads scope out this priority and bring a paper to the next SBTE meeting. We should mention this intention at SBTE on 23 June and check members are content.</p>

4	Develop options for the structure through which national induction phase (2) takes place that aligns with existing policy	SG planned review of TIS GTCS provisional registration and probationary service policy	Confirmation of when SG have funding to review TIS (April 2025), in the meantime define and confirm modifications over time	SG are developing plans for a focussed review of the Teacher Induction Scheme. Aim to commence before end of year. Can provide a brief update at SBTE on 23 June.
5	Deeply understand the current 'as is' financial arrangements for the induction phase and conduct financial modelling to develop options for supporting the outcome of recommendations 2, 3 and 4	Education reform and wider public service reform SG consideration of wider changes to the roles of the three funding bodies – SDS, SAAS, and SFC	Direction from SG needed as to timeline	SG colleagues to commence work on this priority. Can mention this at SBTE on 23 June.
7	Deeply understand the current 'as is' financial arrangements for the ITE phase and conduct financial modelling to develop options for supporting the outcome of recommendation 6	Education reform and wider public service reform SG consideration of wider changes to the roles of the three funding bodies – SDS, SAAS, and SFC	SG support needed here	SG colleagues to commence work on this priority. Can mention this at SBTE on 23 June.

Kind regards,

█

█ | █ | Education Workforce Unit | Workforce, Infrastructure and Digital Division | Directorate for Learning

Email: █@gov.scot | Working Pattern: 9:00 – 17:00



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[REDACTED]@gmail.com; [REDACTED];
[REDACTED]@mail.nasuwat.org.uk; [REDACTED]@scis.org.uk;
[REDACTED]@gov.scot; [REDACTED]@cosla.gov.uk;
[REDACTED]@educationscotland.gov.scot;
[REDACTED]@educationscotland.gov.scot; [REDACTED]@eis.org.uk; Pauline
Stephen; north.lanarkshire@npfs.org.uk; Director@sces.uk.com;
To: [REDACTED]@scis.org.uk; [REDACTED]@sls-scotland.org.uk;
[REDACTED]@ssta.org.uk; [REDACTED]@ed.ac.uk; Scotland@community-
tu.org; [REDACTED]@fife.gov.uk; [REDACTED]@community-tu.org;
[REDACTED]@ahds.org.uk; [REDACTED]@gov.scot; [REDACTED]@gov.scot;
[REDACTED]@gov.scot; [REDACTED]@gov.scot;
[REDACTED]@gov.scot; [REDACTED]@glasgow.ac.uk;
[REDACTED]@gov.scot; [REDACTED]@gov.scot; [REDACTED]@gov.scot;
Subject: RE: SBTE
Sent: 05/06/2025 15:50:45

Follow Up Flag: Follow up
Flag Status: Completed

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Hi all,

Please see the diary invite for the next SBTE meeting.

Sandwiches and tea/coffee will be made available from 12:00 in Victoria Quay and the meeting will officially start at 12:30. Do let me know if you have any dietary requirements by COP Friday 13 June.

To note, any colleagues attending **Victoria Quay must bring photo ID**. Please sign in at reception until a member of our team collects you.

As the meeting will be hybrid, I would be grateful if colleagues could confirm if they are attending in-person or online below

 [Poll: Attendance](#)

Many Thanks

██████████

████████████████████

Policy Officer – Education Workforce Unit

Workforce, Infrastructure and Digital Division | Scottish Government | 2-B North |

Victoria Quay | Edinburgh | EH6 6QQ

Maoineachadh, Bun-structair agus Eagrachaidh Sgoiltean | Roinn Luchd-obrach, Bun-

structar agus Ath-leasachadh | Raon 2B Tuath | Cidhe Bhictòria | Dùn Èideann | EH6

6QQ



-----Original Appointment-----

From: ██████████

Sent: 05 June 2025 15:47

To: ██████████; ██████████; ██████████; ██████████;

██████████@scis.org.uk; ██████████; ██████████; ██████████; ██████████;

██████████@eis.org.uk; pauline.stephen@gtcs.org.uk; north.lanarkshire@npfs.org.uk;

Director@sces.uk.com; ██████████@scis.org.uk; ██████████@sls-

scotland.org.uk; ██████████@ssta.org.uk; ██████████@ed.ac.uk;

Scotland@community-tu.org; ██████████@fife.gov.uk; ██████████@community-tu.org;

██████████@ahds.org.uk; ██████████; ██████████; ██████████; ██████████;

██████████; ██████████@glasgow.ac.uk; ██████████; ██████████; ██████████;

██████████

Subject: SBTE

When: 23 June 2025 12:30-15:30 (UTC+00:00) Dublin, Edinburgh, Lisbon, London.

Where: Microsoft Teams Meeting; Victoria Quay Conference Room 3

Any colleagues attending **Victoria Quay must bring photo ID**. Please sign in at reception until a member of our team collects you.

Microsoft Teams [Need help?](#)

[Join the meeting now](#)

Meeting ID: [REDACTED]

Passcode: [REDACTED]

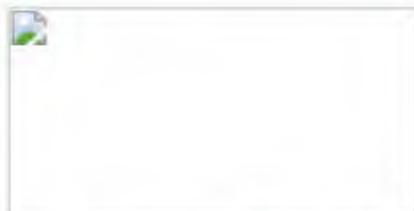
Dial in by phone

[REDACTED] United Kingdom, Edinburgh

[Find a local number](#)

Phone conference ID: [REDACTED]

For organisers: [Meeting options](#) | [Reset dial-in PIN](#)



SCOTS Connect - Please note - You must have the explicit permission of the organiser to record this meeting and its attendees, using any technology.

[Org help](#) | [Privacy and security](#)

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From: ██████████@gov.scot
To: ██████████
Cc: ██████████@gov.scot; ██████████@gov.scot; ██████████@gov.scot; ██████████
██████████; ██████████; [Victoria Smith](#);
Subject: RE: TIS 2024 Monthly Report - March
Sent: 04/04/2025 11:54:25

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Thanks [REDACTED]

[REDACTED]
Education Workforce Unit
Workforce, Infrastructure and Digital Division
Area 2B North, Victoria Quay
Edinburgh
Tel: [REDACTED]
BB: [REDACTED]

From: [REDACTED] <[REDACTED]@gtcs.org.uk>

Sent: 04 April 2025 09:00

To: [REDACTED] <[REDACTED]@gov.scot>

Cc: [REDACTED] <[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@gtcs.org.uk>; [REDACTED] <[REDACTED]@gtcs.org.uk>; Victoria Smith <Victoria.Smith@gtcs.org.uk>

Subject: TIS 2024 Monthly Report - March

Hello [REDACTED],

Please find attached the latest TIS 2024 monthly report for figures as at 31 March 2025.

Best wishes,

[REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Fitness to Teach Insight Report

Read our five-year insight report on our work investigating conduct and professional competence concerns raised with us about teachers.



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From: [Jennifer Macdonald](#) on behalf of [Jennifer Macdonald](#)
To: [REDACTED]; [REDACTED]@gov.scot;
Cc: [REDACTED]
Subject: Re: TQFE - accreditation status
Sent: 20/05/2025 16:49:53

Hi [REDACTED]

I hope you're well.

I met [REDACTED] yesterday and we discussed the [REDACTED] and how that is managed over the coming months given that the Scottish Government still [REDACTED].

[REDACTED] is working on a pragmatic solution - I've looped her in to this email so she's aware that [REDACTED] would also require considered alongside the other HEIs that have already been flagged.

Kind regards
Jennifer

From: [REDACTED]
Sent: Tuesday, May 20, 2025 16:36
To: Jennifer Macdonald
Cc: [REDACTED]
Subject: RE: TQFE - accreditation status

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi Jennifer,

Do you have any information regarding my query below? [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

I have copied this message to my colleague [REDACTED] as [REDACTED] will be taking over as Programme Director for TQFE from 1-AUG.

Regards,
[REDACTED]

--
[REDACTED]
[REDACTED]

[Redacted]

From: [Redacted]
Sent: 24 April 2025 14:54
To: Jennifer Macdonald <Jennifer.Macdonald@gtc.org.uk>
Subject: TQFE - accreditation status

Hi Jennifer,

Following on from the issue raised by [Redacted] – can you provide some guidance on the following issue? [Redacted]

[Redacted]

Thanks for your help with this,
[Redacted]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [REDACTED]@gov.scot
To: [Jennifer Macdonald](#); [REDACTED]; [REDACTED];
Cc: [REDACTED]@gov.scot; [REDACTED]@gov.scot;
Subject: RE: TQFE Draft Guidance Comments and Follow-up
Sent: 13/05/2025 13:03:58

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi Jennifer,

Thanks for your email and for sharing your very helpful comments on the draft guidance. Apologies it has taken until now to reply – [REDACTED]

[REDACTED] and I are being required to prioritise work related to an SSI that was laid on 1 May that reforms the governance arrangements in the Glasgow and Lanarkshire college regions. The timescales for this work are dictated by the parliamentary process and have us fully committed in the coming weeks. That said, we know the importance of progressing the determination as soon as possible, particularly given the implications for [REDACTED] programme, and it would definitely be helpful to discuss the comments you've sent over so we can make progress on this as soon as we are able. It might also be helpful to discuss any proposed response to the recent query from [REDACTED] that has been raised.

