

EMPOWERING OUR EDUCATORS



A **thriving future** for our young people,
schools and communities.

SCHOOL COLLECTIVES

We'd like to share some proposed changes to the way that schools are led in **Argyll and Bute**.

Your feedback will help to shape the final proposals put forward for a decision.



REASONS FOR CHANGE

Nationwide changes lie ahead.

- Major **national education reforms** are on the way, and we need to be ready.
- We want to help **school leaders** contribute to implement this change.
- The Council's Education Vision promises to **strengthen** our schools leaders.

“The national vision of excellence and equity cannot be achieved by one part of the system alone; **all partners must work together in a collegiate and collaborative way**, keeping the interests of children and young people front and centre.”

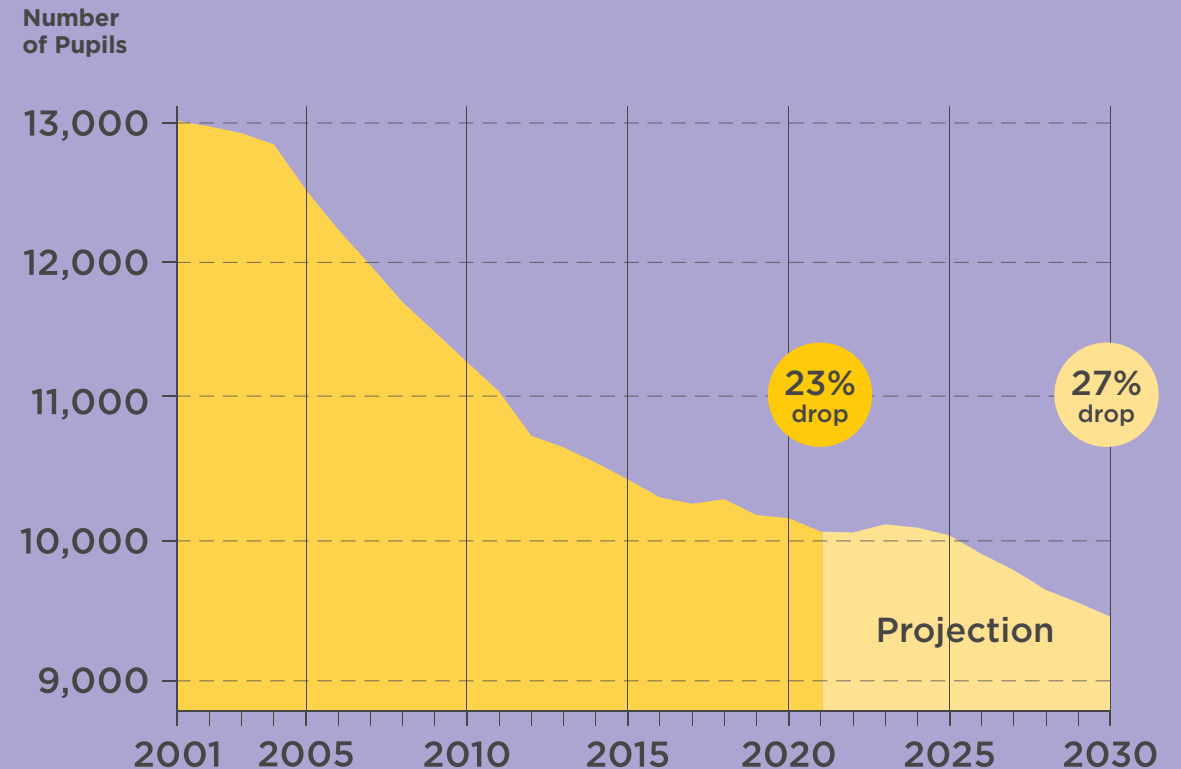


Scottish Government
Riaghaltas na h-Alba
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REASONS FOR CHANGE

Declining population.

- The **overall population** of Argyll and Bute is falling.
- And the **number of young people** in our schools is falling even faster.
- **Resources and teachers** are allocated according to the size of school rolls.



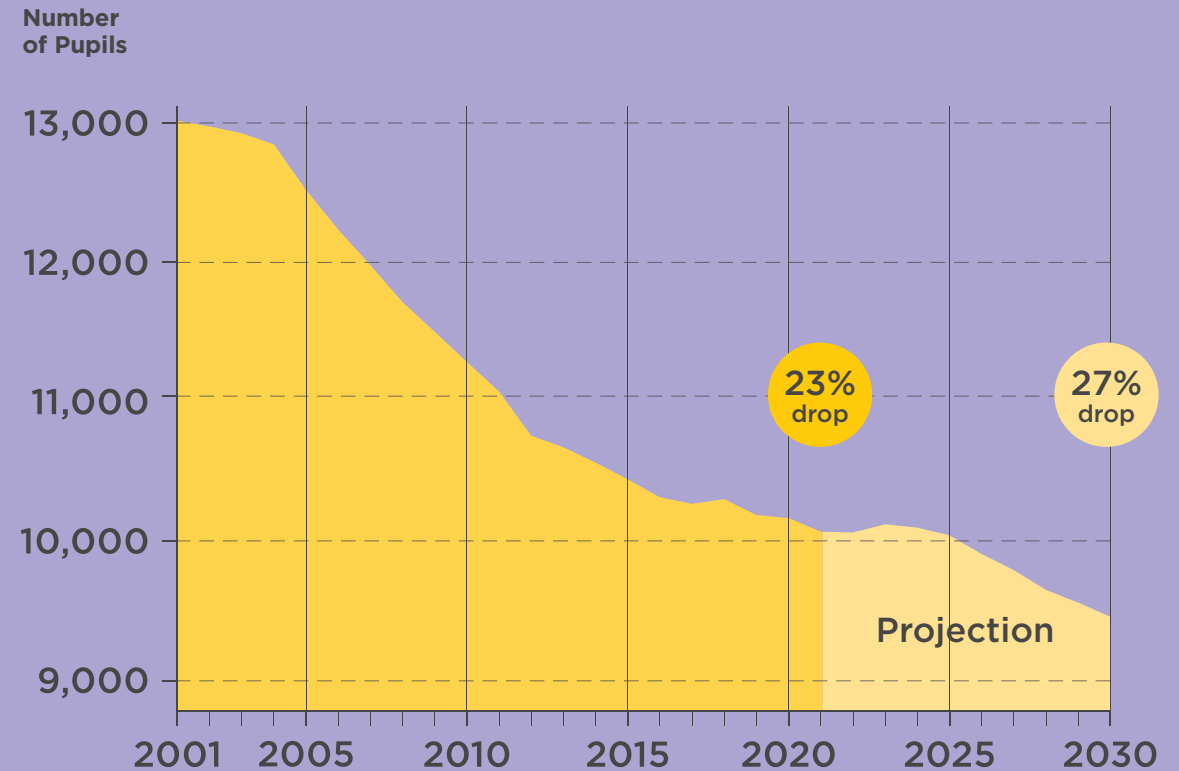
Source: Scottish Government Pupil Census (Argyll and Bute Council projections)

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The Council is committed to keeping schools open.
So how will they do it?



