 **27th January**

**Radisson Blu Hotel, Glasgow**

1. **Present**

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| Tony Rafferty | Aberdeen City |
| Colm O’Riordan (Deputy) | Aberdeen City |
| Bob Jones | Aberdeenshire |
| Sheona Craig  | Clackmannanshire |
| Ann MacDonald | Comhairle an Eileanan Siar |
| Mary O’Connor | Dundee City |
| Gordon MacDonald | East Dunbartonshire  |
| Alison Bowyer | Edinburgh City |
| Margaret Leitch | Falkirk |
| Carrol Herbertson | Fife |
| Joanna Murphy (Chair) | Glasgow |
| Heather Grossart | North Ayrshire |
| Charlotte Harrison | Orkney |
| Jason O’Flynn | Perth & Kinross |
| Debbie Newlands | Renfrewshire |
| Fiona Nicholson (Vice Chair) | Shetland |
| Cheryl Burnett | South Lanarkshire |
| Clare Carroll (Deputy) | South Lanarkshire |

**Apologies**

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| Jill Sloan | Dumfries & Galloway |
| Mel McGill (Deputy) | Dumfries & Galloway |
| Jim Campbell | East Ayrshire |
| Joe McLachlan | East Renfrewshire |
| Saddah Aziz | East Lothian |
| Simon Cunningham (Deputy) | East Renfrewshire |
| Beata Kohlbek (Deputy) | Edinburgh |
| Fergus Weir | Highland |
| Owen Derrick | Inverclyde |
| Barrie Sheppard | North Lanarkshire |
| Alex Dunbar | Moray |
| Ian Aitchison | Scottish Borders |
| Morag Leslie Smith  | South Ayrshire |
| Eric Lumsden | West Lothian |

**Also in attendance**

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| Ellen Doherty | Director of Education and Professional Learning, GTCS |
| Alona Murray | Education Scotland |
| Beverley Ferguson | Education Scotland |
| Natalie Dewison | Rocket Science |
| Dina Papamichael | Rocket Science |
| Clair Halliday | NPFS Admin  |
| Joan Mackenzie (Minutes) | NPFS Admin  |

**Vacancies**

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|  | Angus |
|  | Argyll and Bute |
|  | Moray |
|  | Midlothian |
|  | Stirling |
|  | West Dunbartonshire |

**2. Ellen Doherty, Director of Education and Professional Learning, GTCS**

* Ellen gave an overview of her background as a teacher and the motivation for her role within GTCS – she achieved the post 2 years ago.
* Ellen outlined the suite of professional standards and the structure. Ellen’s mission is to bring children into the GTC.
* Talking to children: asking what their expectations are from their teachers and how they are treated. They want mutual respect and that’s not always the case.
* Telling teachers, don’t be surprised if parents come hard at you, they’re doing their job.
* The purpose of having national conversations is so that responses are echoed in standards – key elements to assist GTC in their thinking.
* The big question: how do the professional standards help teachers be all they can be and meet the expectations of parents, young people and the very wide range of stakeholders who are involves in the education system in Scotland?
* The capacities and indicators of wellbeing within the Curriculum for Excellence (effective contributor, responsible citizen, confident individual, successful learner and SHANARRI) – teachers need to be this too.
* A variety of information and tools e.g. HGIOS, NIF, OECD, Empowering Teachers…
* Ellen was looking to capture a parental perspective - she tasked reps with an activity to present what they viewed as essential attributes for an effective teacher.

**3. Minutes and Matters Arising, with Leadership Team updates**

* Joanna, Cheryl and Fiona provided an overview of the meetings they have attended. Further information is available from them on request.

**4. How Good is our Third Sector Organisation? follow up session, Alona Murray, Education Scotland**

* Alona Murray and Beverley Ferguson facilitated discussions to inform next year’s business plan. They are proposing to gather data to report on NPFS successes and a questionnaire to identify areas for future development. Depending on the response to the questionnaire, there may also be telephone interviews or focus groups.
* Some reps voiced concerns that this should be used only to add value and not undermine the morale of reps.