In terms of availability, I have [REDACTED] but have some availability tomorrow morning (which I understand is likely too short notice) and have good availability Monday-Thursday next week. If you're able to send over some times that work your end hopefully we can have a chat ahead of the next CLRWG.

I also know [REDACTED] has followed-up with both ourselves and the Minister's office regarding the request for a meeting. Initial discussions with the Minister's office indicate the Minister's diary is already fully committed this side of summer recess but I would hope a more formal response would be provided in advance of the next CLRWG. I'll keep you posted if I hear anything else re this.

Thanks,

[REDACTED]

[REDACTED]
College Governance and Workforce Engagement
Directorate for Lifelong Learning and Skills
Scottish Government

✉ [REDACTED]@gov.scot



Scottish Government
Riaghaltas na h-Alba
gov.scot

From: Jennifer Macdonald <Jennifer.Macdonald@gtcs.org.uk>

Sent: 29 April 2025 17:27

To: [REDACTED] <[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@gtcs.org.uk>; [REDACTED] <[REDACTED]@gtcs.org.uk>; [REDACTED] <[REDACTED]@gov.scot>

Subject: TQFE Draft Guidance Comments and Follow-up

Hi [REDACTED] and [REDACTED]

I hope all is well with you both?

I'm following up on the meeting we had in late February and to see if we can make some headway on TQFE accreditation arrangements.

We've been continuing our review of our accreditation process for school related teaching qualifications which has been helping inform our feedback on the TQFE draft guidance and general determination.

I attach a tracked change version of the draft document that was included with the consultation to provide our perspective on what we think is required to get to a workable solution.

In short, the Model Scheme is the part that we think needs a reframe. We've tried to convey what the issues we see are through our tracked changes and comments.

From a governance perspective, we believe it needs to be clearer what is a programme requirement that the Scottish Government is insisting on setting versus what you are giving GTC Scotland freedom to set (if anything). We believe that it needs to be clearer that framing the process - how it is ensured that a programme is meeting the requirements through accreditation - sits entirely with GTC Scotland to determine (and this is what we require as we all know - we need the process to follow what is applied to school TQs).

We're unclear on whether any discretion can be given to GTC Scotland on setting programme requirements - the documentation framed currently presents a bit of a mixed picture and we believe this will cause confusion. It may be worth talking that through and unpicking together?

Let us know when it would be possible to meet to talk through or get back to us with any immediate thoughts?

We'll look forward to hearing from you,
Jennifer

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falkirk@eis.org.uk; ██████████@educationscotland.gov.scot;
██████████@educationscotland.gov.scot;
██████████@educationscotland.gov.scot;
██████████@educationscotland.gov.scot;
██████████@educationscotland.gov.scot;
██████████@dundee.ac.uk; ██████████@aberdeenshire.gov.uk;
██████████@cosla.gov.uk; ██████████@ahds.org.uk; ██████████@ahds.org.uk;
██████████@edinburgh.gov.uk; ██████████@argyll-bute.gov.uk;
To: ██████████@respectme.org.uk;
██████████@scotborders.gov.uk; ██████████@unison.co.uk;
Pauline Stephen; ██████████@eastayrshire.org.uk;
██████████@mail.naswt.org.uk; ██████████@strath.ac.uk;
██████████@connect.scot; ██████████@rcslt.org;
██████████@strath.ac.uk; ██████████@strath.ac.uk;
██████████@earlyyearsscotland.org;
██████████@scotland.police.uk; ██████████@gov.scot;
██████████@gov.scot; ██████████@gov.scot;
Subject: Relationships and Behaviour in Schools - Publication of new guidance
Attachments: Annex A.docx;Letter to Directors of Education.pdf;
Sent: 17/06/2025 15:05:38

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Dear SAGRABIS members,

Further to my email below, I'm writing to confirm that both pieces of guidance have now been published. The guidance can be accessed at the following links:

- [Fostering a positive, inclusive and safe school environment guidance](#)
- [Risk assessment guidance for violent, aggressive and dangerous behaviour](#)

You may also wish to note that this afternoon we have also published interim guidance on responding to racism and racist incidents in schools. This guidance has been developed by the Racism and Racist Incidents workstream of the Anti-Racism in Education Programme and is the first stage in the development of a wider Whole School Approach to preventing and responding to racism and racist incidents in schools that is being developed by the workstream. The guidance can be accessed here:

- [Addressing racism and racist incidents in schools](#)

The Cabinet Secretary for Education and Skills, Ms Gilruth, and Councillor Tony Buchanan, COSLA Spokesperson for Children and Young People, have today written jointly to Directors of Education to advise them of these updates and to ask that the guidance be shared with all of their schools. You should already have received this letter, but a copy is attached for your information.

We would also be grateful if SAGRABIS members could highlight the publication of these new guidance documents through your own networks.

Thank you again for your continued support.

Best wishes,

██████████

██████████ (she/her) | Support and Wellbeing Unit | Scottish Government Area 2C North, Victoria Quay | Edinburgh | EH6 6QQ | T: ██████████
██████████

From: ██████████

Sent: 13 June 2025 10:23

To: ██████████ <falkirk@eis.org.uk>; ██████████@educationscotland.gov.scot;
██████████ <██████████@educationscotland.gov.scot>; ██████████
<██████████@educationscotland.gov.scot>; ██████████
<██████████@educationscotland.gov.scot>; ██████████

<[REDACTED].[REDACTED]@educationscotland.gov.scot>; [REDACTED]@dundee.ac.uk;
[REDACTED]@aberdeenshire.gov.uk; [REDACTED]@cosla.gov.uk; [REDACTED]@ahds.org.uk;
[REDACTED]@ahds.org.uk; [REDACTED]@edinburgh.gov.uk; [REDACTED]@argyll-
bute.gov.uk; [REDACTED]@respectme.org.uk; [REDACTED]@scotborders.gov.uk;
[REDACTED]@unison.co.uk; Pauline.Stephen@gtcs.org.uk;
[REDACTED]@eastayrshire.org.uk; [REDACTED] (NASUWT)
<[REDACTED].[REDACTED]@mail.nasuwt.org.uk>; [REDACTED]@strath.ac.uk; [REDACTED]@connect.scot;
[REDACTED]@rcslt.org; m.[REDACTED]@strath.ac.uk [REDACTED]@strath.ac.uk;
[REDACTED]@earlyyearsscotland.org; [REDACTED]
<[REDACTED].[REDACTED]@scotland.police.uk>; [REDACTED] <[REDACTED]@gov.scot>; [REDACTED]
[REDACTED] <[REDACTED].[REDACTED]@gov.scot>; [REDACTED]
<[REDACTED].[REDACTED]@gov.scot>; [REDACTED] <[REDACTED].[REDACTED]@gov.scot>

Subject: Confidential: Publication date for Consequences and Risk Assessment guidance

Dear SAGRABIS members,

Thank you for your valuable input to the development of the Fostering a Positive, Inclusive and Safe School Environment guidance (the 'consequences' guidance) and the Violent, Aggressive and Dangerous Behaviour Risk Assessment guidance.

Following the agreement at the SAGRABIS meeting on 6 May to proceed with publication (in the case of risk assessment, subject to engagement with ADES and Social work colleagues), I am writing to confirm that both these pieces of guidance will be published on Tuesday 17 June. The documents will be available at 08:45 at the following links:

- ["Fostering a Positive, Inclusive and Safe School Environment guidance"](#).
- ["Guidance on risk assessments for violent, aggressive and dangerous behaviour"](#)

I would ask that this information please be kept confidential.

Following publication, we will also be writing to Directors of Education to notify them of a number of updates, including these publications, and asking that this information be shared directly with schools.