Source: Scottish Government Pupil Census (Argyll and Bute Council projections)

REASONS FOR CHANGE

Recruitment challenges.

- The **number of people applying** for leadership roles in Argyll and Bute **is low**.
- Since January 2018, **15%** of advertised Head Teacher roles **failed to attract any suitable candidates** and had to be re-advertised.
- Many applicants don't have the required qualifications and experience. **Inexperienced people** are being fast-tracked into leadership.

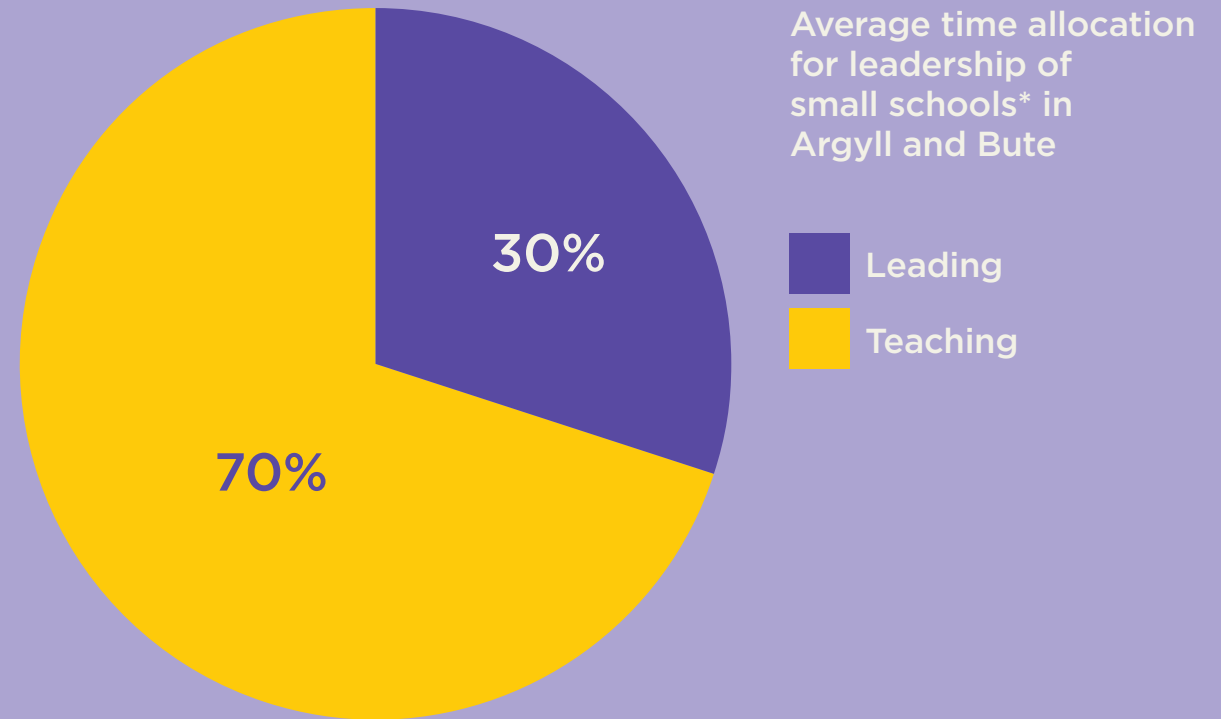
“There is a **recruitment crisis for Head Teachers** in primary schools in rural areas.”

eis

REASONS FOR CHANGE

Demands on people's time.

- Our Head Teachers can struggle to find **time to focus** on leadership.
- **Budgets** will not allow us to add more staff under the current structure.
- Head Teachers doing the work of a teacher for 70% of their time is **not cost-effective**.



Note. The Education Service accounts for 56% of Argyll and Bute Council's total expenditure

*Small school is defined as under 30 pupils (35% of Argyll and Bute schools)

REASONS FOR CHANGE

We need change because...

**OUR SCHOOLS FACE FALLING PUPIL NUMBERS,
CHALLENGES RECRUITING, AND
LEADERS WITHOUT ENOUGH
TIME TO LEAD.**



OUR VISION FOR CHANGE

The proposals are designed to:

- **Give school leaders the time** they need to focus on continuous school improvement.
- Help **attract the best people to lead** Argyll and Bute's schools.
- Build a structure for **schools to collaborate and share** resources more easily.
- **Provide the best schools** we can for children and young people in Argyll and Bute.



CURRENT LEADERSHIP

The majority of schools in Argyll and Bute are **led by a Head Teacher on site.**

- They are **supported by the central Education Services team** at the Council.
- There are also some **Shared Head Teachers**, who lead two schools, and some 3-18 schools where early years, primary and secondary are brought together.

