



# The Royal Society of Chemistry's response to National Discussion Scotland

December 2022

## Introduction

We responded to Scotland's National Discussion on Education. The consultation was a response to Ken Muir's report **Putting Learners at the Centre** which recommended a national discussion in order to establish a compelling and consensual vision for the future of Scottish education.

In the response we offer our insights and viewpoint on issues such as sustainability in the curriculum, practical work, teacher workload





Furthermore, young people should have access to a diverse range of role models (including across **age, ethnicity, gender and other aspects of people's identities, characteristics, and circumstances**) who are working within chemistry. The 'Chemistry for All: Reducing inequalities in chemistry aspirations and attitudes' [1] research found that some young women described the people delivering the Chemistry for All activities as positive role models. These role models can offer learners from disadvantaged backgrounds, who may have low science capital [2], access to an environment promoting chemistry achievement. The importance of role models in STEM subjects was echoed by our teaching community. These members of the teaching community advocated for student led mentoring schemes to help inspire younger students to study chemistry and bridge the gap between older and younger students.

#### References:

[1] Mujtaba T., Sheldrake R., Reiss M. (2020), Chemistry for All Reducing Inequalities in Chemistry Aspirations and Attitudes, <https://www.rsc.org/globalassets/22-new-perspectives/talent/is-chemistry-accessible-for-all/rsc-cfa-report.pdf>

[2] Science capital is defined as 'all the science-related interests, attitudes, resources, behaviours and social contacts that a person might have', Archer, L., Moote, J., MacLeod, E., Francis, B., & DeWitt, J. (2020), ASPIRES 2: Young people's