Best wishes,

[REDACTED]

[REDACTED] (she/her) | Support and Wellbeing Unit | Scottish Government Area 2C North, Victoria Quay | Edinburgh | EH6 6QQ | T: 0 [REDACTED]
[REDACTED]

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From: [REDACTED]@gov.scot on behalf of [REDACTED]@gov.scot
[REDACTED]@aberdeencity.gov.uk; Laurence Findlay;
[REDACTED]@angus.gov.uk; [REDACTED]@argyll-bute.gov.uk;
[REDACTED]@argyll-bute.gov.uk; [REDACTED]@edinburgh.gov.uk;
[REDACTED]@edinburgh.gov.uk; [REDACTED]@Clacks.Gov.Uk;
[REDACTED]@clacks.gov.uk; [REDACTED]@cne-siar.gov.uk;
[REDACTED]@dumgal.gov.uk; [REDACTED]@dundeecity.gov.uk;
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ayrshire.gov.uk; [REDACTED]@eastdunbarton.gov.uk;
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[REDACTED]@eastrenfrewshire.gov.uk; [REDACTED]@falkirk.gov.uk;
[REDACTED]@fife.gov.uk; [REDACTED]@glasgow.gov.uk;
[REDACTED]@highland.gov.uk; [REDACTED]@inverclyde.gov.uk;
To: [REDACTED]@midlothian.gov.uk; [REDACTED]@moray.gov.uk;
[REDACTED]@moray.gov.uk; [REDACTED]@north-ayrshire.gov.uk;
[REDACTED]@north-ayrshire.gov.uk;
[REDACTED]@northlan.gov.uk; [REDACTED]@orkney.gov.uk;
[REDACTED]@pkc.gov.uk; [REDACTED]@renfrewshire.gov.uk;
[REDACTED]@renfrewshire.gov.uk;
[REDACTED]@scotborders.gov.uk; [REDACTED]@scotborders.gov.uk;
[REDACTED]@shetland.gov.uk; [REDACTED]@south-
ayrshire.gov.uk; [REDACTED]@south-ayrshire.gov.uk;
[REDACTED]@south-ayrshire.gov.uk;
[REDACTED]@southlanarkshire.gov.uk;
[REDACTED]@stirling.gov.uk; [REDACTED]@west-dunbarton.gov.uk;
[REDACTED]@west-dunbarton.gov.uk;
[REDACTED]@westlothian.gov.uk;
falkirk@eis.org.uk; [REDACTED]@educationscotland.gov.scot;
[REDACTED]@educationscotland.gov.scot;
[REDACTED]@educationscotland.gov.scot;
[REDACTED]@educationscotland.gov.scot;
[REDACTED]@dundee.ac.uk; [REDACTED]@aberdeenshire.gov.uk;
[REDACTED]@cosla.gov.uk; [REDACTED]@ahds.org.uk; [REDACTED]@ahds.org.uk;
[REDACTED]@edinburgh.gov.uk; [REDACTED]@argyll-bute.gov.uk;
[REDACTED]@respectme.org.uk;
Cc: [REDACTED]@scotborders.gov.uk; [REDACTED]@unison.co.uk;
Pauline Stephen; [REDACTED]@eastayrshire.org.uk;
[REDACTED]@mail.nasuwat.org.uk; [REDACTED]@strath.ac.uk;
[REDACTED]@connect.scot; [REDACTED]@rcslt.org;
[REDACTED]@strath.ac.uk; [REDACTED]@strath.ac.uk;
[REDACTED]@earlyyearsscotland.org;
[REDACTED]@scotland.police.uk; [REDACTED]@gov.scot;
[REDACTED]@gov.scot; [REDACTED]@gov.scot;
[REDACTED]@gov.scot; [REDACTED]@gov.scot;
Subject: RELATIONSHIPS AND BEHAVIOUR IN SCHOOLS
Attachments: Letter to Directors of Education.pdf;Annex A.docx;
Sent: 17/06/2025 14:36:26

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Dear Directors of Education,

Please find attached a letter from Jenny Gilruth, Cabinet Secretary for Education and Skills and Cllr Tony Buchanan, COSLA Children and Young People Spokesperson.

Thanks

██████

██████████ | ████████████████████ | Cabinet Secretary for Education and Skills

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Cabinet Secretary for Education and Skills
Rùnaire a' Chaibineit airson Foghlam agus Sgilean
Jenny Gilruth MSP/BPA



Scottish Government
Riaghaltas na h-Alba
gov.scot

T : 0300 244 4000
E : scottish.ministers@gov.scot

Jennifer Macdonald
policy@gtc.org.uk

Our Reference: 202500466807
Your Reference: GTC Scotland | Fitness to Teach Rules Review update

5 June 2025

Dear Jennifer,

Thank you for your letter on Friday 16 May, advising that The Professional Standards Authority (PSA) review had developed the final report of their findings. I was also happy to receive your correspondence on 22 May notifying me that the report with recommendations and a summary of a call for views had been published. It is welcome to know that the GTCS has been proactively addressing the issues raised within the report, such as increasing resource for progressing cases through the Fitness to Teach process.

In your most recent letter, I noted the issue raised regarding the Education (Scotland) Bill and the role of the independent inspectorate. I have been clear that the core purpose of the proposed independent inspectorate is to enable improvement through the identification of strengths and opportunities in the education system. The inspectorate will also provide assurance to parents, learners and wider stakeholders on the quality of education provision. The additional roles proposed in your letter could risk drawing the inspectorate away from its core purpose.

As I said at the Committee stage 2 session on 7 May, there are a number of complex and inter-related issues involved and it will not be possible ahead of stage 3 of the Education (Scotland) Bill to arrive at a position that has undergone sufficient consideration and consultation to underpin what would be significant and highly consequential changes to our education system.

However, I do agree that there is more to explore. MSPs did not press their amendments on potential complaints and whistle-blowing functions as I have committed to a discussion of these issues with COSLA and a range of relevant stakeholders at the Education and Childcare Assurance Board. I will shortly be writing to COSLA to take this forward and I would envisage the GTCS being an important

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Tha Ministearanna h-Alba, an luchd-comhairleachaidh sònraichte agus Rùnaire Maireannach fo chumhachan Achd Coiteachaidh (Alba) 2016. Faicibh www.lobbying.scot

St Andrew's House, Regent Road, Edinburgh EH1
3DG
www.gov.scot



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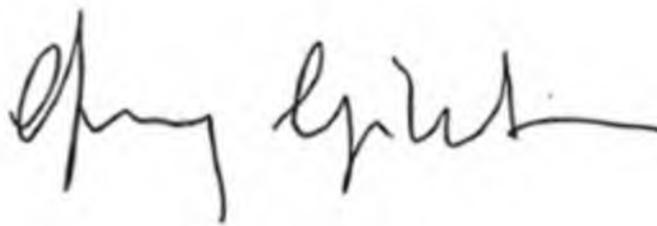
contributor to that discussion.

In both letters, you highlighted the importance of work that clarifies roles and responsibilities for stakeholders working in this area. In October 2022, Scottish Government officials established a working group comprised of representatives from Education Scotland, Disclosure Scotland, Police Scotland, Care Inspectorate, GTCS and SSSC. The purpose of the group was to clarify how information flows between various bodies once a child protection concern is raised, or when allegations are made against a professional which would impact their suitability to work in a role that involves responsibility for children.

Scottish Government officials worked with each organisation in the working group to analyse their investigation and information-sharing processes and developed flow charts to build a comprehensive picture of how cases are dealt with and information is shared between various bodies. I am open to working with GTCS to consider if there are any remaining information sharing challenges regarding child protection, whether this is through a working group or bilateral discussions.

Thank you again keeping me informed of the review of Fitness to Teach, as mentioned in correspondence from my office to GTCS, dated 3 June 2025, I am keen to accept your offer to meet to discuss the Review and other pertinent issues.

Yours sincerely,



JENNY GILRUTH

From: [REDACTED]@gov.scot
Khadija.Mohammed@uws.ac.uk; Pauline Stephen; [REDACTED];
[REDACTED]@msn.com; [REDACTED]@stir.ac.uk; [REDACTED]
[REDACTED]@cemvoscotland.org.uk; [REDACTED]@uws.ac.uk;
[REDACTED]@educationscotland.gov.scot;
[REDACTED]@gmail.com; [REDACTED]@sqa.org.uk;
To: [REDACTED]@educationscotland.gov.scot; [REDACTED]@gov.scot;
[REDACTED]@gov.scot; [REDACTED]@interculturalyouthscotland.org;
[REDACTED]@glasgow.gov.uk; [REDACTED]@cosla.gov.uk;
[REDACTED]@educationscotland.gov.scot; [REDACTED]@crer.org.uk;
[REDACTED]@ea.edin.sch.uk; [REDACTED]@gov.scot;
[REDACTED]@gov.scot; [REDACTED]@gov.scot;
Cc: [REDACTED]@gov.scot
Subject: RRI draft interim guidance - comments due by 10 April
Attachments: Health and wellbeing - RRI - Draft resource on responding to racism and
racist incidents - April 2025.docx
Sent: 03/04/2025 16:59:52

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Good afternoon AREP Board Members,

Please see [REDACTED]'s email below regarding the RRI draft interim guidance.

—

Dear all,

As noted by [REDACTED] in her update to the Board last week, the RRI workstream have been developing interim guidance on responding to racist incidents.

I have attached the draft of the guidance here, and invite Board members to consider and provide comments. As we are working to a tight timescale, I would be very grateful for comments by **10 April**, and we would particularly welcome comments on the overall message, effectiveness and accessibility of the guidance.

As the guidance is still in development, I would be grateful if you do not share further at this stage.

