

Education, Children and Families Committee

10.00, Tuesday, 10 December 2019

South East Improvement Collaborative

**Executive/routine
Wards
Council Commitments**

1. Recommendations

1.1 The Education and Children and Families Committee is asked to:

- 1.1.1 note the progress of the work to date and next steps
- 1.1.2 note the updated SEIC Phase 2 plan and
- 1.1.3 request further updates

Alistair Gaw

Executive Director of Communities and Families

Contact: Lorna Sweeney, Schools & Lifelong Learning Senior Manager Quality,
Improvement & Curriculum

E-mail: lorna.sweeney@edinburgh.gov.uk | Tel: 0131 469 3138

Report

2. Executive Summary

- 2.1 The Regional Improvement Collaboratives were designed to ensure collaboration between education practitioners resulting in improvements in outcomes for learners. The work is not intended to replace core local authority functions and the supposition is that the whole is greater than the sum of its parts. Doing this has required forming new, productive relationships and honing communication skills.
- 2.2 This report detailing the progress to date across the workstreams identified in the original plan, can be described as good within the timescales identified, but more work needs done to ensure more classroom practitioners and therefore learners fully benefit. The subsequent plan aims to achieve this.

3. Background

- 3.1 A report in November 2018 outlined the South East Improvement Collaborative phase 2 plan that met the principle of the joint agreement between COSLA, SOLACE, ADES and the Scottish Government.
- 3.2 The South East Improvement Collaborative Plan (Phase 2) was used as a strategic driver for the collaborative work between the 5 authorities (City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders). The initial budget for SEIC was set at £9m.
- 3.3 There are currently 6 workstreams with specific aims to improve outcomes: Quality Improvement, Data and Analysis, Leadership and Professional Learning, Mathematics and Numeracy, Equity and Parental Engagement and Emotional Wellbeing.
- 3.4 There are a growing number of networks emerging as a direct response from practitioners that help to create a collaborative culture. These networks allow groups of practitioners to work together and learn from each other.
- 3.6 The aims are agreed as;
 - Improving our attainment and achievement, including closing the attainment gap.
 - Improving quality in our schools and early years' settings.

4. Main report

- 4.1 Considerable activity has taken place over the course of last session to strengthen collaboration across the local authorities in the south east of Scotland. To support the Regional Improvement Collaboratives Education Scotland and other national bodies have reconfigured their offer around these geographical regions. New officers from Education Scotland have been recruited into new posts in the 'Support' section (Appendix 2), including posts for Digital Learning, Improving Gender Bias, Numeracy. Managing change within the education system at this level requires clear communication and governance. As we continue to implement this change, officers in Edinburgh are working hard with colleagues across other local authorities to ensure maximum impact for staff and learners in our schools.
- 4.2 As the objectives of SEIC work are also the objectives of schools and local authorities, it is difficult to state the impact of SEIC as a separate entity. For that reason workstreams are analysing the impact of the professional learning they offer through pre and post measures. The overall impact of improved outcomes for learners will be attributed to a combined effort from various sources.
- 4.3 A major focus for collaboration happened during the additional in service day of 21 October 2019 (Appendix 5). As this date was agreed subsequent to School Improvement Plans being published, some schools had planned their days already, however many of our practitioners benefited. Some of the activity included an **E-Collaboration Pack** containing resources to support collaboration at all levels. Film clips, professional reading and audit tools were included and an online sharing of resources termed, The Big Share, is ongoing..

4.4 Progress to date (Edinburgh Based workstreams)

Emotional Wellbeing Workstream

***Priority** - To improve the emotional wellbeing of our young people by providing them with the tools to lead and improve the Emotional Wellbeing opportunities within their own schools. The outcome is young people will engage in a variety of universal and bespoke activities that will lead to the gaining of the SEIC Wellbeing Charter*

- The workstream is now hosted by Scottish Borders Council however the Edinburgh SEIC QIO still has this as a priority. The workstream, designed to be led by Young People now has representation of young people across the SEIC including 4 Edinburgh Young People. They are SEIC Emotional Wellbeing Champions.

Consultation and engagement took place in 21 October 2019 where 5 Edinburgh schools were represented by S4 – S6 pupils and staff. The aims of the day were:

- To enhance our understanding of the need for good Emotional Wellbeing and the role of our schools in helping us achieve this.
- To improve our capacity to take forward aspects of school improvement.
- To begin to create an agreed vision of what would constitute a SEIC Emotional Wellbeing charter.