School A
Head Teacher

School F
Head Teacher

School E
Head Teacher

School D
Head Teacher

School B

Shared
Head
Teacher

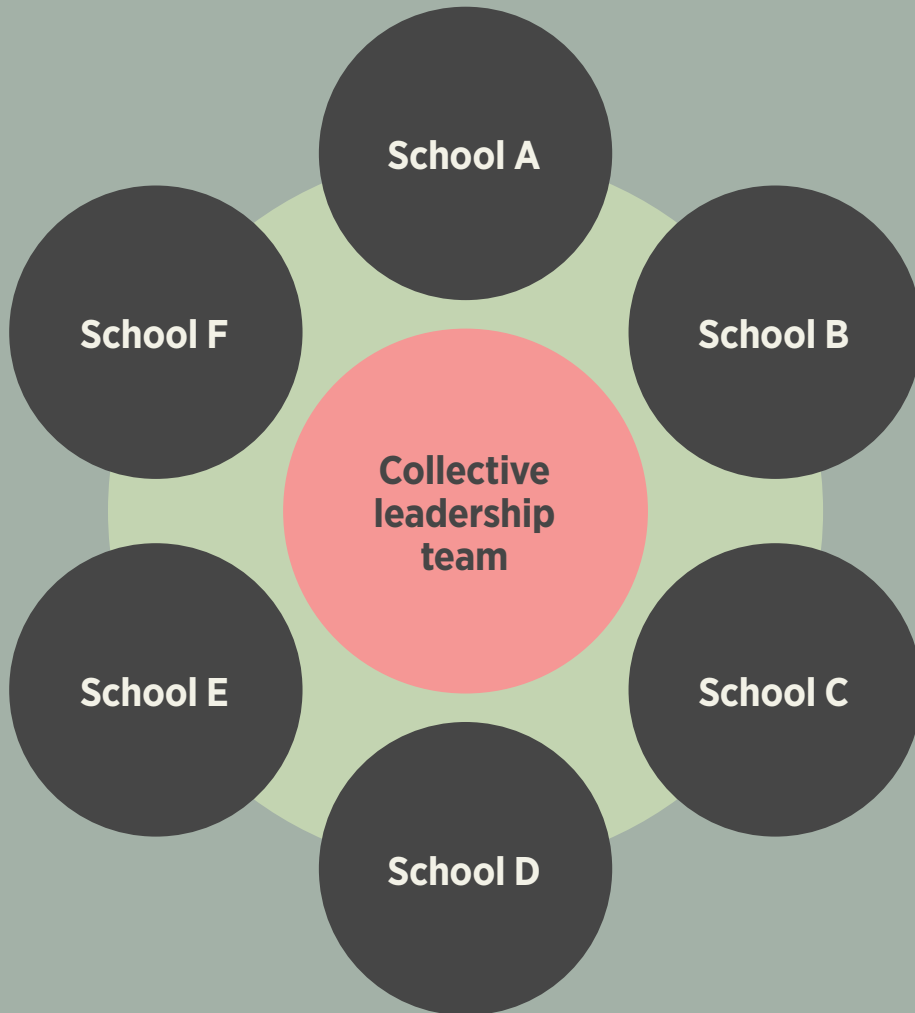
School C

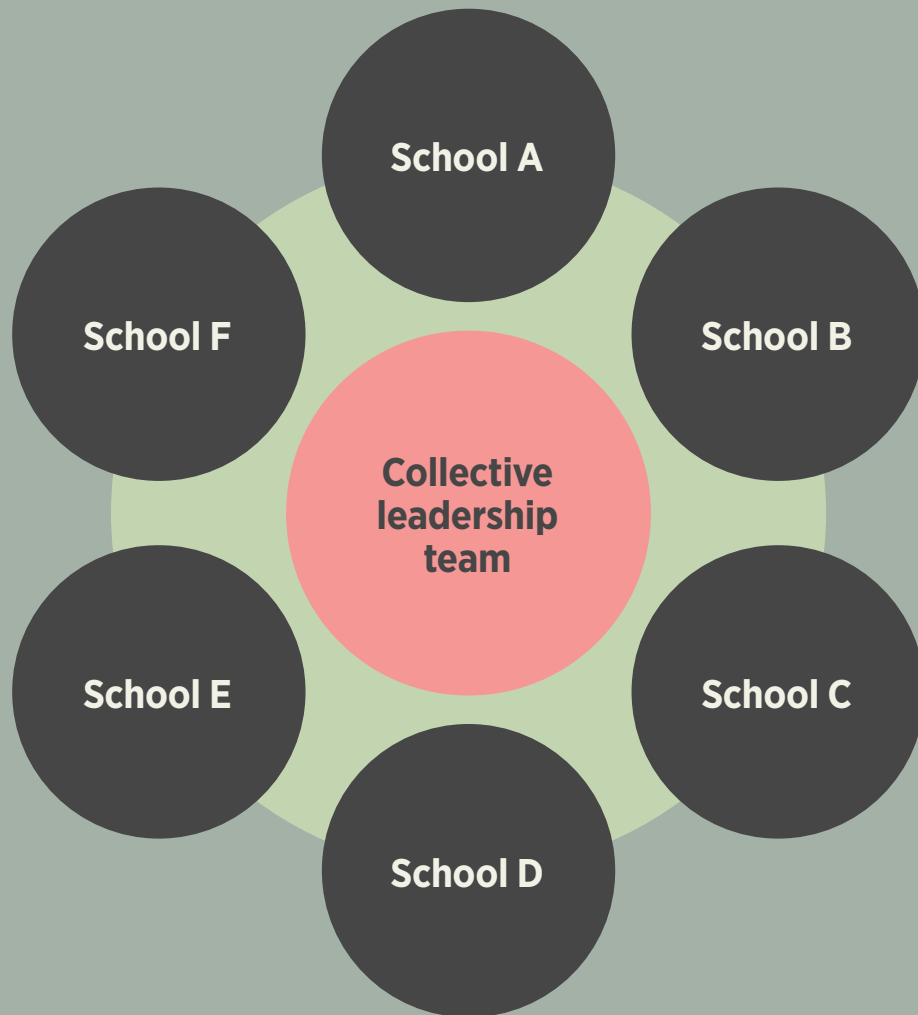
COLLECTIVE LEADERSHIP

Our proposal is to group schools into **collectives** of a few schools working together.*

- These collectives would be based on **shared locations and communities**.
- We would also create a collective leadership team, all of whom would **work within the schools**.
- The **collective model is flexible** and could handle different numbers of schools, primary and secondary schools, larger and smaller schools etc.

*Four to six may be the norm, but school collectives could also be smaller or larger