Please send any comments to me ([REDACTED]@gov.scot), and please do let me know if you have any questions,

Many thanks,

[REDACTED]

[REDACTED] (she/her)
**Policy Officer - Equalities in Education
Workforce, Infrastructure and Digital Division
Learning Directorate | Education & Justice
Victoria Quay | Edinburgh
[REDACTED]@gov.scot**

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From: [Leadership Support](#)
To: ██████████@gov.scot
██████████@educationscotland.gov.scot;
Cc: ██████████@educationscotland.gov.scot; ██████████@ed.ac.uk; [Pauline Stephen](#);
Subject: SBTE workstream 3 update
Attachments: 25-04-16 SBTE ws3 update paper 2.docx;25-04-16 App 1 TeacherEducationDevelopmentFrameworkMarch2025 2.pdf;
Sent: 23/04/2025 09:33:58

Dear ██████,

Good Morning. Pauline has asked that we shared the attached documents with you,

Thank you. ██████.

██████████

████████████████████



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



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From: Leadership Support

Sent: 10 April 2025 13:51

To: ██████████@gov.scot; ██████████@educationscotland.gov.scot; ██████████@ed.ac.uk; ██████████@gov.scot; Leadership Support <leadershipsupport@gtcs.org.uk>; Pauline Stephen <Pauline.Stephen@gtcs.org.uk>

Cc: ██████████@educationscotland.gov.scot

Subject: RE: SBTE and Workstream 3 catch up

Hello

3.30 pm on 23rd April would be best for Pauline. She could possibly do earlier that day as well but I would need to double check when she return from leave on Monday.

The 22nd is a bit trickier, if that ends up being that day that suits everyone else then I can chat with Pauline about the other commitments in her diary to see if we can make space to accommodate.

Hi – I'm also off for most of next week and can't make the suggested times.

██████████

My working week is normally Monday-Thursday

██████████ (she/her) | ██████████ | Education Scotland | Foghlam
Alba
Address: The Optima, 8th Floor, 58 ██████████ Street, Glasgow, G2 8DU
Email: ██████████@educationscotland.gov.scot
Web: education.gov.scot/professionallearning / education.gov.scot

From: ██████████ <██████████@ed.ac.uk>
Sent: 10 April 2025 13:29
To: ██████████ <██████████@gov.scot>; leadershipsupport@gtcscs.org.uk; ██████████
██████████ <██████████@educationscotland.gov.scot>; Pauline Stephen
<pauline.stephen@gtcscs.org.uk>
Cc: ██████████ <██████████@educationscotland.gov.scot>; ██████████ <██████████@gov.scot>
Subject: Re: SBTE and Workstream 3 catch up

Hi ██████████

I cannot make any of those dates as I am on leave next week.

Best wishes

██████████

██████████

[Book time with ██████████. ETL drop-ins](#) (book here for brief 'drop-in' chats)

Head of Institute for [Education, Teaching and Leadership](#)

Chair: [Scottish Council of Deans of Education](#)

██████████
██████████
University of Edinburgh

Holyrood Road

Edinburgh

EH8 8AQ

Twitter: @██████████

<https://www.ed.ac.uk/profile/██████████>

Equality, Diversity, and Inclusion Representative.
Staff and students are welcome to share EDI-related ideas [here](#).



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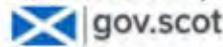
From: ██████████@gov.scot <██████████@gov.scot>

Date: Thursday, 10 April 2025 at 12:04

To: leadershipsupport@gtcs.org.uk <leadershipsupport@gtcs.org.uk>, [REDACTED]
<[REDACTED]@ed.ac.uk>, [REDACTED]
<[REDACTED]@educationscotland.gov.scot>, Pauline Stephen
<pauline.stephen@gtcs.org.uk>
Cc: [REDACTED] <[REDACTED]@educationscotland.gov.scot>, [REDACTED]@gov.scot
<[REDACTED]@gov.scot>
Subject: RE: SBTE and Workstream 3 catch up

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Updated link - <https://doodle.com/meeting/organize/id/dB96Lrob>.

Thanks
[REDACTED]

[REDACTED]
[REDACTED] – Education Workforce Unit
Workforce, Infrastructure and Digital Division | Scottish Government | 2-B North | Victoria Quay |
Edinburgh | EH6 6QQ
Maoineachadh, Bun-structair agus Eagrachaidh Sgoiltean | Roinn Luchd-obrach, Bun-structar agus
Ath-leasachadh | Raon 2B Tuath | Cidhe Bhictòria | Dùn Èideann | EH6 6QQ


From: [REDACTED]
Sent: 10 April 2025 11:20
To: Leadership Support <leadershipsupport@gtcs.org.uk>; [REDACTED]@ed.ac.uk; [REDACTED]
<[REDACTED]@educationscotland.gov.scot>; [REDACTED]
<[REDACTED]@educationscotland.gov.scot>; pauline.stephen@gtcs.org.uk
Subject: SBTE and Workstream 3 catch up

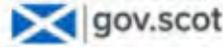
Hi all,

I'm looking to set a meeting up with you all with [REDACTED] and [REDACTED] to discuss SBTE and Workstream 3. I've created a doodle poll linked below, grateful if you could submit your availability and let me know if none of these times/dates suit.

<https://doodle.com/group-poll/participate/dB96LrobAs>

Ideally the meeting would be next so I'd grateful for a response COP **Monday 14th**.

Thanks
[REDACTED]

[REDACTED]
[REDACTED] – Education Workforce Unit
Workforce, Infrastructure and Digital Division | Scottish Government | 2-B North | Victoria Quay |
Edinburgh | EH6 6QQ
Maoineachadh, Bun-structair agus Eagrachaidh Sgoiltean | Roinn Luchd-obrach, Bun-structar agus
Ath-leasachadh | Raon 2B Tuath | Cidhe Bhictòria | Dùn Èideann | EH6 6QQ


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From: [REDACTED]@gov.scot on behalf of SACprogrammeoffice@gov.scot
To: [REDACTED]@gov.scot
Cc: SACprogrammeoffice@gov.scot
Subject: Scottish Attainment Challenge: Call for Evidence
Attachments: [Scottish Attainment Challenge - Comms - Written call for evidence - reporting template - May 2025.docx](#)
Sent: 15/05/2025 09:47:28

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Dear Colleagues/Stakeholders,

Call for Evidence

The Cabinet Secretary for Education and Skills has confirmed her intention that the Scottish Attainment Challenge programme (including Pupil Equity Funding for schools, and Strategic Equity Funding and Care Experienced Children and Young People Funding for Local Authorities) will continue beyond 2025/26 and into 2026/27. This gives assurances to local authorities and schools and other partners working with them and supported by SAC funding for a further year. However, it is appropriate that we look to the future and consider how this work may take shape and improve beyond then (subject, of course, to the priorities of the Government post-election in May 2026).

Therefore, this call for evidence seeks your views and any evidence you may have, about how well the current programme is working, and what new ideas or approaches might help to inform the future of the Scottish Attainment Challenge programme and work to close the poverty-related attainment gap from 2026 onwards.

This feedback will be a key source of information to help inform future planning for approaches to closing the poverty related attainment gap and improve outcomes for children and young people impacted by poverty. We recognise that many of you will have previously fed in evidence in different engagements/discussions about the successes and challenges of SAC to date and we will engage a range of stakeholders to discuss such issues in the coming months. However, we would like also to offer stakeholders with an interest in the SAC programme and its mission the opportunity to set out in writing your opinion about how the programme or a body of work to achieve this mission could look in the future.

We would be keen to hear your views on any or all of the following questions in terms of the Scottish Attainment Challenge and its current mission to use education to improve outcomes for children and young people impacted by poverty, with a focus on closing the poverty related attainment gap:

- What is working well and what actions should Scottish Government and partners either continue to do or do more of?
- Are there elements of the SAC programme (in terms of SEF, PEF, CECYP, the national programmes and support from Education Scotland Attainment Advisors) or related policies, actions or approaches that the SG and/or partners could consider doing differently or stop?
- Are there new or alternative elements to the Scottish Attainment Challenge or related policies, actions or approaches that SG should consider implementing or having SAC link more closely to?
- How can SG, Education Scotland, local government and other partners work differently or better to improve outcomes for children and young people impacted by poverty, and care experienced children and young people and close the poverty related attainment gap?

As you consider these questions, we'd ask that you are mindful of the broad themes below in terms of your experience of the SAC programme to-date or what this work may look like in future:

- Impact on attainment, health and wellbeing for children and young people living in poverty.
- Culture/ethos in schools and other settings influenced by SAC.
- The impact of covid; cost of living crisis and other external factors on the programme.
- The financial context; budget pressures; additionality; numbers and types of staff funded; how embedded the funding is.
- Where to direct support/funding (both geographically and in terms of parts of the education system – essentially schools, LAs, the third sector or a combination of them – or other services).

Please provide examples of effective practices where available, for each question.

The Process

We have attached a submission template that we would ask you to complete. This also includes a background note which we hope can support you as you develop your response. We invite you to share any research, evaluation or findings which are relevant to this call for evidence. You can attach any published reports, research on lived experience, or internal pieces of work you may hold along with your submission. **Please do share this call with your networks.**

We appreciate you may have already told us about your experiences and shared proposals/solutions with us, but if there is anything else you wish to share or highlight – including existing evidence/research – please include this in your response.