Craigroyston Community High presented and shared their film to an audience of 103 attendees. Feedback from this has identified Emerging themes:

- Communication – being heard and listened to
- Young people skilled and empowered to help other young people
- Being taken seriously either with their mental health concerns or through their ideas to improve Emotional Wellbeing

Progress on the workstream has supported the creation of the SEIC charter and will need the support of the agreed adult practitioner group to ensure key people are able to validate collaboratively with the Emotional Wellbeing Champions. Young Scot are in the process of producing an offer to co-design the charter mark with this group.

4.5 **Equity and Parental Engagement workstream**

4.5.1 **The two priorities of the Equity Workstream:**

- To provide clear strategic guidance and support to schools on parental involvement and engagement, in line with National frameworks and improvement advice.
- To increase awareness of the national & local context about Equity and share good practice of effective strategies, use of improvement methodologies and the way we measure impact in order to mitigate the effects of poverty.

Progress to date:

- 4.5.2 Equity workstream Parental Engagement in-service event: Edinburgh delegates represented 11.1% of attendees. Strong presenter representation from Edinburgh including Digital Literacy, Family Learning, 1 in 5.
- 4.5.3 The Equity SDO has developed strong links with Edinburgh Learns Strategic Boards for Equity and Parental Engagement to enhance partnership working and align priorities.
- 4.5.4 Through partnership working with the Life Long Learning team & the City of Edinburgh Council QIO for Parental Engagement, training has been provided across the SEIC on Family Learning practice in Edinburgh. This was highly evaluated by all delegates from across five local authorities. This partnership will continue through re-engagement events for identified Parental Engagement leads in Edinburgh.
- 4.5.6 Partnership working between the Equity workstream and the Life Long Learning team to provide access across the SEIC to Edinburgh's Understanding barriers and causes of poverty training. This is fully funded by the Equity Workstream.
- 4.5.7 Partnership working between the City of Edinburgh Council Attainment Advisor and Equity Workstream SDO to develop an Equity Network in Edinburgh and provide opportunities for professional learning.
- 4.5.8 Probationer Teacher Training on Parental Engagement has been set up for Edinburgh probationer teachers. This has been enthusiastically embraced with 50 probationers in Edinburgh signed up within the first month.

- 4.5.9 Parental Engagement leads have been identified in 10% of schools in Edinburgh. Practitioners were provided with a Resource Action pack, highlighting the evidence base, SEIC and national good practice, self-evaluation & improvement planning tools, and opportunities for further collaboration. Enthusiasm for a Family Engagement worker network has been demonstrated throughout Edinburgh. The Equity Workstream SDO is working with the City of Edinburgh Council Attainment Advisor and QIO with Parental Engagement strategic remit to establish this and provide required professional learning.
- 4.5.10 Research Bulletins have been circulated to Edinburgh Schools. They identify good practice, research, policy documents, planning tools and opportunities with regard to Equity & Parental Engagement.
- 4.5.11 Professional Learning film on Unconscious Bias and Parental Engagement developed. This provides a powerful resource that has captured the experiences and words of our families across Scotland and provides a professional learning platform to explore Unconscious Bias further within school setting. Circulated to all Edinburgh Schools.
- 4.6 **Networking**
Although at early stages, an increasing number of City of Edinburgh practitioners are involved in collaborative working across the SEIC. Many schools have established networks through either facilitating or attending SEIC events. Others have made their own connections working collaboratively on an area of improvement. Evaluations from City of Edinburgh staff who have participated in SEIC work shows a direct positive impact on their confidence in improving outcomes in the classroom.
- 4.7 **Engagement**
All City of Edinburgh schools have had the opportunity to engage in a SEIC activity. However, schools have autonomy over engagement as they are aware of what will support the identified needs of their own school and what additionality the authority is offering that can be enhanced by the work of SEIC

5. Next Steps

- 5.1 The SEIC phase 2 (updated) plan has been revised for session 2019/20 and can be found on the [SEIC website](#). Regular updates available on Twitter and Glow.

6. Financial impact

- 6.1 Funding of £1.2 million was allocated from the Scottish Government to support the focus on developing collaboration. Funding has not yet been confirmed for the current phase but a similar amount has been requested. All 5 local authorities contribute to the work of SEIC within existing staff.

