

Meeting One – 30 October 2024 - Chair's Brief (John)

Welcome all to first meeting of new working group

Represents an important opportunity to bring together government bodies with expertise and insights to shape reform, and to include and centre the views of learners. Exciting and formidable range of skills, expertise and lived experience around the table, many thanks to all for accepting the invitation to be part of this.

A lot going on in education and this programme of work fits well into the wider system ambitions to ensure the continuous improvement of the curriculum and meaningful engagement with teachers, drawing on their knowledge and experience from classrooms, to inform the design and implementation of qualifications reform.

If this process is productive we plan to apply to other social studies topics over coming months.

Today at our first meeting we will focus on getting to know each other, understanding the scope of our remit, establishing the key initial priorities and where common ground lies and where new issues might need factored in. We will, as far as we can, agree our work schedule and our main areas of focus as well as how we'd like to work together and how we will engage others.

All members are attending today but - [REDACTED] has a parents evening so needs to leave at 4,30pm and [REDACTED] may be a little late as has a meeting clash.

1. Welcome and introductions (4.00 – 4.20pm)

Start with introductions from the Chairs and then invite people to introduce themselves and to indicate their main ambition for this group, ideally 2 minutes max each.

People should be asked to 'pass on' to colleagues not yet introduced.

Quick reflections on any emerging and coalescing themes of interest.

2. Background and Context (4.20 – 4.35pm)

Refer members to Papers 1 and 2 for this agenda item. It seeks to 'set the scene' on how we got here and what we want to work towards. [REDACTED] and Iain will present briefly on key issues and then there will be time for questions, comments, discussion. Members should raise their hand and/or use the Teams chat function. [REDACTED] will be departing during this time, [REDACTED] will follow up separately to provide an update afterwards and ensure an opportunity for comments to be fed in.

Pass to SG Presentation from [REDACTED] to cover background to Anti-Racism in Education Programme and this working group and wider context within which this Group is operating in.

Invite questions/comments

Pass to SQA Presentation from Iain Morrison to cover the SQA change processes and provide an opportunity for queries and clarity on where the Group have scope to influence.

Invite questions/comments

3. Draft Terms of Reference (4.35 – 4.50pm)

Refer members to Paper 3 which contains information that has largely been shared with all as part of the formation of the Group but includes important questions and some new information for us to consider, in particular the proposed meeting and work schedule, the final membership for the Group and the commitment to including the views of young people.

Assumption that members are content with the remit and overall purpose and plan but grateful for any points on that if anyone has them.

Key questions:

- Does the outline meeting and work schedule look like the right structure and what detail and other milestones do we want to add? Note – we can consider requirement and format for additional meetings later in the year.
- Do we have the right people around the table and are we missing any key organisations, skills, insights? Note – we'll cover young people engagement next.
- How do we involve young people and in what way? We already know quite a lot of views in relation to the curriculum and qualifications. Seek views from the group on how, when and who.

██████ will collate and follow up with a plan for comments next week.

4. Work Planning (4.50 – 5.15pm)

Refer members to the areas of study paper

Key points/questions:

- The paper suggests that we focus on National 5, Higher and Advanced Higher as the areas of the qualifications that impact on largest numbers of learners and educators. Are we content with this proposal and are there any significant risks?
- What and where is the priority case for change that the Group wishes to focus on? how do we progress our work to establish the evidence for change and identify what anti-racist and inclusive content addresses (and might want to remove).

Quick input from [REDACTED] (via slide) to set out areas previously covered to prompt discussion.

Open to members to discuss.

5. Next steps (5.15 – 5.30pm)

[REDACTED] to follow up with note of discussion that captures the key priorities for change.
[REDACTED] to follow up with a proposal for engaging young people in the process and the output.

The next meeting is 27 November. What needs to be produced for that meeting for discussion and who would like to be involved in doing so?

Our meeting schedule suggests the following focus :

Consider evidence

Discuss options for initial focus and agree priorities

Where possible formalise plans for any papers and involvement which [REDACTED] will manage.

Meeting to close at 5.30pm

Things to note for awareness

[REDACTED] are all part of the Teaching Slavery in Scotland (as creators and project leads or alumni in [REDACTED] case). They were active in previous calls for change to the language in The Trade in Enslaved Africans SQA History area of study.

[REDACTED] is currently leading the anti-racism approach in South Lanarkshire Council on secondment from her role of PT of History.

[REDACTED] is an anti-racism in education consultant and has considerable 'system' experience as a teacher, HMIE and with SQA.