What we will do with your responses

We will collate and analyse all of the feedback we receive via this written call and other planned engagement activities. This body of information will then be used alongside existing evidence and learning to inform the future of the SAC. Please return your submission to SAC at sacprogrammeoffice@gov.scot by Friday 27 June. If you have any questions, please also direct them to this inbox.

Kind Regards,

THE SCOTTISH ATTAINMENT CHALLENGE
Tackling educational inequity



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Stakeholder Forum: Framework for Inspection of Local Authorities [Date: 24th April 2025, Time: 15:30pm – 17:00pm]

Meeting group: Internal and external stakeholders

Venue: Microsoft Teams

Attendees

Chair of Meeting	Job Title
[REDACTED]	[REDACTED]
Admin Support	Job Title
[REDACTED]	[REDACTED]

Name	Organisation	Attendance
[REDACTED]	Educational Institute of Scotland (EIS)	✓
[REDACTED]	Inspectorate: Head of Inspection	✓
[REDACTED]	Scottish Catholic Education Service (SCES)	Apologies
[REDACTED]	Scottish Secondary Teachers' Association (SSTA)	Apologies
[REDACTED]	Children in Scotland	Apologies
[REDACTED]	Scottish Government: Education Reform	Apologies
[REDACTED] (DG)	Education Scotland	✓
[REDACTED]	Inspectorate: Head of Stakeholder Engagement	✓
[REDACTED]	CLD Managers Scotland	Apologies
[REDACTED]	Connect	Apologies
[REDACTED]	Association of Headteachers and Deputes in Scotland (AHDS)	✓
[REDACTED] (JON)	Association of Directors of Education	✓
Jennifer MacDonald	General Teaching Council for Scotland (GTCS)	Apologies
[REDACTED]	Bord Na Gaidhlig	✓
[REDACTED]	Scottish Catholic Education Service (SCES)	✓
[REDACTED]	Inspectorate: Head of Inspection	✓
[REDACTED]	Comann nam Pàrant	Apologies
[REDACTED] (MR)	Association of Directors of Education	✓
[REDACTED]	Convention of Scottish Local Authorities (COSLA)	✓

██████████	The National Association of Schoolmasters Union of Women Teachers (NASUWT) Scotland	Apologies
██████████	Inspectorate: Strategic Director	✓
██████████	Scottish Secondary Teachers' Association (SSTA)	✓
██████████	School Leaders Scotland	Apologies
██████████	Scottish Secondary Teachers' Association (SSTA)	Apologies

Meeting starts.

1. Welcome and introductions

The Chair (████) welcomed everyone to the meeting and asked for a round of introductions. Apologies were noted from those unable to attend.

2. Minutes of previous meeting

Members confirmed that they were content to finalise the minutes shared from the previous meeting.

3. Update on Stakeholder Engagement – Key Messages from Phase 1

████ – there has been a broad range of very helpful discussion and feedback during the exploratory phase. Various organisations have facilitated engagement sessions for their staff and/or members, with discussion about important principles and key features that should be considered when producing options for trialling and testing.

We received just over 100 engagement responses (some from individuals, and some collective responses) with feedback on two broad questions. The overarching themes from the responses are as follows:

What are the principles on which an inspection and engagement framework for local authorities should be developed?

- Collaborative approaches that build on national self-evaluation work that already exist (How Good is our Education Authority? and the work of local authority quads) was the most common response.
- Alignment with school inspection frameworks and transparency, were the next two most common responses across stakeholders.
- Inspection approaches that acknowledge the differences in local authorities' contexts across Scotland was also commonly referenced, with bespoke approaches that support improvement and add value thought to be important.
- Important to be proportionate and flexible in approach in relation to local authority contexts.

- There should be a level of consistency and a sense of fairness and equality in all types of inspection activity.
- It will be important to develop a framework that is built on partnership and trust.
- Highlight and share good practice, and explore more dynamic ways to share these

What key features should we consider?

- Re-establish the role of a local authority link inspectors
- Capacity building should be a key feature. Associate Assessors (AAs) are most often central officers or headteachers, but directors or LA senior officers could also support inspection processes in a Professional Associate role.
- Ensure that deployed inspection teams to local authorities have expertise and experience that is context specific, such as rurality.
- There should be a framework of inspection approaches, not always a full individual inspection of a local authority, but shorter, focused visits and thematic approaches.
- Having a local authority representative on inspection teams would be a positive feature – as in the former validated self-evaluation inspection approach.
- Very strong feeling not to have ‘grades’ as part of inspections, but confidence statement or similar and highlight good practice where it exists.
- There should be rigour to inspection approaches
- If there is to be an inspection ‘cycle’, the purpose of inspection needs to be clear when considering the frequency.
- Inspections should cover the range of work of local authorities, and not just focus on schools. There should be focus on learners at all stages, families, and partnerships.
- Important to build the role of AAs, which will support professional learning of central officers

4. Plan for Phase 2

■ - gave an overview of Phase 2 of the stakeholder engagement approach.

Based on the Phase 1 feedback, work will now be undertaken by the inspectorate, in collaboration with stakeholder groups, to produce options to bring to the forum for discussion and exploration. The workstreams are:

- An inspection and engagement framework
- Inspection and engagement methodology
- Building a team of Associate Assessors
- Establishing role and remits of link HM Inspectors and Health and Nutrition Inspectors

5. The development of '[How Good is Our Education Authority?](#)' (HGIOEA) and local authority quads

■■■ – outlined the principles of local authority self-evaluation approaches as collaborative, transparent and building capacity. There is a clear link between HGIOEA and local authority quad work. Overall aim of HGIOEA and quads is to establish collaborative improvement, sharing what works well in each local authority to support improvement.

■■■ and ■■■ provided an overview of the development of local authority quad approaches, and their experiences as Directors of Education.

Key points:

- There is an ethos of genuine partnership working, with all 32 local authorities and ES/HMIs colleagues involved. It will be important to build on the mutual trust, collaboration and cooperation.
- The Scottish education system needs to work collectively if we want to improve outcomes for children and young people. System wide improvement requires collaborative work.
- There is an aim to strengthen internal self-evaluation, make sure there is alignment with frameworks and clear messaging.
- Each local authority remains responsible for improving outcomes, but partners and colleagues can provide challenge
- Local authorities want to strengthen ways to celebrate and make sure good practice is shared across the system
- HGIOEA is a rigorous and robust resource, with two quality indicators (QIs) – with significant and relevant themes. Very similar to HGIOS in style.
- Each LA is unique, but they have been grouped in Quads, based on similar demographics. Quads provide opportunities for mutual challenge, support, professional dialogue. They identify key themes that the four LAs in each could work on together.
- Each LA taking that responsibility to have rich discussions and learn from other LAs.

DG – from a national agency perspective, this work has enabled Education Scotland to summarise system strengths and next steps from self-evaluation across all 32 LAs. National bodies are part of planned collaborative developments and can focus their resources on supporting areas identified through self-evaluation and collaboration.

■■■ – we now have the potential to look at how this work can help to improve outcomes for learners. Response to OECD report which challenged Scotland to make the most of the skills and expertise we have. Need to work smartly about how we use our resourcing and expertise.

6. Round Table Discussions - how can inspection and engagement approaches build on and add value to self-evaluation approaches in local authorities?

Building on HGIOEA framework and quad model

- All groups found there was value in looking at quad work and support this type of collaborative approach.
- Desire to build on and develop further existing frameworks together rather than create new ones.
- Strong support for using the HGIOEA framework as a foundation for self-evaluation and inspection.
- HGIOEA recognised as a sensible, lived, and effective framework from the LA perspective.
- Emphasis on collaborative approaches like quads and peer evaluation.
- Need to ensure inspection is not something 'done to' LAs/schools but a supportive process that helps to support improvement.
- Quads seen as a positive and effective model for encouraging professional dialogue, self-evaluation and identifying/sharing effective practice.
- Positive views on the quad model, seen as less intense, more constructive, and developmental compared with inspection.
- Desire to explore how accountability is embedded within the HGIOEA framework.
- Need to ensure consistency and continuity, especially when leadership changes occur.
- Need for clear, accurate national messages arising from inspections i.e. resourcing, staffing, themed issues.
- Not replicating or replacing systems that are already working well.
- How do we ensure that the right national messages are coming out of national reporting e.g. differential resource allocation; staffing models; funding that does to the classroom; examples that differ across the school e.g. how PTs in primary are used across the country.

Concern over inspection burden

- Clear concern about inspection adding workload and layers of bureaucracy in LAs.
- LA inspection on top of existing inspections such as Audit Scotland and the Care Inspectorate could potentially overburden LAs.
- Desire for a proportionate approach, minimising duplication and ensuring added value.

- Support for embedding HMI within LAs and quad work to promote partnership, understanding, and reduce inspection burden. HMI within each quad, not distant or detached from this.

