

Young people will feel supported if there is an investment in teachers

Island children miss out on mainland schooling when ferries can't sail. Subject choices are also restricted in remote areas and there are digital ways to manage that.

The non-academic subjects, such as music and art, need to stay

We have a school of 23, half of which as placing requests simply because of the more bespoke care there is for each individual child

What are we preparing young people for and how can we know what is needed? It is really difficult to predict what will be needed in the future by uni and for jobs.

Teachers and teaching assistants - there to support for those who need it but what about support for those who are excelling to help push them on?

Teaching assistants could be used to provide support for all pupils and a great support for teachers as well.

Technology - how will this evolve over time?

Implementation of any changes - where are the safety nets? What are the checks and balances on these?

inal exams should be either completely removed or reduced to a maximum of 20% of the final score a student is awarded

core skills cannot be overlooked with full focus/priority on digital.

Meta learning should be prioritised - learning how to learn to ensure they can pick up new things and being confident in doing so.

Education needs to be responsive. change is fast. we need to ensure our educators are empowered to be flexible, creative and innovative to keep up with our children.

Health and wellbeing - specifically support for mental health - schools and teachers are working hard but how do we improve support for this further?

International Statistics - we should look to those countries doing well and how do we learn from them.

The reality of national policy - will only be as successful as its implementation.

Need to be prepared to fund any changes otherwise additional asks may not be able to be delivered.

Time is right to review the education system - national approach is important for efficiency and consistency.

Health and wellbeing also needs to be at the centre. A child can only learn effectively if their health and wellbeing is met.

maybe ask young people who are just leaving education what they feel they would have bettered their experience and left them in the best place to send them out to the workplace

Digital is an obvious future - remiss to miss out on some of the skills CYP need. Not just a spotlight on FE and HE - key skills taught and used.

Think that "academic" subjects often inform development of life skills - understanding maths helps to inform budgeting, finances, engineering etc

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

Important that voices are heard - especially those of children and young people - how do we listen and how do we ensure that these changes happen locally?

Education prepares young people for their next destination - would like to see something that engages and links with local businesses and communities to support this.

'Listen' is a word that is standing out - recently been through consultation but did not feel listened to.

Can't lose sight of all parents, not just a focus on those who are 'hard to reach'.

Need to be able to communicate in different styles to different audiences, read and assimilate reports etc relies on good literacy - reading, writing, comprehension

Pastoral care teachers don't have time to support all the children that need the help as they also teach classes.

Parents volunteers listen to the kids and young people when they are in the school and everyone benefits from being involved. Wish it happened in high schools as well primary

Some of the technologies we need to use to help where we do have lack of teachers in certain subjects. To help with cost and access.

Making it easier to tailor the curriculum to meet the needs of an area e.g. on an island we may want maritime studies would be good. It has been indicated to me this can be quite diffic

if using outside bodies that they are vetted and that parents know about it before their is access to the children.

Could resources and strategies in schools for children with an Additional Support Need be used and shared more widely throughout the school? More inclusive approach.

Its important that we don't lose sight of life skills and practical skills that seem to get side lined to more academic subjects

The system needs to be suitable for all., neurological and neurodiverse. , more it is being used in the classroom, it should also be used for exams and coursework

employers and universities etc should be involved to see what they want from the young people coming through.

important to keep regular national assessments that allow children to compare against their peers and highlight strengths & skill gaps.

Think that keeping education practical and has clear life benefits, for example the world of work

Would benefit from attracting people with work experience from outside education into teaching

System needs to be flexible in order to be inclusive and accessible for all - neurotypical & neurodiverse children.

Don't overcomplicate it - the best systems are transparent and easily understood by all - objectives need to make sense in plain English without jargon

Getting it right for every child (GIRFEC) is a great concept as children are all different but for me there is a lack of support in schools in staff terms to support this.

need clear goals/outcomes so children can follow their own progress

need to have strong core, but have flexible options for children to shape and adapt their learning to where they want to go in the future

Lots children not suited for large academic setting and need more supprt, well-being and focus teaching and learn more vocational subjects and make them achieve & hope

Children should be supported, whatever stage they are at and whatever their need is. Key resource of support staff often removed from schools due to cuts and this is needed.