7. Stakeholder/Community Impact

7.1 Please refer to the SEIC [phase 2 plan](#) (update).

8. Background reading/external references

- 8.1 The following papers were relied on in the preparation of this report in terms of Local Government (Scotland) Act, 1973:
- South East Improvement Collaborative Plan phase 2 (update)
 - Regional Improvement Collaboratives (RICs): Interim Review, February 2019
 - National Thematic Inspection – Readiness for Empowerment, December 2018

9. Appendices

- 9.1 Appendix 1 Edinburgh Leads
- 9.2 Appendix 2 SEIC and Education Scotland Team
- 9.3 Appendix 3 SEIC Newsletter
- 9.4 Appendix 4 Percentage of Edinburgh Schools represented at SEIC Workstream in service events
- 9.5 Appendix 5 SEIC Inset Evaluation

9.1 Appendix 1 - Edinburgh Leads

Information detailing workstream leads and Edinburgh Representation

Workstream Title	Workstream Lead	Edinburgh Representation
Using the Pupil Equity Fund to close the gap	Lorna Sweeney, Schools & Lifelong Learning Service Manager, Edinburgh City Lorna.sweeney@edinburgh.gov.uk	Edinburgh: Lorna Sweeney, Service Manager; Hazel Kinnear, Head Teacher; Sharon Muir, QIO; Jennifer Ross, CEC Attainment Advisor <i>NB: Improvement/Attainment Advisers for LAs within the SEIC provide support</i>
Mathematics and Numeracy	Karen Haspolat, Quality Improvement Officer, East Lothian khaspolat@eastlothian.gov.uk	Edinburgh: Darren McKinnon, Quality Improvement Manager
Quality Improvement Approaches	Jackie Funnell Education Manager, Fife Council Jackie.Funnell@fife.gov.uk	Edinburgh: Jackie Reid, Quality Improvement Manager

Data and Analysis	Stuart Booker, Executive Support Officer, Fife Council Stuart.Booker@fife.gov.uk	Edinburgh: Stuart Osborough, Data Planning & Insight Officer <i>NB: Improvement/Attainment Advisers for LAs within the SEIC provide support</i>
Professional Learning / Development & Leadership	Nicola McDowell Schools Group Manager, Midlothian nicola.mcdowell@midlothian.gov.uk	Edinburgh: Anna Gray, Quality Improvement Manager
Emotional Wellbeing	Michelle Strong Chief Officer Education mstrong@scotborders.gov.uk	Edinburgh: Michelle McLean – SEIC QIO CEC Shelley McLaren – HT 4 x CEC young people <i>NB: The workstream is made up of young people from the 5 Local Authorities. Adult names to be confirmed by SBS</i>

Networks		
Additional Support Needs	Alistair Haldane Education Manager Fife Council Alistair.Haldane@fife.gov.uk	Edinburgh: Anna Gray, Quality Improvement Manager
Early Learning and Childcare	Lynn Paterson Edinburgh Lynn.Paterson@edinburgh.gov.uk	Edinburgh: Donna Murray, Quality Improvement Officer
Digital Technologies	David Imrie Digital Skills Lead Officer Fife Council David.Imrie@fife.gov.uk	Edinburgh: Jenni Robertson, Quality Improvement Education Officer Louise Sibbald, Principle Teacher
1+2 Languages	Ann Robertson East Lothian Bethan Owen Edinburgh Bethan.Owen@edinburgh.gov.uk	

Appendix 2 - SEIC and Education Scotland Team

The following table outlines the SEIC team that will provide the support to drive forward the key aims within the SEIC plan.

SEIC Team to support SEIC Empowered System	
Quality Improvement Manager	Education Support Officer (Professional Learning)
Quality Improvement Officer (Borders)	Education Support Officers (Digital) x 2
Quality Improvement Officer (East Lothian)	Senior Development Officer (Equity)
Quality Improvement Officer (Edinburgh)	Statistician/Data Analyst
Quality Improvement Officer (Fife)	Project Officer (0.5)
Quality Improvement Officer (Midlothian)	Support Assistant

The table outlines the newly formed Education Scotland SEIC team where identified staff support workstream and network activity as well as other elements within the SEIC Empowered System. The Education Scotland team also support work within individual local authorities.