Thematic inspections

- Support for applying thematic inspection approaches as a key feature of the framework
- Importance of drawing evidence from both schools, settings and partnerships within LAs in order to obtain a full picture of the scope of work.
- Desire for flexibility in how areas for inspection and themes are selected and applied.

7. AOB and Date of Next Meeting

■ thanked everyone for their input.

The next meeting planned for **27th May 2025 at 15:30pm to 17:00pm, via Microsoft Teams.**

End of meeting.

A large, stylized graphic of a leaf or flower with multiple overlapping petals in various shades of blue and green, centered on the slide.

Stakeholder Forum:

Developing a framework for inspection of local authorities

29 April 2025

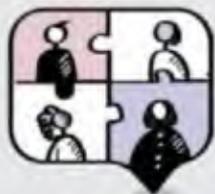
“In any given moment we have two options: to step forward into growth or to step back into safety.”

Abraham Maslow

Agenda

- Welcome - introductions and apologies
- Minutes of previous meeting
- Update on Stakeholder Engagement – Phase 1
- Plan for Phase -2
- Spotlight Session: The development of How Good is Our Education Authority? and the local authority 'quads'
- Round Table Discussions and Feedback
- AOB and Date of Next Meeting

Stakeholder Engagement Approach



Phase 1.

Listening and understanding

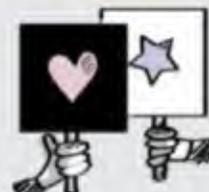
- Exploratory phase
- Providing clarity on the aims, scope and purpose of the engagement
- Inviting stakeholder views before embarking on new approaches
- Understanding problems and identifying opportunities



Phase 2.

Drafting and developing

- Idea generation phase
- Developing possible solutions
- Prioritising ideas based on pragmatism and feasibility
- Balancing ideas, views and evidence with purposes of Inspectorate



Phase 3.

Refinement through feedback

- Testing and refining our solutions
- Inviting feedback and constructive critique through a variety of channels
- Considering feedback to inform any refinement



Phase 4.

Finalising and communicating

- Finalising and communicating
- Developing a suitable communication plan
- Communicating effectively and offering support to build capacity

How

- Meeting stakeholders, inviting input on general themes
- Conducting workshops, surveys, group discussions and collaborative problem-solving sessions
- Lowering barriers to participating in our work such as by using inclusive research and design methods
- Achieving sign-off using appropriate governance models
- Focussing on effective communication and continuous improvement

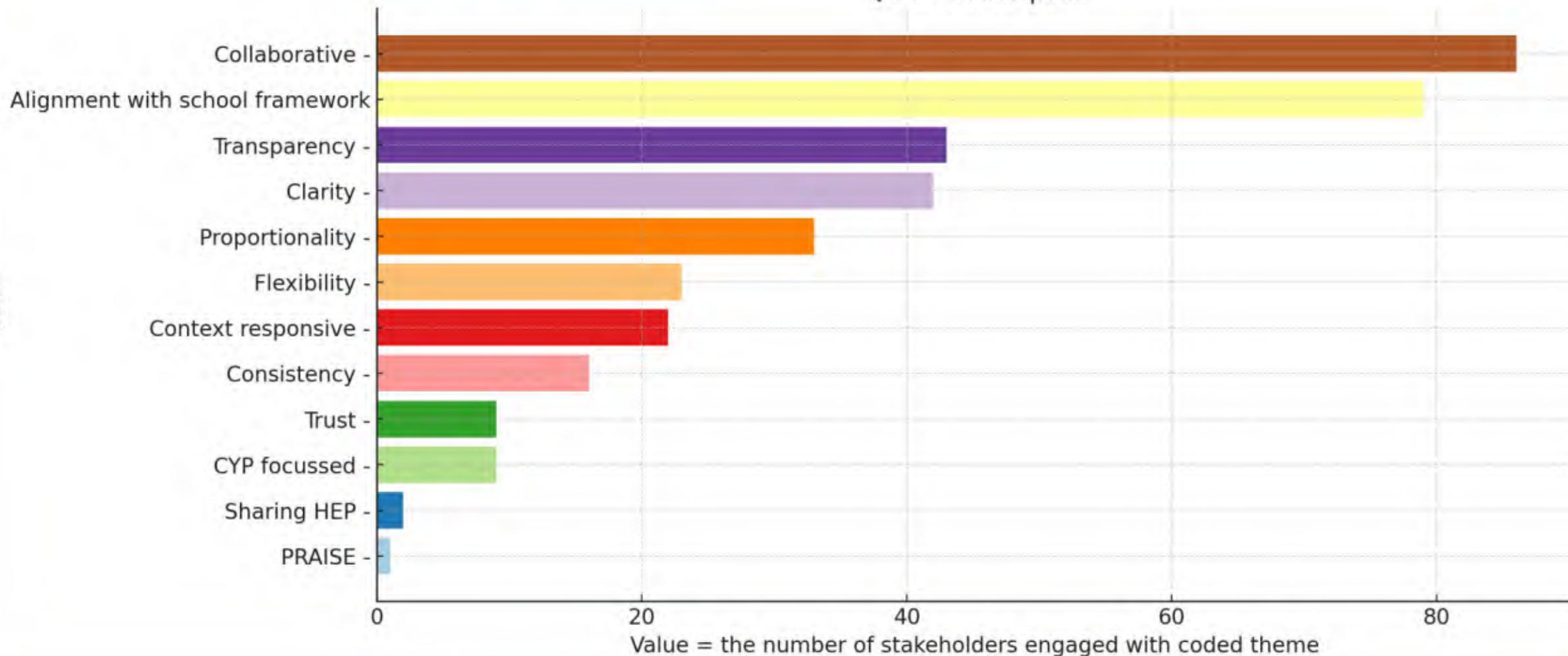
Key messages from Stakeholder Engagement Phase 1

- What are the principles on which a framework for local authorities should be developed?
- What key features should we consider?

Key messages from Stakeholder Engagement Phase 1

- What are the principles on which a framework for local authorities should be developed?

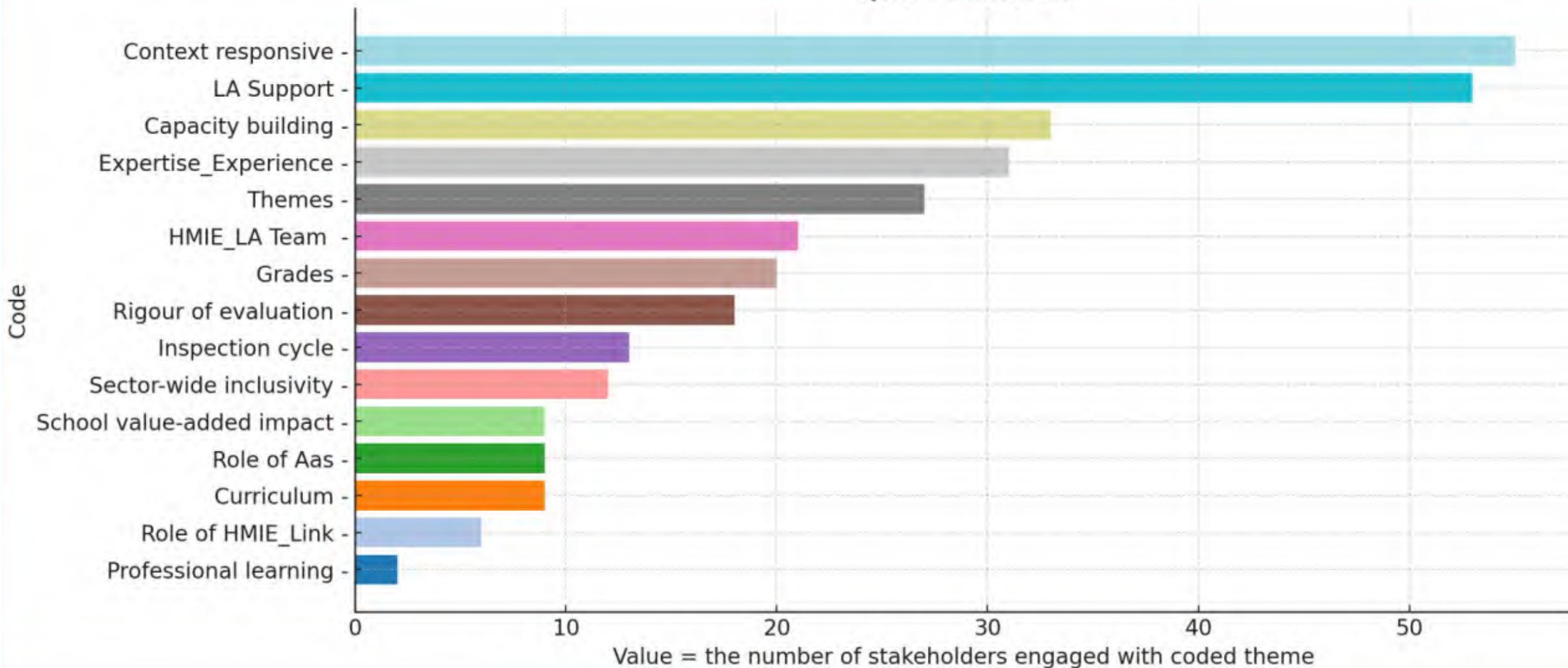
Q14 - Principles



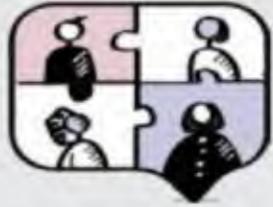
Key messages from Stakeholder Engagement Phase 1

- What key features should we consider?