Uni/colleges could feed back what they need and to support children and young people to understand why and what they are learning. This could be done via a framework.

Can't have a one size fits all approach - small schools have a more tailored approach but how do we replicate this in bigger schools/class sizes?

Education should be tailored to needs. Everyone in the school community should feel respected and supported.

Could we learn from other professions eg nurses?

Variation in delivery at a local level. If parental engagement in a local authority is low, then how are children and young people are engaged?

Need to listen to children and young people and hear from them.

When I've asked about utilising parents skills, voluntary support the barrier was managing safeguarding

t present we are simply rewarding those who can cram revision and punishing the ones who may suffer from anxiety or even just unlucky enough to be sick on the day

GIRFEC - individualised discussions about each child as all have different needs - more staff needed for consistency. Can education needs be child centred?

Teachers and school staff need to feel supported to enable them to support children and young people. We often rely on teachers' goodwill, but capacity is the issue.

GIRFEC - benefit of a bespoke approach in a small school is phenomenal and they feel supported but how do you replicate this in a class of 30?

Children and young people understand their future world.

The achievement from support staff is great but these are often the jobs that are reduced due to financial constraints. Short sighted to put this at the top of the list of cuts.

support staff are a valuable resource

we struggle at our school as ASNA contracts are temporary - people move on for permanent contracts elsewhere.

need to look at different ways of learning - traditional/online/app etc

Voice of parents / carers and parent/carers volunteers are vital within education and wider community. supporting voice of children

Strength's approach. Nurturing guidance to support and give children and young people confidence. This could however be impacted by lack of staff.

providing volunteering opportunities for parents to be in school to help.

In our town our whole economic strategy is based on culture led regeneration. We need to ensure that the arts remain central in education - not just a focus on STEM etc.

am appalled at the poor levels of writing, reading and numeracy in a large number of schools. This is not a recent issue but has been going on over decades.

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

how do we make teaching more attractive? If we need more support to enable inclusion, how do we increase that support? More PSA's and resources?

its about making parent involvement easy to become a part of, fun, accessible, inclusive, fun.

Our SLT are also very visible and approachable and it makes a huge difference to feeling involved and knowing what is happening with my children's education.

Parental involvement legislation must stay! And be supported and welcomed in schools.

village school and it's often 'chosen' as the quieter and more focused support.

Going from ratio of 1-10 in nursery to 1-25 at Primary 1 is significant

just worth saying not all children (in primary particularly) respond well to play based learning, and this seems to be the go to option in every subject

Junior skills colleges in each city or each council please. Scotland had no junior college for 13-16 year olds. We have none as there's no funding!!!

Other countries hold Teaching as a profession in the highest regard, requiring an investment in developing the most talented teachers and rewarding them accor

should set classes based on ability rather than mix up for core subjects to make teaching easier

opportunities and subjects that are creative need to stay but also need to be developed..

investment in ongoing training for teachers and LA is vital

Definitely keep Forest Kindergarten for nursery & increased outdoor time being rolled out across the school is so beneficial. Play approach learning is amazing

I agree fully with increasing and improving play pedagogy but again the roll out/implementation is very different across Local Authorities.

we need an education system that can adapt easily and respond to provide children with skills that are in most demand. Implementing change in education today is very difficult

Give children the choice of the right environment for them (choice of- school, junior college, college), One size does not fit all

it is impossible for a teacher to get it right for every child in a class of 33, with no support.