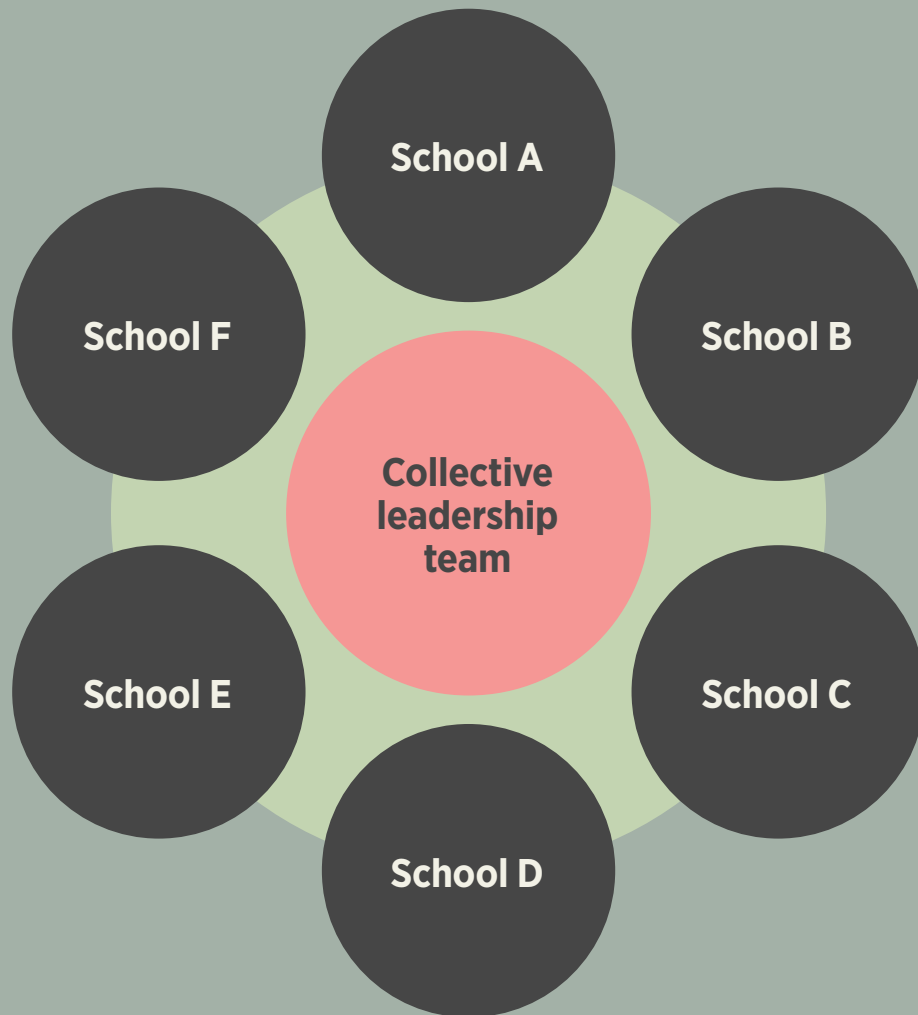




THE BENEFITS OF COLLECTIVE LEADERSHIP

- **More teachers** in classrooms, dedicated to teaching.
- Senior leadership team that can **focus on leading** the school.
- **Greater equality** between schools, whatever their place or context.

**THIS WILL HELP SCHOOLS
TO WORK BETTER TOGETHER**



SOME ASSURANCES

As a result of these proposals there will be:

No school closures.

No reduction in pupil/teacher ratio.

No reduction in pupil/teacher contact.

No removal of unique school identities.



Indeed, by contrast, the proposals are firmly intended to support and encourage:

Sustainable schools.

More teachers in classrooms.

Greater equity of support resources.

Maintained school identities.

SUSTAINABLE SCHOOLS

Collective leadership would ensure that our schools **thrive as they face emerging challenges.**

- It provides smaller schools with **access to the resources** of larger neighbours.
- It allows **more teaching time** to be delivered by dedicated teachers.
- It increases **opportunities for collaboration** between schools, encouraging the sharing of resources and best practice.



MORE TEACHERS IN CLASSROOMS

Our proposed model **encourages school leaders to work together**, managing a dedicated teaching team.

- It would also create the potential for teachers with a specialism (eg. science) to **support pupils across the whole collective.**



PROTECTING OUR COMMUNITY'S SCHOOLS

The collective leadership team will be drawn from **existing local Head Teachers** who understand and value the local schools.

And they will be supported to keep building their schools together, drawing on their unique individual strengths.



WHY CHANGE NOW?

The last couple of years have been extraordinarily challenging for schools.

But we need to keep thinking long term.

These **proposals look forward five to 10 years**, and consider Argyll and Bute's unique challenges, together with the evolving national agenda.



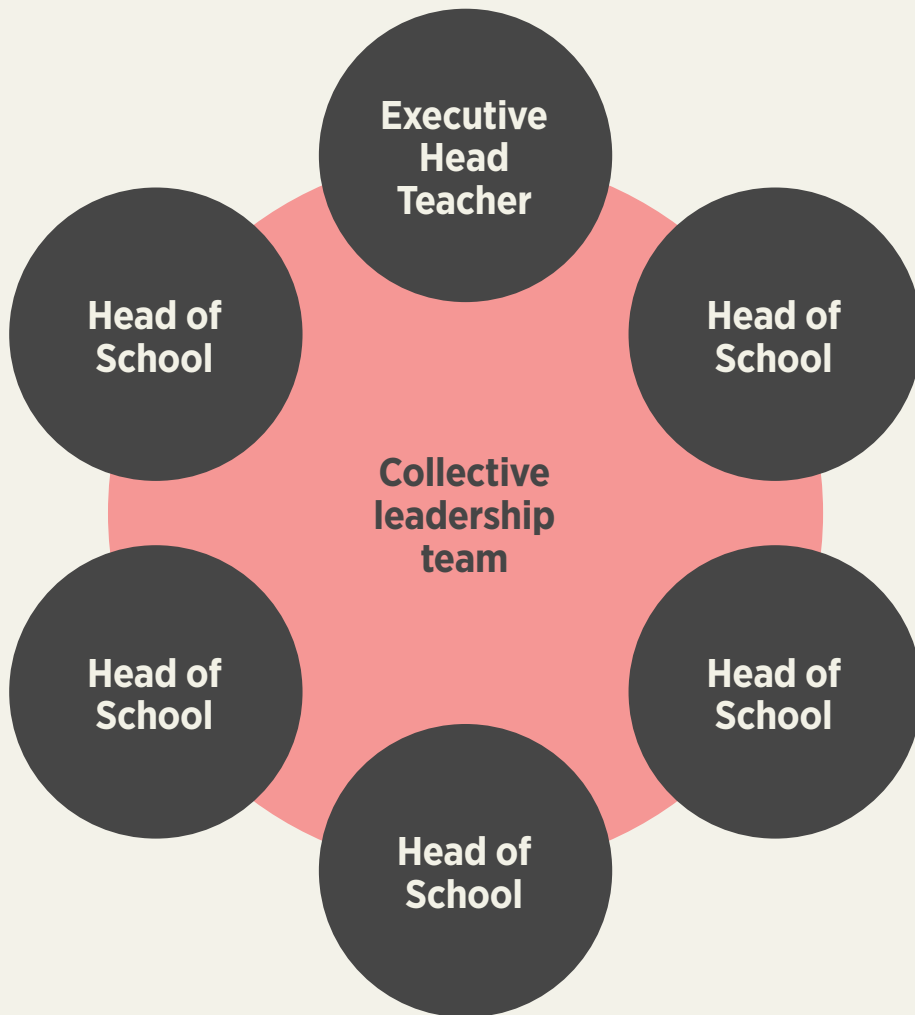
WHY CHANGE NOW?

The collective model has been developed in **response to issues already raised** by Head Teachers, with their input throughout.

