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The Virtual Schools for Care Experienced Learners: A View from Scotland

Wednesday 17th December
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Policy and Research Developments



1. [Australian Policy](#)
2. [Wales Initial Evidence](#)
3. [CELCIS Scottish Research](#)
4. [Improving the effectiveness of virtual schools](#)
5. [Education's Hidden Asset](#)



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What features of education policies are effective in facilitating successful outcomes for Australian Department of Education students in out of home care? (Musgrave et al. 2022)

Cross sector **collaboration** to address

Territorial Injustice



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Virtual School Model of Integrated Education for Care-Experienced Children: Initial Evidence...(Dunne & Burley 2024)

Early impact is on **relationships** established



Virtual schools for care experienced learners in Scotland.

(McIver & Bettencourt 2024)



Similarities	Differences
Seniority and Positioning	Remit
Speak both languages	Finance
Data	Statutory in England

Improving the effectiveness of virtual schools

(Harrison, Sebba, Wiggley, Pryor and Blyth 2023)

No virtual school model is more effective

Multiagency working (schools, SEN, social care, inspectorate)



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Virtual Schools: Education's Hidden Asset

- Size and staffing
- Location within services
- **Stakeholder relations**
- Status
- Scope



Messages

- Territorial Injustice
- Raise awareness of the operation of virtual schools
- Beware of remit & scope creep

Relationships



Networked
Communication
Glue

Joint working
Crossroads
Speak both
languages

Reflections

- Differences contribute to inequality
- The VSHT role is not well understood
- **Connectors** between different parts of the system