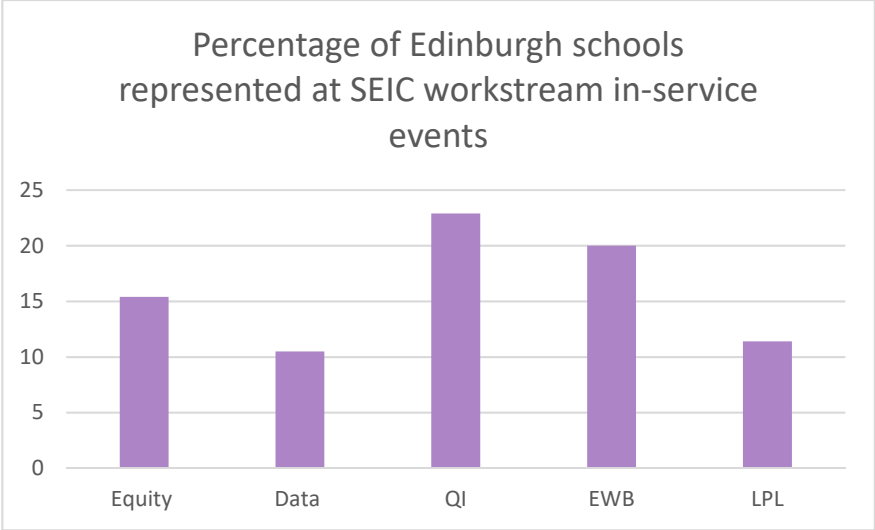
Education Scotland Team to support SEIC	
Senior Regional Advisor	
Senior Education Officer – Inclusion & Equalities	Education Officer – Inclusion & Equalities
Senior Education Officer – Technologies	Education Officer – STEM
Senior Education Officer – Languages	Education Officer – Digital Skills
Senior Education Officer – NIF Advisor – Vacant	Education Officer – Numeracy
Lead Specialist – Professional Learning & Leadership	Education Officer - CLD
Attainment Advisor (Borders)	Development Officer – Mentors in Violence Prevention
Attainment Advisor (East Lothian)	Development Officer – Food & Health
Attainment Advisor (Edinburgh)	Development Officer – Improving Gender Balance & Equalities
Attainment Advisor (Fife)	Development Officer – Digital Skills
Attainment Advisor (Midlothian)	Development Officer - CLD

Appendix 3 - SEIC Newsletter

Information from across the SEIC

[H:\September newsletter 2019 v3.docx](#)

Appendix 4 - Percentage of Edinburgh schools represented at SEIC workstream in-service events



The inaugural SEIC common In-service An Evaluation

Back in June 2019 the SEIC Board asked the team to take forward a joint inset on the 21st October. The aims were as follows:

- To spread an awareness of the work of the SEIC.
- To involve as many practitioners as possible.
- To host an event in each of the 5 local authorities.
- To create events linked to each of the workstreams.
- To involve our networks on the day.
- To share emerging practice.



Both the task and the timescale were ambitious. It was innovative and exciting. It was decided that the theme for the day was to be 'collaboration'. To reach as many practitioners as possible it was agreed to have a mixture of sign-up events and targeted events along with an 'eCollaboration pack' which included:

- Video welcome by Carrie Lindsay, Lead for the SEIC.
- Video keynote from Mr John Swinney, Deputy First Minister.
- SEIC Animation describing workstreams and networks.
- SEIC film 'We are SEIC'.
- Extract on Collaborative Professionalism by Hargreaves and O'Connor.
- Suggestions on professional discussion on collaboration, 'What is it'?
- Self-evaluation tool based on HGIOS4, HGIOELC and HGIOURS.
- Suggestions on future developments.
- Links to the Big Share and accompanying video.
- Suggestions on other forms of engagement e.g. Conversation area in GLOW.
- The Big Pledge.
- Suggested Professional reading.
- Action Plan proforma.

What follows is an early evaluation of the events which made up the Inset Day.

These initial reports cover the events and workshops.

