

## Appendix 1: Midlothian Council Consultation Outcome

The Headteachers' Charter will empower headteachers as the leaders of learning and teaching and as the lead decision maker in how the curriculum is designed and provided in their schools. What further improvements would you suggest to enable headteachers to fulfil this empowered role?
Ensure all staff are listened to and their ideas and opinions are thought about when making decisions.
Test to find children's learning type and individualise as much as possible to give them the best start and understanding
To ensure that HTs have the freedom to choose the systems of planning, reporting and monitoring that best suit the needs of their school community.
The Headteachers' charter will empower Head Teachers to develop their school improvements plans collaboratively with their school community. What improvements could be made to this approach?
Ensure enough time is given to this so that everyone from pupils, parents to staff can give their views without feeling rushed.
Giving people more forewarning before decisions are actually made
Not sure - There is already a focus within schools to ensure collaboration across the school community. LA also provides support and encouragement to reach out across the school community and keeps this as focus and priority.
The Charter will set out the primacy of the school improvement plan. What are the advantages and disadvantages of this approach?
Unsure
Advantages: It will help to protect the priorities that are specific and individualised to the school. It will make the improvement plan a document that is familiar to all stakeholders across each school community.
The Headteachers' Charter will set out the freedoms which headteachers should have in relation to staffing decisions. What are the advantages and disadvantages of headteachers being able to have greater input into recruitment exercises and processes adopted by their local authority?
There a lot of parent helpers putting in almost part time hours already in schools and the recognition of their skill set to be classroom assistants or other roles in the school are never considered when application become available x
Advantage: It should allow HTs to plan for the specific needs within their school community. Disadvantages: Would be worried if there was a lack of HR support to HTs for recruitment, employment, mediation, disputes etc. Increased time pressures on HTs that may take them away from the leading of learning. Recruitment and staffing restrictions appear to come from union terms and conditions, not from the LA. Therefore, moving from LA control to HT control is not likely to improve on any of the challenges faced regarding staffing.

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The Headteachers' Charter will set out the freedoms which headteachers should have in relation to staffing decisions. What are the advantages and disadvantages of headteachers' ability to choose their teams and decide on the promoted post structure within their schools?
It will benefit the development of the staff and give them goals to work towards proving their worth which will make for a more enthusiastic staff team which will be for the pupils
It allows specific and focused solutions to be made for each school community. We can already do this within Midlothian and are encouraged by LA to find the solution that works best for our context - not sure what will change, other than potentially less support from LA which would increase workload of HT.
Should headteachers be able to decide how the funding allocated to their schools for the delivery of school education is spent? If so, what is the best way of doing this?
A chart of what areas are fine and what are needing improved and how the improvements will benefit all whilst showing the budget awarded is required
Yes, we already have flexibility to do this and are supported by LA to find solution that best fits our school. The current model of LA finance support to deliver the school budget works well. Would want to ensure that the total school budget remains protected and underspends are not lost.
How could local authorities increase transparency and best involve headteachers and school communities in education spending decisions?
Meet with them all ask for a summary of the previous year and make decisions which includes their feedback
Produce public financial reports about how each school spends their money. Provide opportunity for school community to respond to these reports.
What types of support and professional learning would be valuable to headteachers in preparing to take up the new powers and duties to be set out in the Headteachers' Charter?
More awareness of disabled children in a mainstream setting More awareness of teaching styles so all children's needs are covered
Mentor schemes between new and established HTs set up and protected. More time and resources for training related to management duties e.g. the law, budgeting/finance, HR/Employment issues.
Are the broad areas for reform to the Scottish Schools (Parental Involvement) Act 2006 correct?
Yes
How should the the Scottish Schools (Parental Involvement) Act 2006 be enhanced to ensure meaningful consultation by headteachers with parents on substantive matters of school policy, improvement planning and curricula design?
Report specifically on what involvement has taken place. Parent councils / groups to report specifically on how they have been involved.

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Should the duties and powers in relation to parental involvement apply to publicly funded early learning and childcare settings?
Yes
Should the Bill include a requirement that all schools in Scotland pursue the principles of pupil participation set out in Chapter 3? Should this be included in the Headteachers' Charter?
Already encouraged to look for variety of ways to engage and increase pupil participation rather than from established routes such as pupil councils.
What are your thoughts on the proposal to create a general duty to support pupil participation, rather than specific duties to create Pupil Councils, committees etc...?
Yes, already encouraged by LA to do this.
Should the Bill include provisions requiring each local authority to collaborate with partner councils and with Education Scotland in a Regional Improvement Collaborative?
Yes, but with clearly defined roles and expectations.
Should the Bill require each Regional Improvement Collaborative to maintain and to publish annually its Regional Improvement Plan?
Yes but not replacing LA plans
If we require Regional Improvement Collaboratives to report on their achievements (replacing individual local authority reports), should they be required to report annually? Would less frequent reporting (e.g. every two years) be a more practical and effective approach?
2-3 years reporting seems sufficient. There could be annual interim reports that are produced for internal discussion and monitoring within the collaborative.
In making changes to the existing planning and reporting cycle, should we consider reducing the frequency of national improvement planning and the requirement on Ministers to review the National Improvement Framework?
Yes - 3 year reporting cycles seems sufficient. Schools will produce Standards and Quality reports annually and other information can be collated via inspections.
Are the proposed purpose and aims of the Education Workforce Council for Scotland appropriate?
Not sure - worried about the size of the organisation that would be created and the danger of a lack of clarity.
What other purpose and aims might you suggest for the proposed Education Workforce Council for Scotland?
Not sure it is necessary.
Are the proposed functions of the Education Workforce Council for Scotland appropriate?
Not sure the different groups of staff can be grouped under one organisation. There will be different terms and conditions, reporting cycles etc. It would appear to potentially be unwieldy and too big to drive forward change and improvement. Worry about losing the clarity of purpose for teachers that GTCS currently provides.

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What other functions might you suggest for the proposed Education Workforce Council for Scotland?
Not sure it is necessary.
Which education professionals should be subject to mandatory registration with the proposed Education Workforce Council for Scotland?
Staff who work in schools currently have registration appropriate to their job role e.g. GTCS, PVG, SSSC - not sure this needs to change.
Should the Education Workforce Council for Scotland be required to consult on the fees it charges for registration?
Yes - if it is established.
Which principles should be used in the design of the governance arrangements for the proposed Education Workforce Council for Scotland?
What works best for schools and the leading of learning. Teachers should be at the heart of the organisation. However, again, not sure it is necessary.
By what name should the proposed Education Workforce Council for Scotland be known?
No real opinion - less about the name and more about the structure and how it operates.