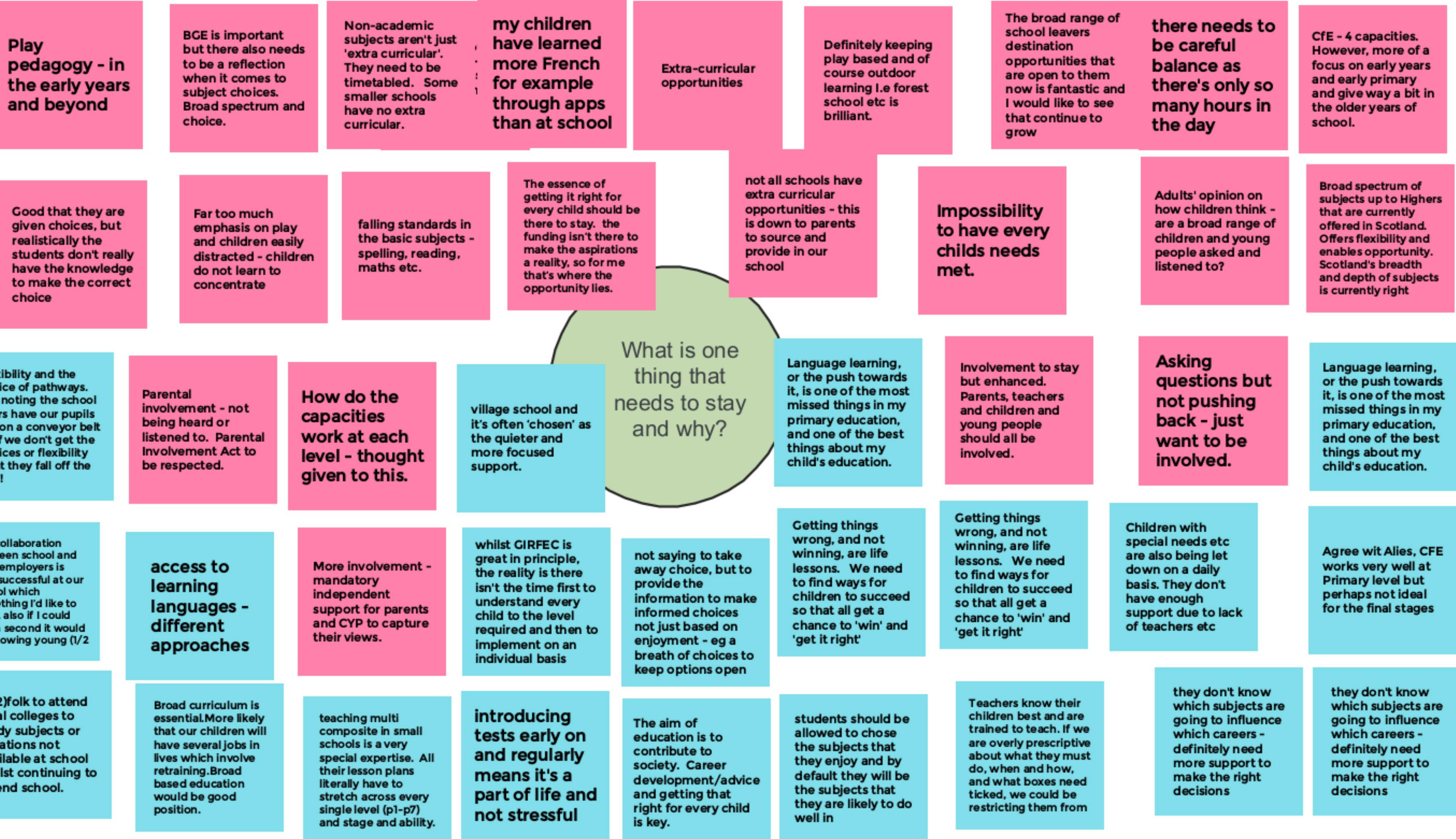
kids try for apprenticeships and they simply do not have the correct base qualifications because they chose "what they like" and are then upset that their chosen career is close

Education needs to be adaptable for all - life skills, work skills, further education skills and providing that breadth of opportunity is going to take funding.

Children in Composite classes, I feel need support. When mixed with so many other ages/classes. Can't be easy on staff or children.

Attracting educators is key, 'investing' massively in our teachers and introducing more 'educators' from all sectors/ industries. educators should be as diverse as we are

Our school has had some significant success by being able to use the pupil equity fund to help care experienced , wellbeing and ethos in our school.



education must be child centred and developmentally appropriate in order that children can learn and develop. I want to see more play in primary school. more outdoor learning

Due to ridiculously long wait lists for autism etc, the education system needs to identify and target children who have suspected problems with special care plans

Schools now starting to bring in charities to work at school but too many children not coping in class and needing help but all schools using their own manual instead of sharing & copying

I only encountered "getting it right for Me" plans in the last month as it was mentioned in school email , my immediate thought was why does my child not have a plan ?

must not overthink things and make it too confusing or complicated

closing the attainments gap is all good however that often means more capable learners are forgotten about.