ACTIONS:

* Alona and Beverley will send the office a copy of the draft questionnaire for feedback.

**5. Volunteer Handbook**

* Reps were asked to consider: “What is your role?” and what is the best way to keep everyone updated with what is happening in your local authority e.g. meeting updates etc.
* There was a discussion over what is and is not expected of reps, the distinction between deputes and reps and some of the issues inherent in the role e.g. being careful when giving advice to parent councils, being wary of giving personal v NPFS opinion and directing media questions through the office or the leadership team.
* Re. possible background checks for reps and sharing information: who would reps be happy sending information to? There was a suggestion that PVGs could be introduced for reps but it is against the law to have a PVG if you do not need one.

ACTION:

* Reps to email Clair with feedback on role descriptions and responsibilities – all areas of the volunteer handbook that have been highlighted in red require rep input by the end of March.

**6. National Group Updates**

* There was a round the table, where reps gave an overview of the groups and meetings they attend.

ACTIONS:

* Joanna contacting Ann about Gaelic education guidelines i.e. East Renfrewshire application. Bord na Gaelic need to pick this up.
* Barrie circulating ‘New Routes to Teaching’ paper to reps.

**7. Regional Improvement Collaboratives**

* Following letters from NPFS, there have been three responses from the Regional Improvement Collaboratives with one appointment in the diary.
* A rep raised the question of whether a parent could be represented.
* There was a discussion over how Collaboratives fit in to the structure: the theory is that they will share best practice.
* Local authorities had been poor at sharing plans – Regional Collaboratives have to be more out there with sharing plans. All submit plans to Mr. Swinney.
* Some reps suggested that if there was a legal duty, they would pay due regard to what they hear. Schools and Regional Collaborative need to “meaningfully” consult.
* There is an opportunity to build on Parental Engagement in the plans in phase two.
* Reps are asked to listen to reactions to the developments around them. A forum to speak openly between reps would be beneficial – maybe another closed group?

ACTION:

* Reps are reminded to look at NPFS emails.

**6. Education Bill, Rocket Science facilitated session**

There was a facilitated discussion over the four key areas of the Education Bill. Questions raised included:

*What are the barriers to achieving what has been set out?*

* There needs to be collaboration at all levels: parents, community, headteachers, pupil participation, Regional Collaboratives …
* There needs to ways and measures to assess what’s happening.

*What would collaboration look like?*

* Headteachers need to know how to collaborate. They need to become more aware of the whole parent forum, so the views of disadvantaged parents are also taken into account instead of a skewed demographic. This could include, introducing open afternoons, giving parents an open forum to challenge and ask questions, becoming more parent friendly with less use of jargon.
* How regular, and to what level, should there be involvement? Will there be an audit process? What mandatory processes will be put in place e.g. local authority inspection of headteachers performance? What targets will be set?
* Schools need to aspire to access all parents with 100% participation - a rolling programme.

*What are the barriers to parental involvement?*

* Lack of time due to long working hours and shift patterns.
* Cliques in school can preclude other parents or put them off becoming involved.
* Costs e.g. transport can be prohibitive for some families, especially in rural areas.
* Parents need to be given a reason to become involved – improved outcomes for their child.

*What are the roles and responsibilities of headteachers?*

* Suggestions included deciding on staff teams, budgets etc.
* Some concerns raised over the time and workload associated with new responsibilities, and the impact on teaching.
* Accountability – you can vote out Councils but not headteachers and collaboration is a “space” not an entity.
* What do you do if headteachers don’t consult?
* It’s all about doing fewer things better e.g. school reports don’t mean much.
* Pupil participation – the timetable is too restrictive. Do they feel safe? Are they learning well? They need a voice – not just a pupil forum. Pupils daily life – there needs to be collaboration with parents too.
* General duties for headteachers or more specific? Can’t see how legislation will help but if you don’t, they won’t do it – at least it gives you something to back you up.

ACTION:

* Full notes will be provided by Rocket Science.

**The next meeting will be on Saturday 26th May 2018 (Edinburgh).**