There is also an evaluation of the Big Share hosted on GLOW

Data and Analysis hosted in East Lothian

Equity hosted in Scottish Borders

Quality improvement and ASN hosted in Fife

Maths/Numeracy and Emotional Wellbeing hosted in Edinburgh

Subject networks hosted across the SEIC

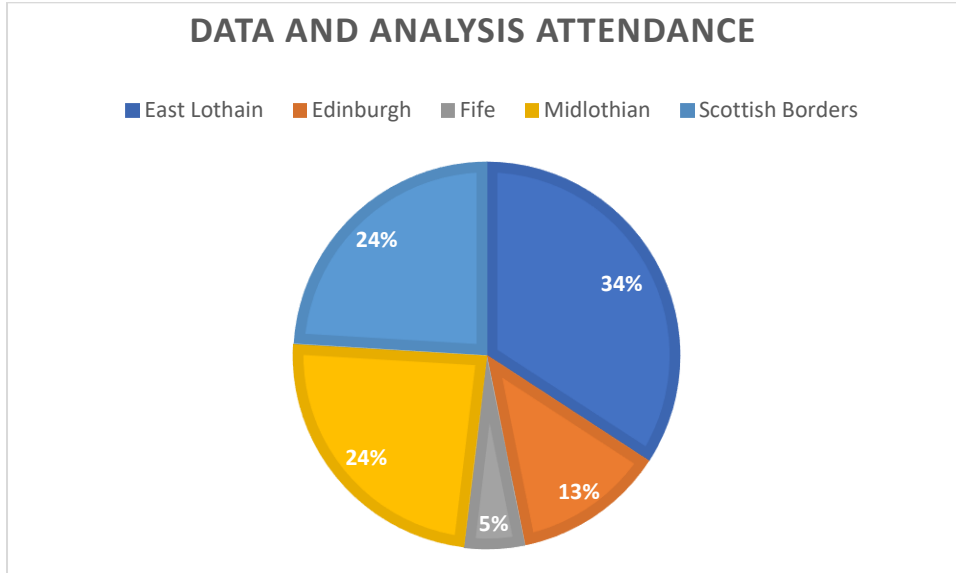
Professional Learning hosted in Midlothian

Early Years hosted in East Lothian, Midlothian and Fife

1 + 2 hosted in East Lothian

Data and Analysis Workstream

Numbers and Attendance - 82 delegates attended in total



What professional standards did the event support?

Standards for Leadership and Management

The Professional Standard	Professional Actions
4.1.2 Head Teachers establish and use systems to collect evidence with which to inform decision making	<ul style="list-style-type: none"> Develop a culture of evidence-informed practice Ensure systematic evidence collection and analysis against national and international benchmarks Use collated evidence to inform decision-making; Encourage and enable staff to use data to plan teaching, learn
4.1.3 Head Teachers establish and use processes to gather valid information from stakeholders to inform improvement strategies	<ul style="list-style-type: none"> Ensure that data is gathered systematically from a wide range of stakeholders; Share data to inform decision making and to identify priorities
4.1.4 Head Teachers collaborate with staff, learners, parents and the wider school community and networks in identifying, agreeing and implementing improvement priorities	<ul style="list-style-type: none"> Identify key areas for improvement using the evidence gathered
4.1.5 Head Teachers develop systems for ongoing monitoring and review of the school's improvement agenda	<ul style="list-style-type: none"> Undertake regular and systematic review of progress towards the school's priorities Establish a range of processes which enable staff to contribute to the overall monitoring and review of the school improvement plan

Keynotes, Workshops and Seminars

Keynote - The Power of Data in understanding your school/cluster - Fiona Robertson

Seminar – The SSR – Interpretation (Stuart Booker and Fiona Robertson)

Workshop – The SSR – Creating the narrative (Stuart Booker and Fiona Robertson)

A choice of workshops

Workshop 1 – SNSA - Using SNSA Data to Support Improvement (1.5 Hours) *Isabelle McGeehan* (25 Delegates)

Workshop 2 - BGE Toolkit and Insight (45 min each) (Split into 2 groups – 25 secondary delegates, 26 primary delegates) Facilitators and trainers - *Adam Naylor, Stephanie Murr, John Hand*

All workshops focused on interpretation (creating a narrative around progression in your school/cluster)

Comments from the day



“Many thanks for organising such a very information inset day on data analysis, I certainly gained a lot of knowledge that I have taken back to my school.” (PT from SBC)

“The Insight workshop was really useful, it made me think outwith my department about whole school attainment” (PT from Midlothian)

“This is so useful, I’ve had SNSA on my whole school remit for 2 years. Now I can do the analysis properly to plan for improvements for both teachers and pupils.” (PT from CEC)