If the proposals go forward, **we believe they will benefit pupils, parents, teachers** and the wider **community**.

However, we are allowing time for everyone's views to be taken into account, and the proposals would then be rolled out over a five-year transition period.



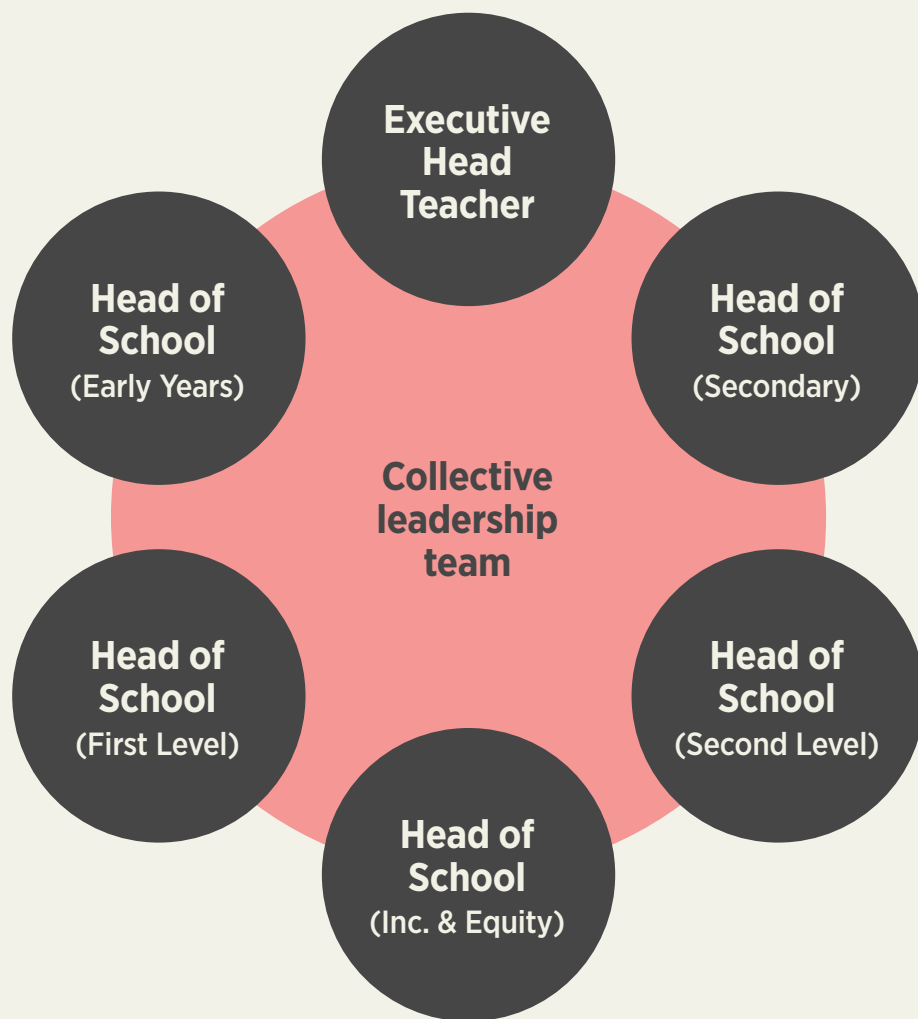


SHARED LEADERSHIP

Each school collective is led by an **Executive Head Teacher** who heads a team with **Head of School** roles.

The team works together to lead the collective of schools.

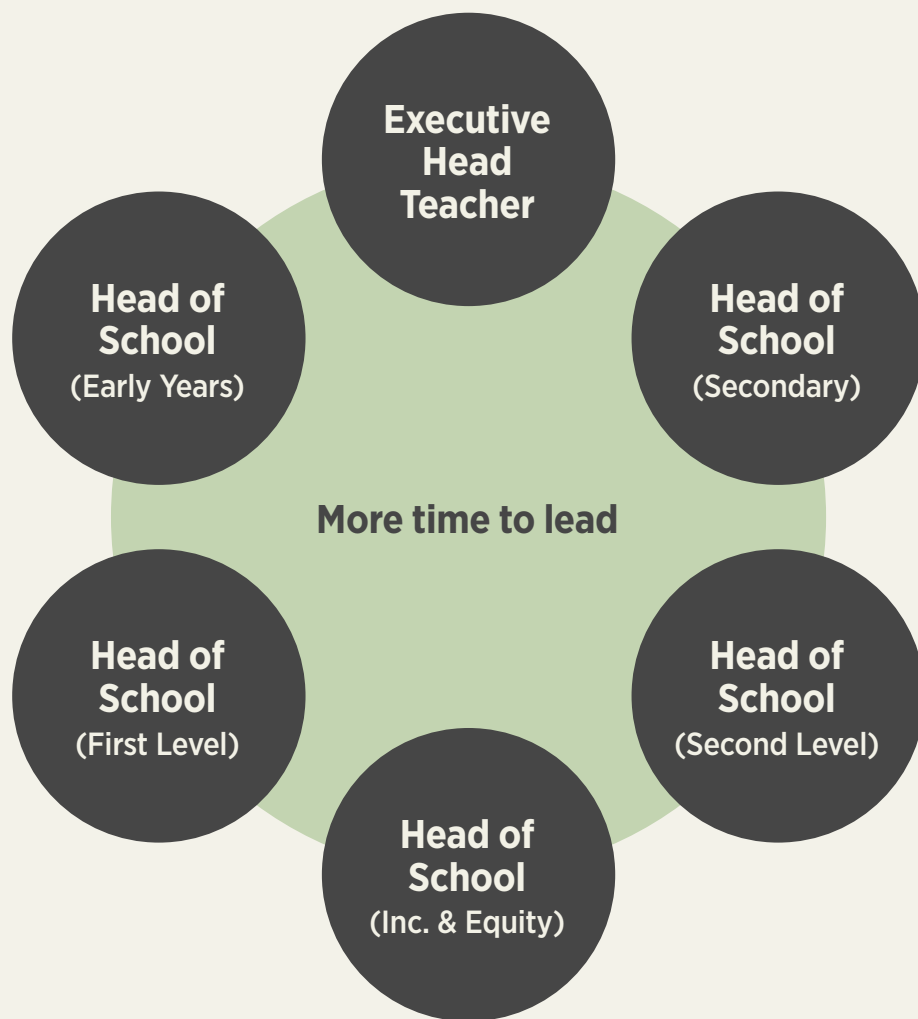
Note. Exact job titles and responsibilities are being discussed with teaching unions and may still change



SPECIALIST ROLES

Each Head of School takes on a **specialism**.

