

## Notes from meeting regarding Education Service Improvement plan with Linda McAulay-Griffiths and Youth Cabinet - 27/5/2024 MSTeams

Caleb welcomed everyone in attendance and asked Linda to lead regarding Reviewing the ESIP 21-24 building the way forward for the 24 – 27 Plan.

Linda thanked Caleb and all those present for their attendance especially on a Bank Holiday and praised their commitment to the work they do with the Cabinet.

Linda explained that she wanted to go to her Central Team Meeting tomorrow (28/5/24) with the suggestions from the youth cabinet covering the National Improvement Framework indicators of Literacy and Numeracy, Health and Wellbeing, Closing the Poverty Attainment Gap and Positive Destinations.

### Key Notes

- The plan is to be put into place after the Summer holidays, due to the election
- The Youth Cabinet are being consulted at the same stage as Head Teachers
- To focus on teachers and managers in 21-24, we want 24-27 to be collective i.e. encompass our learners and views of young people as well.
- Each point of the new plan starts with “Our...” to demonstrate this

### Point one – Our Leadership

#### 1.4 Leadership Academies etc

Linda is keen to develop joint working with the CYPCabinet as a service strategically. Caleb agreed that it fitted well with the UNCRC.

It should align with the HGI Ours (formerly HGIOS) and the Curriculum for Excellence.

The aim is to

- Recognise young people as leaders of their own education
- Show commitment to more involvement of pupil councils and the CYPC

## Point two – Teaching and Learning Together

Considering online classes for younger pupils and young carers, young people who struggle to attend mainstream schools, rather than the 6<sup>th</sup> Year option at present.

This offer would allow young carers to keep up with school work whilst caring for their relatives/siblings etc, reducing the risk of falling behind

Creating a new digital platform as UNCRC unfolds it will allow us all to enact those rights.

The future is definitely a more inclusive virtual approach to Education including AI.

- All about ensuring an “excellent lesson”/”excellent experience” for all learners
- Is there a better way to translate the curriculum and its purposes to learners, so that they feel more involved in it.
- Not all learners need the same things, e.g. Education want S6 to move to a much more independent learning style, more like 6<sup>th</sup> Form Colleges in England. E.g. blending college and high school for a better range and flexibility.

## Point three – Our Wellbeing and Belonging

- EA has 2<sup>nd</sup> lowest attendance in Scotland, how can we make people feel they belong in Education?
- 34% of learners have additional support needs.
- Exclusions are up, recognise that teachers are strained and this causes situations to escalate.
- Counselling and Kooth, are these the best ways to solve the issues?
- Should we be investing in self-directed support?
- Survey/ consultation of young people on wellbeing?
- OUR wellbeing includes teachers, can we lighten their workload, using more youth workers and support staff?

Separate to this we would like a relationships framework developed as a separate document.

### 3.6 Child Poverty

Reduced Exclusions

Increased attendance

Continue exploring the work of SW Connect and Ayrshire College.

Look into restorative practices and working differently with our young people.

Point four - Our attainment, destinations and achievement

4.1

- Recognise that poverty has been the main focus of raising attainment but there are other barriers, race, gender and LGBTQ+ issues.
- Focusing on improving communication skills across the board through PSE and youth work.
- Coming out of covid we need to learn to communicate again and we have an opportunity to change the way we do.

Cabinet members suggested

- a more person centred approach as it could be uncomfortable and might not work for everyone.
- Using the relationships policy/framework to break down barriers between teachers and young people
- Modernise – find the best way for each person
- Possible a more self directed support structure
- Use of Guidance teachers more rather than counselling as there is already relationships established with guidance teachers

Why don't we have youth workers in schools? they are often better equipped to listen to you and look for an informal way of helping. Tammy felt that youth workers would be the most useful change for young people and it would take some of the pressure off the teaching staff as well, as you might not always want or need a counsellor.

Linda agreed that yes, there is a certain route for youth workers being part of the staffing in schools

Tammy stated that social work and counselling can have a negative impact on young people and felt:

- youth workers had different ways of listening and helping young people
- it would have more positive effects on young people's mental health
- and when looking at the bigger picture in her case the lasting effects were more helpful

Linda replied that having youth workers and community workers is definitely a good option as they are not as formal but still provide additional support to young people.

Linda also thanked Tammy for opening up on some of her experiences and that she had very good points that she would take away with her to the meeting tomorrow.

#### 4.5

Speech and Language – communication is key as we want the very best for our young people in East Ayrshire and aim to secure that all young people secure a positive destination through achievement which also may be through modern apprenticeships, virtual learning opportunities and college days to supplement learning experiences.

Linda thanked everyone again for their time and said she was really pleased with the feedback and that when she had a further developed framework she would make arrangements for a follow up with the Youth Cabinet.

Caleb thanked everyone for attendance and Linda for her enthusiasm about changing the way forward for our young people.

There being no further business, the meeting was closed.