Q15 - Features



Stakeholder Engagement - Phase 2



Phase 1.

Listening and understanding

Internal and external stakeholder engagement to identify principles, key features possibilities, implications, unintended consequences to inform the direction of our work.

Desk based research to learn from other inspectorates.

Review of legislation and policy landscape.



Phase 2.

Drafting and developing

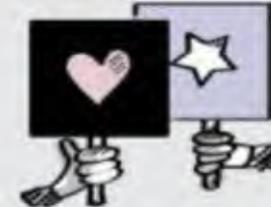
Direction of travel informed by Phase 1. Balancing views with purposes of the inspectorate.

Workstreams to take forward new work:

1. Inspection framework/approaches
2. Inspection methodology
3. Team of associate assessors
4. Remit for link HMIs and HNIs

Working in collaboration with colleagues and seeking feedback on drafting.

May include more formal consultation on aspects.



Phase 3.

Refinement through feedback

Testing and refining.

Seeking feedback and constructive critique.

Using feedback to refine further.

Trying out solutions and further refining.



Phase 4.

Finalising and communicating

Finalising and communicating.

Developing plans to share widely.

Professional learning programme to build capacity.

Spotlight Session

HOW GOOD IS OUR EDUCATION AUTHORITY?

A framework for self-evaluation of
local education authorities



East Renfrewshire
Aberdeen City
Shetland Islands
City of Edinburgh

East
Dunbartonshire
Aberdeenshire
Perth & Kinross
Orkney Islands

Moray
East Lothian
Argyll and Bute
Angus

Stirling
Highland
Midlothian
Scottish Borders

Falkirk
South Ayrshire
Renfrewshire
Clackmannanshire

Dumfries and
Galloway
Fife
West Lothian
South Lanarkshire

Eilean Siar
East Ayrshire
Inverclyde
West
Dunbartonshire

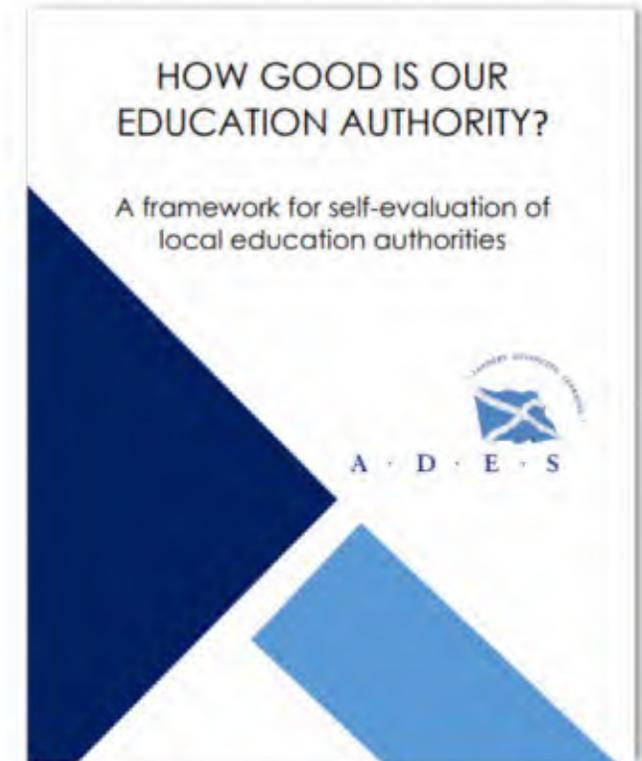
Dundee City
North Ayrshire
North Lanarkshire
Glasgow City

QI 1: Leadership, Direction & Continuous Improvement

- 1.1 Vision, values and aims
- 1.2 Strategic deployment of resources.
- 1.3 Fulfilment of Statutory Duties
- 1.4 Leading and delivering sustained improvement and change.
- 1.5 Effective leadership at all levels.

QI 2: Improving Outcomes for All

- 2.1 Improvement in outcomes for children, young people and adult learners.
- 2.2 Quality of Education - Impact on children, families and communities.
- 2.3 Quality of Education – Impact of professional learning on staff
- 2.4 Use of performance data to improve outcomes for children, young people and adult learners.



Local Authority 'Family' Group Quads

East Renfrewshire
Aberdeen City
Shetland Islands
City of Edinburgh

East
Dunbartonshire
Aberdeenshire
Perth & Kinross
Orkney Islands

Moray
East Lothian
Argyll and Bute
Angus

Stirling
Highland
Midlothian
Scottish Borders

Falkirk
South Ayrshire
Renfrewshire
Clackmannanshire

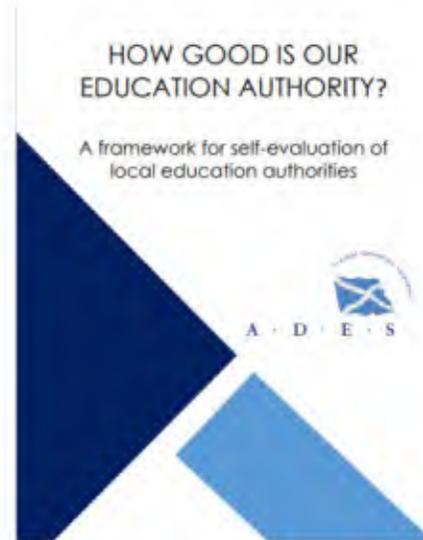
Dumfries and
Galloway
Fife
West Lothian
South Lanarkshire

Eilean Siar
East Ayrshire
Inverclyde
West
Dunbartonshire

Dundee City
North Ayrshire
North Lanarkshire
Glasgow City

Round Table Discussions

How can new inspection approaches and methodology support improvement, and add value to current self-evaluation approaches in local authorities?



Actions

Date of next meeting: 27th May at 3.30pm via Teams

Discussion Focus: Phase 2 - Approaches for testing and trialling

- Inspection approaches and methodology
- Engagement approaches – link HMI and link HNI roles

From: [REDACTED]@educationscotland.gov.scot on behalf of [REDACTED]@gov.scot
[REDACTED]@educationscotland.gov.scot; director@sces.uk.com;
[REDACTED]@cnag.org; [REDACTED]-ohs@argyll-bute.gov.uk;
[REDACTED]@exec.nasuwat.org.uk; [REDACTED]@gaidhlig.scot;
[REDACTED]@gov.scot; [REDACTED]@childreninscotland.org.uk;
[REDACTED]@eastrenfrewshire.gov.uk;
[REDACTED]@eastayrshire.org.uk; Jennifer Macdonald;
[REDACTED]@ssta.org.uk; [REDACTED]@ahds.org.uk; [REDACTED]@connect.scot;
[REDACTED]@cosla.gov.uk; [REDACTED]@eis.org.uk;
[REDACTED]@educationscotland.gov.scot;
[REDACTED]@educationscotland.gov.scot;
To: [REDACTED]@aberdeenshire.gov.uk;
[REDACTED]@renfrewshire.gov.uk;
[REDACTED]@educationscotland.gov.scot;
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[REDACTED]@educationscotland.gov.scot; [REDACTED]
[REDACTED]@educationscotland.gov.scot; [REDACTED]@gov.scot;
[REDACTED]@ssta.org.uk; [REDACTED]@hotmail.com;
Subject: Stakeholder Forum: Framework for Inspection of Local Authorities - Minutes - 29-04-25
Attachments: [Stakeholder Forum Meeting 29 April 2025 .pdf](#); [Stakeholder Forum 5 - Framework for Inspection of Local Authorities - Minutes - 29-04-25.pdf](#);
Sent: 09/05/2025 13:10:19

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Good afternoon,

My apologies for the delay in providing the minutes for the recent stakeholder forum. Please now find attached the minutes and slides from the meeting. Any errors or amendments required, please let me know by return.

The next meeting is planned for the **27th May 2025 at 15:30pm to 17:00pm**, via Microsoft Teams.

Best wishes,

██████

██████████ | ██████████ | Strategy Team | Education
Scotland | Foghlam Alba

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Dear Colleagues

Please find attached the agenda for the next Stakeholder Forum meeting, and the minutes of the previous meeting.