The Heads would then share that expertise in areas such as Early Years, Assessment, or Inclusion and Equity across all the schools in their collective. This expertise being on-hand locally will help our schools react faster in day-to-day situations.

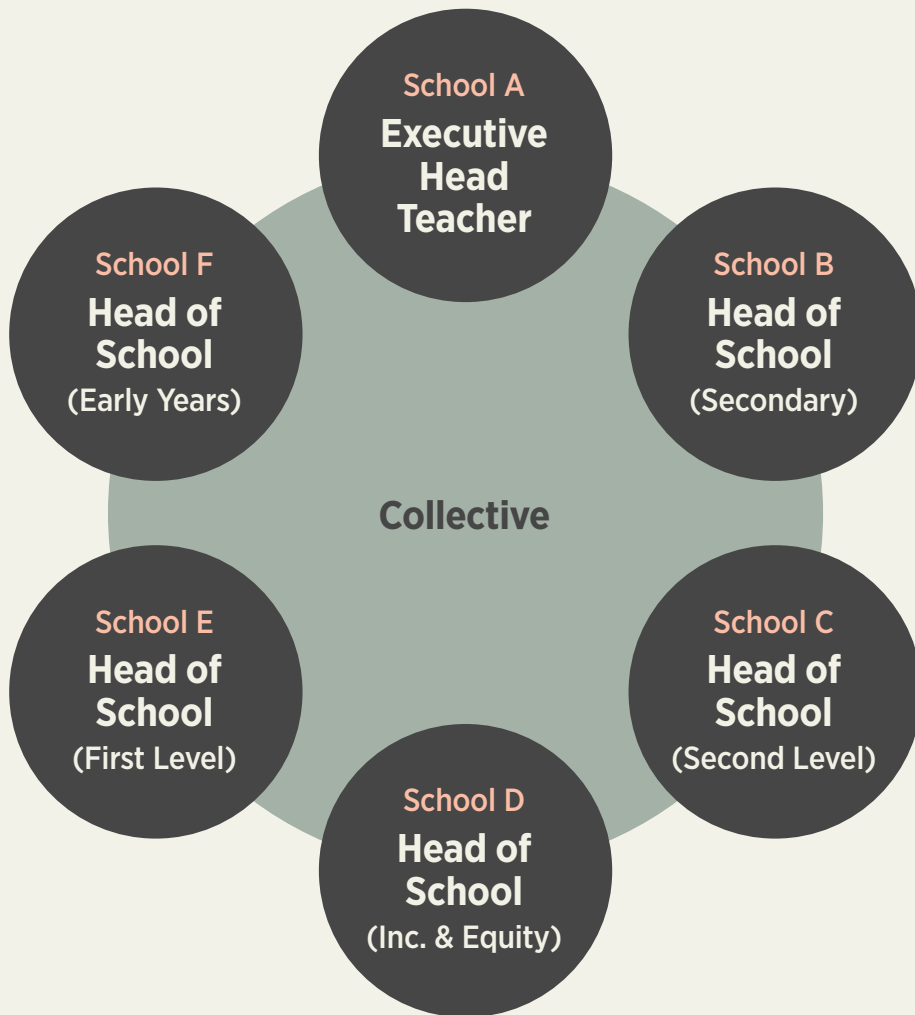


NON-TEACHING LEADERSHIP ROLES

The leadership team has roles that are **100% non-teaching***.

This gives school leaders the **time they need to lead** the whole collective effectively, while taking on their own specialism.

*In some of our tiniest schools (under 10 pupils), school leaders may still need to teach regularly. However, even their teaching time would be reduced.



DISTRIBUTED LEADERSHIP

The leadership team is spread around the collective, working in the schools.

This ensures that every school has a leader on site.

Existing teams of Depute Head Teachers, Principal Teachers, Teachers etc will continue to work within our schools as normal.

