

I The Government, Education Scotland and the Teaching Unions, Three Groups in One Educational Establishment, constitute the only source of The One True Truth.

Education Scotland brooks no rival. It is a jealous regulatory body, visiting bleak inspection reports on institutions who blaspheme against its decrees. All other views have no place in schools in Modern Scotland (apart from maybe the odd quiet rebellious chat in the corner of the staff room).

II Learners are fragile. Academic requirements should be continually diluted to avoid putting them under too much pressure. Any experience of stress, uncertainty or challenge will impact their wellbeing, probably doing permanent damage. Learners must be taught to monitor their emotional wellbeing incessantly, expecting to diagnose problems. This perpetual search for negatives helps keep pupils in a positive frame of mind.

III “Knowledge” is an outmoded educational element that is to be replaced by more enlightened skills, attitudes and experiences. The specifying, teaching and testing of knowledge has no place in 21st Century education because it clearly is now the 21st Century.

IV More important than the acquisition of mere knowledge are the internalising of

liberal/progressive political philosophies, radical environmentalism, the celebration of LGBT identities, sexual licence, racial identity activism, and feminism. Pupils must learn critical thinking skills so that they can fully appreciate the correctness of these views for themselves.

V If you treat pupils nicely enough, they will be nice in return. Rudeness is really lack of social skills. Bullying is really lack of empathy. Non-optimally behaving pupils always feed back that they would prefer not to be punished, therefore punishment is counter-productive, unnecessary, inhumane and negatively impacts pupil happiness (also known as “wellbeing”).

VI As a matter of equality, pupils who smash up classrooms, attack teachers and destroy any possibility of learning should be allowed to remain in mainstream schools because this is inclusive. If they spend a quiet hour on the Play Station in the Reflection Hub to cool off after a destructive episode, that shows that the policy really is working well.

VII Every type of pupil should achieve the same average academic standard, otherwise action needs to be taken to achieve “equity” (unless it’s girls doing better than boys, in which case it’s fine because the future is female). When throwing money at an inequality has failed again, the next step is to remove any objective meritocratic element from the assessment procedures.

Once teachers choose the grades, any inequality can be hidden, thus creating a more equal and fair society.

VIII Parents are bungling amateurs who often corrupt their children with wrongthink. Schools must therefore regularly check that children are happy with the service being offered by their parents and actively correct insidious beliefs inculcated by parents. For example, some children arrive at school having been indoctrinated to believe that pornography is wrong, but schools can be effective in correcting such misinformation.

IX Schools must always listen to children more. Especially just after the children have been told exactly what to say. The pupil voice can then play a vital part in forming school policy in perfect accord with government thinking.

X Authority is a bad thing (eg. Hitler). Children have the right to be treated equally - equally with adults. They should never be told what to do, as this is harmful to wellbeing, or even abusive. When this policy has bedded in, some schools find that establishing a closer relationship with the local Police is beneficial, and many staff urgently seek employment in other schools - in order to share their experience of good practice, of course. In addition, some staff decide to leave teaching altogether, but we can do without unenlightened dinosaurs who can’t tolerate routine defiance and abuse.

Our Education Policy

So that's what we think is wrong, but what do we propose? Our education polices are far too extensive to fit here, but can be read on our website.

Here are a few key points:

Abandon the so-called Curriculum for Excellence.

Make objective feedback and grading available to pupils and parents.

Aim for the highest possible standards for all, not artificial equality targets.

Empower teachers to deal with indiscipline effectively, including with punishments.

Balance the wellbeing/therapeutic approach with more character building experiences.

Instil a proper respect for authority, expecting obedience, courtesy and good manners.

Ensure that teaching about Rights does not breed selfishness and defiance.

Instead of tirelessly promoting a liberal/progressive/leftist agenda, virtues such as courage, integrity, faithfulness, loyalty, gratitude, politeness, prudence, temperance, generosity, compassion, humility and tolerance should be at the heart of character formation.

Filling the Void in Scottish Politics

The fundamental values that underpin our society are being eroded. We present a better vision for the future of Scotland.

We offer fresh perspectives that could help solve deeply ingrained problems, and policies that could enable people of all ages to flourish as they pursue their path through life.

Our foundational philosophy is quite distinct from the current Holyrood parties.

We seek to bring common sense, wisdom, justice, truth, decency, integrity and virtue into political debate and, ultimately, into the Scottish Parliament.

Please join us in making our dream a reality. You can become a member through our website. We'd value your support and we'd love to meet you.

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THE TEN COMMANDMENTS OF SCOTTISH EDUCATION

The ten bad ideas
wrecking our education
system



**Scottish
Family Party**