“The conversations round the table is great, a powerful keynote which is making people think” (Attainment Manager)

“Many thanks and thanks for a great session” (PT from East Lothian)



Delegates identified a variety of learning from the day, which included;

- Better understanding how and what we use to monitor progress and shape our improvement agenda.
- Be more mindful of how important data is in informing change. Raised awareness of how to use SNSA.
- Confidently find/use SNSA platform and manipulate the data using tags.
- Use of the BGE benchmarking tool to aid CFE level discussions. Explore my own department/ school narrative more.
- Be able to support SMT in identifying targets for SQIP and pupils/faculties requiring extra support.
- A great opportunity to partner with High Schools on Insight, share learning

Next Steps (identified by delegates)

1. “On the day, I discussed that I was looking to work on using data to track wellbeing, particularly around the QI 3.1. I wondered if this was something that we could take forward within SEIC and look to get other professionals working together on developing a tracking system in school for this?” (Jen McHale, PT Pastoral Galashiels Academy)
2. “Well done today on a great event. I spoke to you at the end of the conference regarding collaborating with others on skills audits. Please feel free to pass my details on to any others you think might be interested.” (Shona Sloan, Liberton HS)
3. “Guidance on the expectations of effective tracking systems in the BGE, that supports progression across sectors was identified by many in the morning group session.”

Equity Workstream

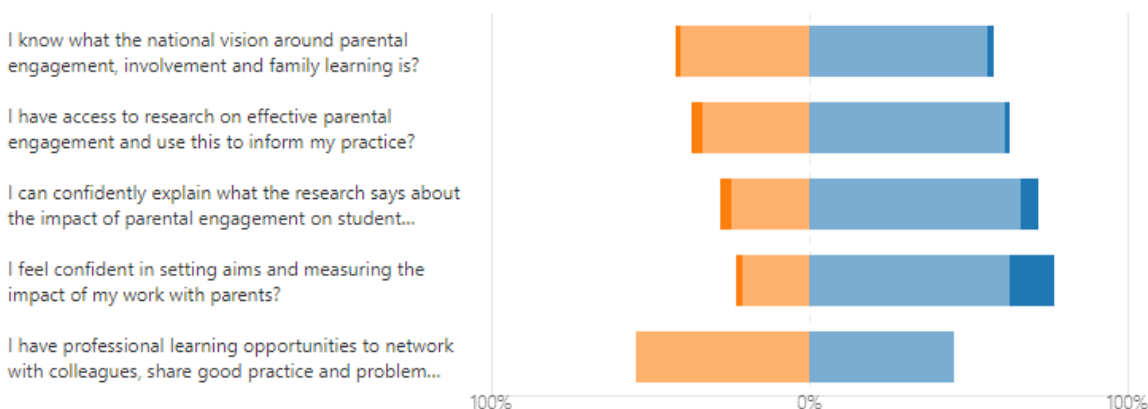
The aim of the event was to provide inspiration, practical ideas and skills to effectively lead Parental Engagement in schools. Practitioners had the opportunity to collaborate with, and gain insight from, Digital Technology experts, CLD, Family Learning officers, DYW officers, and schools and parents sharing their own experience. Education Scotland Attainment Advisors led a session on the importance of building authentic relationships and the planning process which gave practitioners the tools to set clear aims, measures and evaluate their work with parents.

This was well attended, bringing together 135 practitioners and partners from across the five local authorities and across all sectors.

<p>Sector representation:</p> <ul style="list-style-type: none"> • Secondary: 10% • Primary: 75% • Early Years: 7% • Special Schools: 2% • Other partners: 6% 	<p>LA representation:</p> <ul style="list-style-type: none"> • East Lothian: 16% • Edinburgh: 7% • Fife: 1% • Mid Lothian: 38% • Scottish Borders: 37% 	<ul style="list-style-type: none"> • Class teachers: 51% • DHT: 5% • Home-link worker/PSA: 13% • PT: 17% • Other: 5% • HT: 9%
--	---	---