Tuesday 27th May 2025
3.30 pm – 5pm

Microsoft Teams [Need help?](#)

[Join the meeting now](#)

Meeting ID: [REDACTED]

Passcode: [REDACTED]

Best for now / Gach dùrachd

[REDACTED]

[REDACTED]

[REDACTED]

His Majesty's Inspector of Education
Education Scotland | Foghlam Alba

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[REDACTED]@exec.nasuwf.org.uk; [REDACTED]@kingspark-sec.glasgow.sch.uk; [REDACTED]@cnag.org; director@sces.uk.com; [REDACTED]@gaidhlig.scot; Victoria Smith; [REDACTED]@south-ayrshire.gov.uk; [REDACTED]@childreninscotland.org.uk; [REDACTED]@gov.scot; [REDACTED]@gov.scot; [REDACTED]@live.co.uk; [REDACTED]@educationscotland.gov.scot; [REDACTED]@educationscotland.gov.scot;

To: [REDACTED].Frew@educationscotland.gov.scot; [REDACTED]@ssta.org.uk; [REDACTED]@dundeeschools.scot; [REDACTED]@educationscotland.gov.scot; [REDACTED]@ahds.org.uk; [REDACTED]@mail.nasuwf.org.uk; [REDACTED]@educationscotland.gov.scot; [REDACTED]@educationscotland.gov.scot; [REDACTED]@ahds.org.uk; [REDACTED]@northlan.org.uk; [REDACTED]@prestontower.elcschool.org.uk; [REDACTED]@ssta.org.uk;

Cc: [REDACTED]@educationscotland.gov.scot; [REDACTED]@educationscotland.gov.scot; [REDACTED]@educationscotland.gov.scot;

Subject: Stakeholder Forum: School Inspection Framework and Models - 22-05-25

Attachments: [Stakeholder Engagement Forum -School Inspection Frameworks and Models - Agenda 22-05-25.pdf](#); [Stakeholder Forum 5 - Inspection Frameworks and Models - Minutes - 24-04-25.pdf](#);

Sent: 20/05/2025 11:08:25

Follow Up Flag:

Follow up

Flag Status:

Completed

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Good morning,

Ahead of this Thursday's stakeholder forum, please find the previous minutes and the agenda attached.

Please let me know if any amendments are required by return or during the meeting as per the agenda.

Best wishes,

██████

██████████ | ██████████ | Strategy Team | Education
Scotland | Foghlam Alba

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[REDACTED]@thereachpartnership.co.uk; [REDACTED];

To: director@scs.uk.com; [REDACTED]@dundeeschools.scot;
[REDACTED]@springburnacademy.glasgow.sch.uk; [REDACTED]@gmail.com;
[REDACTED]@eastrenfrewshire.gov.uk; [REDACTED]@gtcs.org.uk';
[REDACTED]@argyll-bute.gov.uk; [REDACTED]@aberdeenshire.gov.uk;
[REDACTED]@gov.scot;

Subject: Strategic Oversight Board - 040325 papers

Attachments: [Into Headship Strategic Oversight Board - 040325 - Action Points.docx](#); [Into Headship Strategic Oversight Board - Workplan - Update - Mar25.docx](#);

Sent: 27/03/2025 10:48:48

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Dear colleagues,

Please find attached action note from the meeting held on 4th March and a copy of the workplan.

Kind regards

■■■■

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From: [REDACTED]@gov.scot
[REDACTED] (Staff); [REDACTED]@abdn.ac.uk;
[REDACTED]@ahds.org.uk; stuartb@cosla.gov.uk; Pauline Stephen;
[REDACTED]@uhi.ac.uk; [REDACTED]@sfc.ac.uk; [REDACTED]@sfc.ac.uk;
To: [REDACTED]@sls-scotland.org.uk;
[REDACTED]@aberdeenshire.gov.uk; [REDACTED]@strath.ac.uk;
[REDACTED]@uws.ac.uk; [REDACTED]@Clacks.gov.uk;
[REDACTED]@falkirk.gov.uk; [REDACTED]@eis.org.uk; [REDACTED]@eis.org.uk;
[REDACTED]@gmail.com;
Cc: [REDACTED]@gov.scot; [REDACTED]@gov.scot;
[REDACTED]@gov.scot; [REDACTED]@gov.scot;
Subject: Teacher Workforce Planning Advisory Group Minutes / Update
Attachments: TWPAG Minutes - 31 October 2024.docx;SFC letter August 25 target
intakes.pdf;
Sent: 01/04/2025 14:48:43

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From: [REDACTED] on behalf of Victoria Smith
Sent: 03 June 2025 10:50
To: [REDACTED]@gov.scot
Subject: Tentative: Curriculum and Assessment Board Meeting (32)

From: [Pauline Stephen](#)
To: [REDACTED]@gov.scot; [REDACTED]@gov.scot;
Bcc: [Jennifer Macdonald](#); [Victoria Smith](#); [REDACTED]; [REDACTED];
Subject: TIS Review
Sent: 29/05/2025 15:51:00

Hello

We have picked up the parliamentary debate and associated media coverage from yesterday, part of which was an announcement of a review of TIS.

We'd appreciate information about scope, timescale, etc so that we can prepare for involvement, ensure clarity of our communications and understand any potential impact on ongoing arrangements.

Obviously this announcement has been made in the context of next year's placements being communicated and, at time of writing, receipt of 7 letters from MSPs and MPs seeking action on behalf of specific individuals as well as direct contact to us from student teachers.

We also need to timetable our annual meeting to review ongoing administration arrangements. We agreed to arrange this for August. Can you confirm that is still the plan from your end and if so who should be involved and we will get that organised.

Pauline

Dr Pauline Stephen

Chief Executive and Registrar



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



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From: [Jennifer Macdonald](#)
To: [REDACTED]@gov.scot; [REDACTED]; [REDACTED];
[REDACTED]@gov.scot;
Subject: TQFE Draft Guidance Comments and Follow-up
Attachments: [TQFE-Draft-Guidance-and-General-Determination-GTCSComments.docx](#)
Sent: 29/04/2025 17:26:48

Hi [REDACTED] and [REDACTED]

I hope all is well with you both?

I'm following up on the meeting we had in late February and to see if we can make some headway on TQFE accreditation arrangements.

We've been continuing our review of our accreditation process for school related teaching qualifications which has been helping inform our feedback on the TQFE draft guidance and general determination.

I attach a tracked change version of the draft document that was included with the consultation to provide our perspective on what we think is required to get to a workable solution.

In short, the Model Scheme is the part that we think needs a reframe. We've tried to convey what the issues we see are through our tracked changes and comments.

From a governance perspective, we believe it needs to be clearer what is a programme requirement that the Scottish Government is insisting on setting versus what you are giving GTC Scotland freedom to set (if anything). We believe that it needs to be clearer that framing the process - how it is ensured that a programme is meeting the requirements through accreditation - sits entirely with GTC Scotland to determine (and this is what we require as we all know - we need the process to follow what is applied to school TQs).

We're unclear on whether any discretion can be given to GTC Scotland on setting programme requirements - the documentation framed currently presents a bit of a mixed picture and we believe this will cause confusion. It may be worth talking that through and unpicking together?

Let us know when it would be possible to meet to talk through or get back to us with any immediate thoughts?

We'll look forward to hearing from you,
Jennifer

From: [REDACTED]@gov.scot
[REDACTED]@gov.scot; [REDACTED]@gov.scot; [REDACTED]@gov.scot;
[REDACTED] (Staff); [REDACTED]@ahds.org.uk; [REDACTED]@eis.org.uk;
[REDACTED]@uhi.ac.uk; [REDACTED]@falkirk.gov.uk;
[REDACTED]@uws.ac.uk;
[REDACTED]@glow.ea.glasgow.sch.uk; Pauline Stephen;
To: [REDACTED]@gov.scot; [REDACTED]@abdn.ac.uk;
[REDACTED]s@gmail.com; [REDACTED]@gov.scot;
[REDACTED]@aberdeenshire.gov.uk; [REDACTED]@sfc.ac.uk;
[REDACTED]@sfc.ac.uk; g [REDACTED]@sls-scotland.org.uk;
[REDACTED]@clacks.gov.uk; [REDACTED]@cosla.gov.uk; [REDACTED]@eis.org.uk;
[REDACTED]@gov.scot; [REDACTED]@cosla.gov.uk;
[REDACTED]@strath.ac.uk; [REDACTED]@EIS.org.uk;
Subject: TWPAG - October 2024 papers
Sent: 17/04/2025 15:18:17

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Hi all,

Please see links below the to the published TWPAG minutes and papers from the last meeting on 31 October 2024:

[Teacher Workforce Planning Advisory Group - gov.scot](#)

[Teacher Workforce Planning - 2024 exercise - Statistical modelling paper - gov.scot](#)

[Teacher Workforce Planning Advisory Group minutes: October 2024 - gov.scot](#)

Thanks

██████████

████████████████████

██████████ – Education Workforce Unit

Workforce, Infrastructure and Digital Division | Scottish Government | 2-B North |
Victoria Quay | Edinburgh | EH6 6QQ

Maoineachadh, Bun-structair agus Eagrachaidh Sgoiltean | Roinn Luchd-obrach, Bun-
structar agus Ath-leasachadh | Raon 2B Tuath | Cidhe Bhictòria | Dùn Èideann | EH6
6QQ

 gov.scot

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