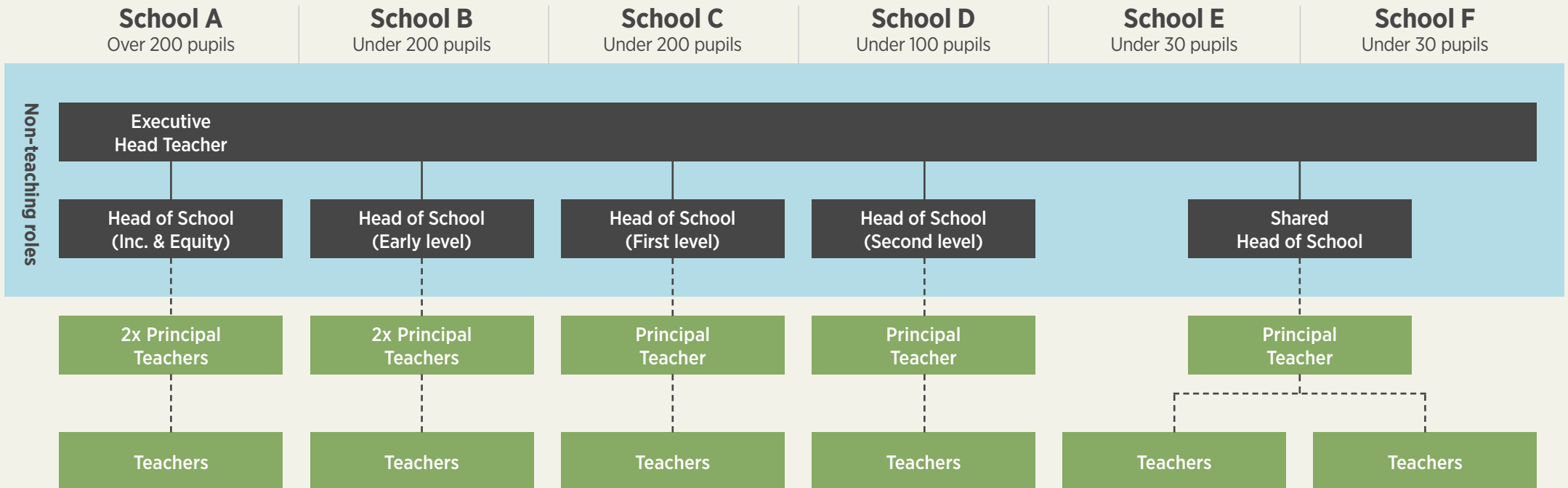


EXAMPLES OF COLLECTIVES

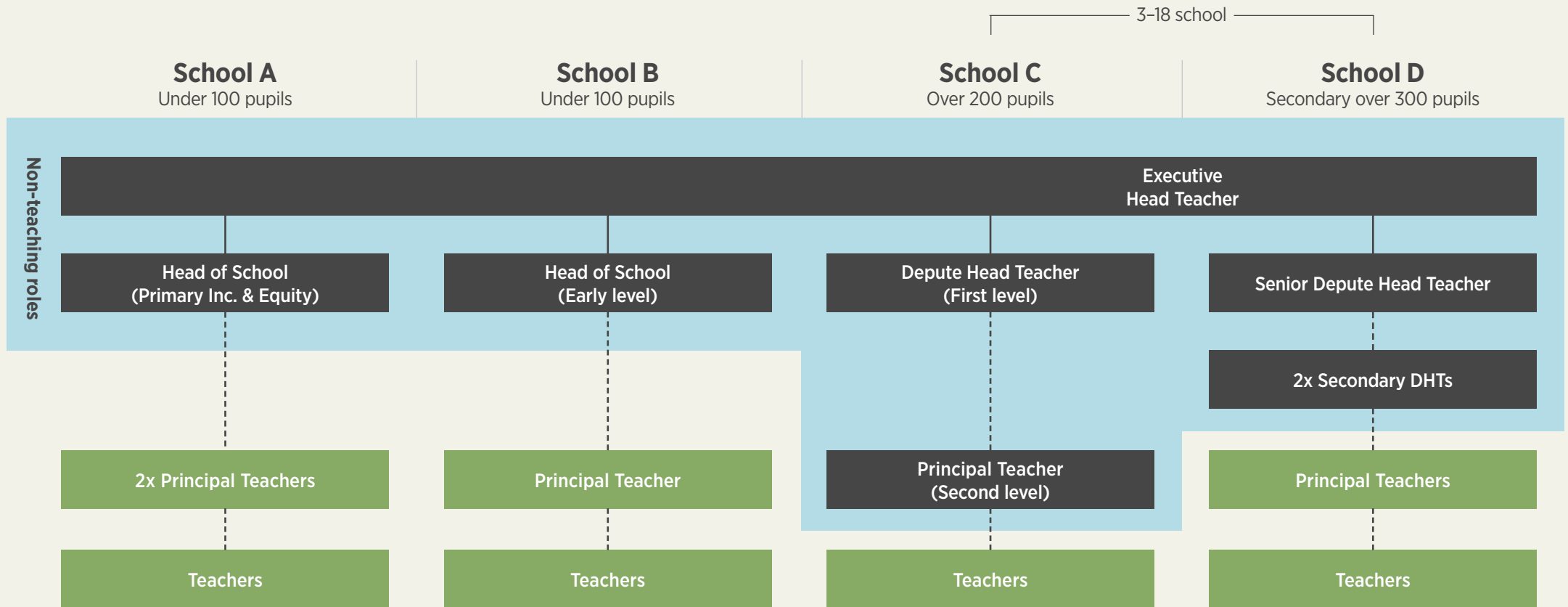
We're now going to show you examples of what the school collectives could look like.

These are realistic, theoretical collectives based on types and sizes of schools in Argyll and Bute.

EXAMPLE COLLECTIVE: SIX PRIMARY SCHOOLS



EXAMPLE COLLECTIVE: TWO PRIMARY SCHOOLS & ONE 3-18 SCHOOL



COLLECTIVES

EVERYBODY WILL BE MORE
EQUITABLY RESOURCED TO DELIVER
THE BEST POSSIBLE EDUCATION.

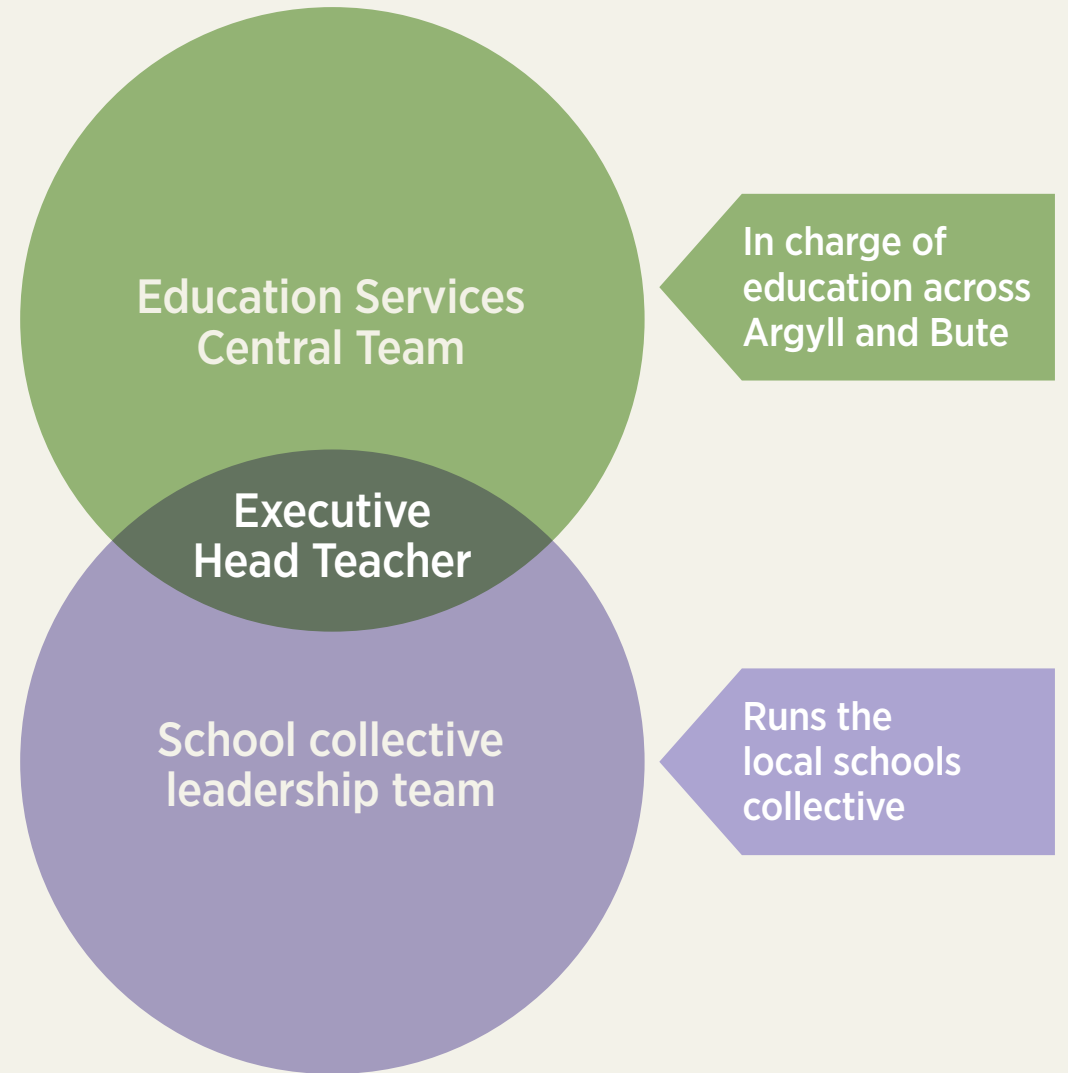


CONNECTION WITH CENTRAL TEAM

Executive Head Teachers
bridge the gap between schools
and the service that develops
education policy.