On the exam question, I don't feel we can reduce exams if there is a job market in Scotland and the wider world that needs those results as that would limit children who succeed

getting it right for EVERY child is bespoke education. It needs people.

Teaching should be made available across schools in an authority so a broader range of opportunities and subjects are available. Maybe even technologies across different authorities.

With a change in staffing our school has moved from almost no communication to excellent communication. It's made a huge difference.

Good that they are given choices, but realistically the students don't really have the knowledge to make the correct choice

If a teacher spends time with a child with special needs to support them the rest of the class is loosing out as they have no-one to teach and support them as a whole never mind indi

Disagree that teachers know the children best.

Children feel left in limbo when teachers etc are dealing with children who have behavioural issues etc. There appears to be no support in any area for the rest of the class

The focus on nurture an wellbeing should stay. This underpins all learning.

schools will have a number of parent's who could offer a lot volunteering but I don't think this is encouraged in many schools.

We need a comprehensive remote learning platform, controlled centrally by each council to ensure all children can learn to nat 5. Secondary schools can't deliver

students should be steered to which careers/subjects they are naturally best suited to

Help children that are at risk of disengaging from mainstream.

There is a real disconnect between Scottish Government policies and how that is delivered/interpreted by local authorities.

Non-academic subjects aren't just 'extra curricular'. They need to be timetabled. Some smaller schools have no extra curricular.

Classroom & teaching assistants are constantly being cut. When cuts are considered support is often top of the list. They achieve so much and cost relatively little. This is wrong

what we do with our children at home needs to be aligned to what they are doing in school, so there needs to be more transparency and clarity in what is trying to be achieved

Feeling supported even without pupils 'needing' to ask! We need robust mechanisms to identify when support is indicated and get the right support in place.

The nurture available in our primary was amazing. This is so important and needs to be kept. It needs to be carried onto high school as the young people don't just change overnight

if local authorities offer temporary contracts to teachers they go elsewhere and we end up with shortages

Links to career development and employers are key here too. So the 'full' community to have a role.

We need more support staff and greater training for teachers on asn needs whether dyslexia, asd, long term illness or even support for more capable advanced learners.

Professional qualifications generally still involved exams every 6-12 months and children following that path would need to be prepared for that and have the exam results

our children and young people need to be inspired to learn by educators who are passionate and who are not suffering burn out.

Exams help teach valuable learning skills (time management, reading comprehension, making a point quickly and concisely) in learning to sit exams.

Teachers have extreme pressure on them with regards to workload and since covid pupil behaviour. Councils are getting rid of ASNA's yet the needs within classes are getting greater.

listening to and responding to children's interests, needs and giving them choice in terms of how and what they learn.

More staff, smaller class sizes, effective communication. Visible parental engagement and involvement.

smaller classes would help

Think is important we link to youth work services to and their vast pool of knowledge and experiences

There is a role for the whole community too. All about having another trusted adult in their lives to listen to them

Fixed contracts in our authority, not offering full time contracts. Absolutely need continuity.

Where teachers are teaching across a wide range of capabilities, is there value in learning from teachers who teach across P1-P7 in one class?

ulling resources is critical , why have 100's of teachers reinventing the wheel over and over again. I often get very frustrated with the inefficiencies in the way schools operate

We need to listen to young people, teachers need time to speak to their pupils they don't have this just now.

people go into teaching because they want to inspire children to be the best they can be however reality is teaching is not an attractive profession right now

there needs to be checks etc on delivery and implementation. There are too many variations depending on what local authority schools are in

Move away from traditional end of course exam. Smaller, more frequent assessments. And, assessments in practical hands on learning and transferable skills.

the future is uncertain (jobs, college and university) school, but we can counter that with a well-rounded education. A focus on the 3rs is helpful regardless of what you do after school.