As things stand, nobody is positioned
to be active both in the school and in
the central education team.

This change would give local schools
and communities representation at
the highest level.



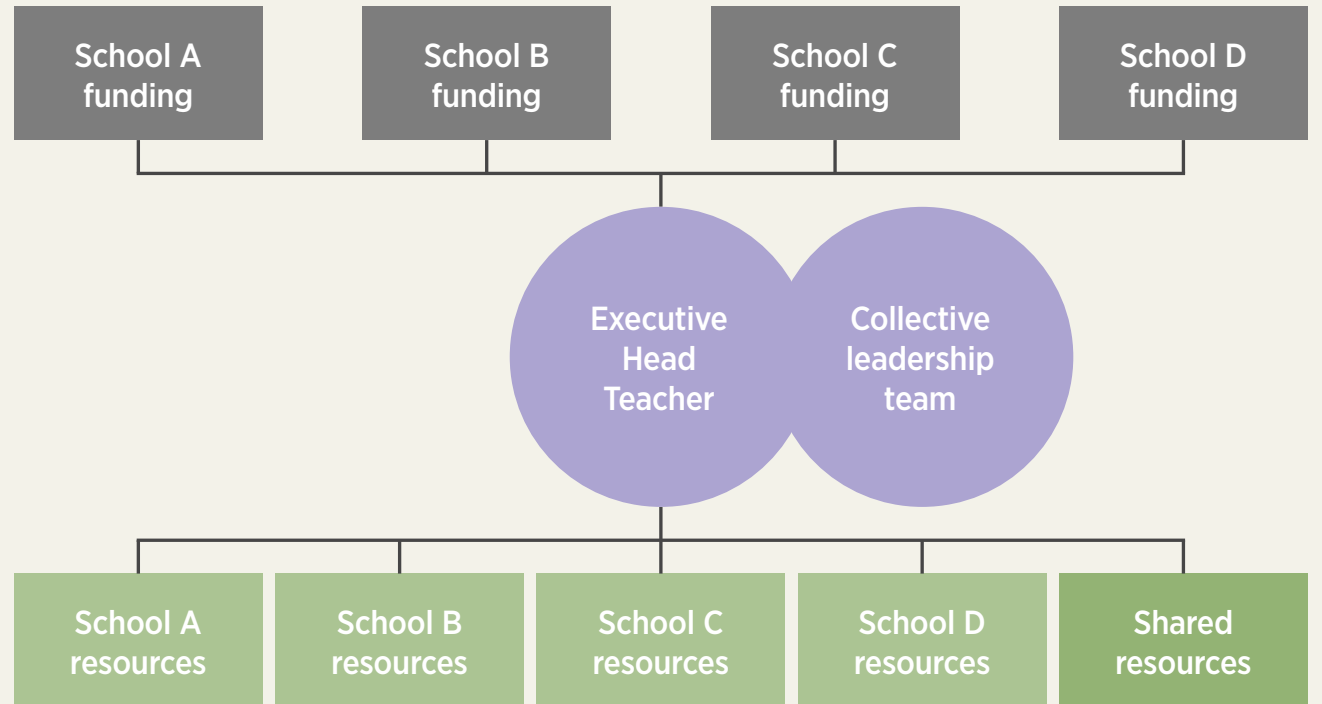
HOW THINGS WOULD WORK: BUDGETS

Funding per school would **not** change.

Collectives would however have more **flexibility** in how their funding is used.

The Executive Head Teacher (and collective leadership team) would have oversight across all the collective school budgets and could allocate funding where it is needed.

This is how 3-18 schools already successfully manage budgets.



HOW THINGS WOULD WORK: DAY-TO-DAY

Day-to-day operations would be **handled by the Head of School.**



- The Head of School has a responsibility to know the school's pupils and families.
- Issues would be handled initially by the person closest to the pupil (Teacher or Principal Teacher) with other people brought in at the right time, as appropriate.
- Colleagues can also consult specialists within the collective for expert advice.
- And the existing Deputes and Principal Teachers would remain in place to support their Head of School.



TOWARDS THE CHANGE

The collective leadership model we are proposing will **bring benefits to everyone.**

Head Teachers and education experts across Argyll and Bute have already had their say and helped develop the proposals this far.

Now we are allowing time for you to contribute, and make suggestions for the Education Transformation Board to consider.

TOWARDS THE CHANGE



TOWARDS THE CHANGE

If the proposals are approved, we would then begin local consultation to **start developing your school collectives.**

The Education Transformation Board and Central Team would work with schools and their Head Teachers to ensure that the collectives are considered to deliver the best solution for our schools and our pupils.



THE BENEFITS TO OUR SCHOOLS

More dedicated teaching staff,
fairer sharing of resources and
stronger leadership from within.



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More dedicated teaching staff,
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- Increased numbers of dedicated teaching staff.
- Structured, planned sharing of resources between schools and more flexible use of budgets.
- Specialist knowledge and expertise in every collective.
- Specialists on hand to advise on day-to-day work and individual pupil cases.
- More senior leadership inside the schools and collectives, with experience and local knowledge.
- A more attractive recruitment offer and more autonomy in recruitment decisions.

THE BENEFITS TO OUR PUPILS

An improved education, broader horizons, consistency of teachers, and smoother transitions.



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An improved education, broader horizons, consistency of teachers, and smoother transitions.



- Stronger schools with better leadership.
- Greater equality of access to education, with schools sharing resources more effectively.
- More time with dedicated teachers who are focused on teaching and learning.
- A better experience for pupils moving between schools and school levels.
- A clear structure in place for addressing any issues, strengthened by specialist support.

SUMMARY THE PROPOSED TRANSFORMATION

This is a school leadership model designed to deliver true **equity of education for our children and young people.**





SCHOOL COLLECTIVES

Now we would like to hear from you.

Your feedback will help to shape the final proposals put forward for a decision.