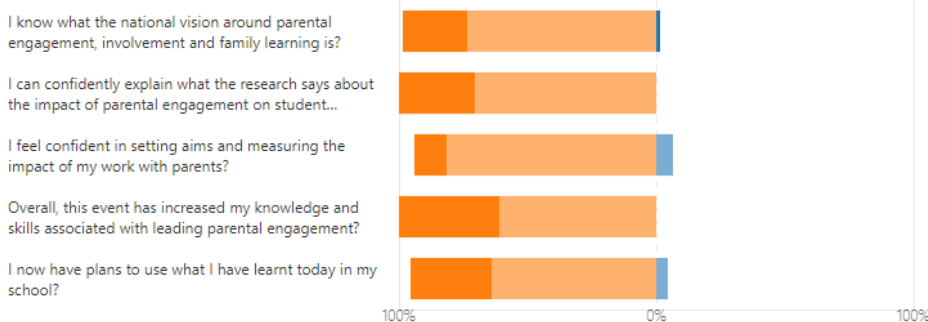
Baseline measure

■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree



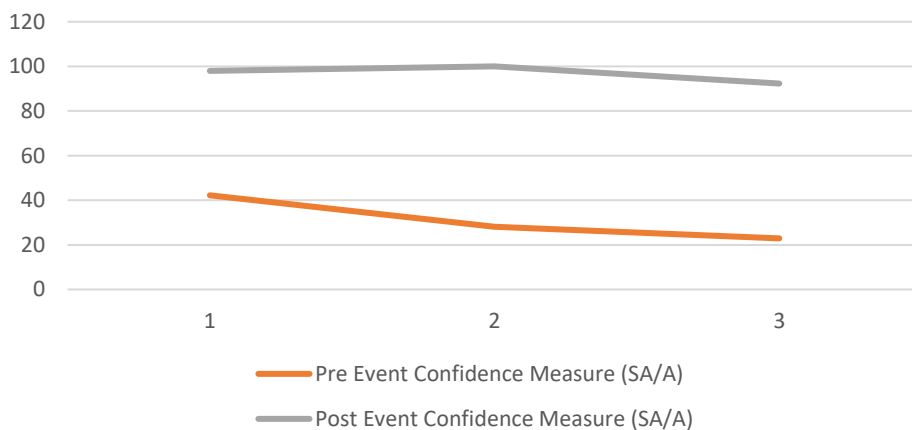
Impact statement: Knowledge & understanding before and after the event in-line with the three aims increased significantly (Chart 3). 38.5% strongly agreed and 61.5% agreed (100% SA/A) that this event had increased their knowledge and skills associated with leading parental engagement. With regard to participants' use of the new knowledge and skills, 30.8% strongly agreed and 64.6 agreed (95.4% SA/A) that they now had plans to use what they have learnt today in their school.

■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree



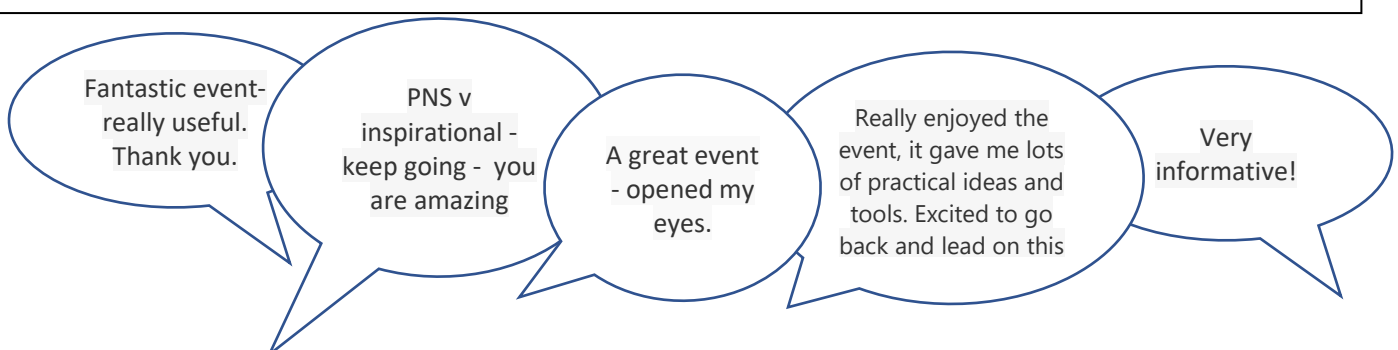
1	I know what the national vision around parental engagement, involvement and family learning is?
2	I can confidently explain what the research says about the impact of parental engagement on student outcomes?
3	I feel confident in setting aims and measuring the impact of my work with parents?

Chart 3: Pre and Post event confidence measures



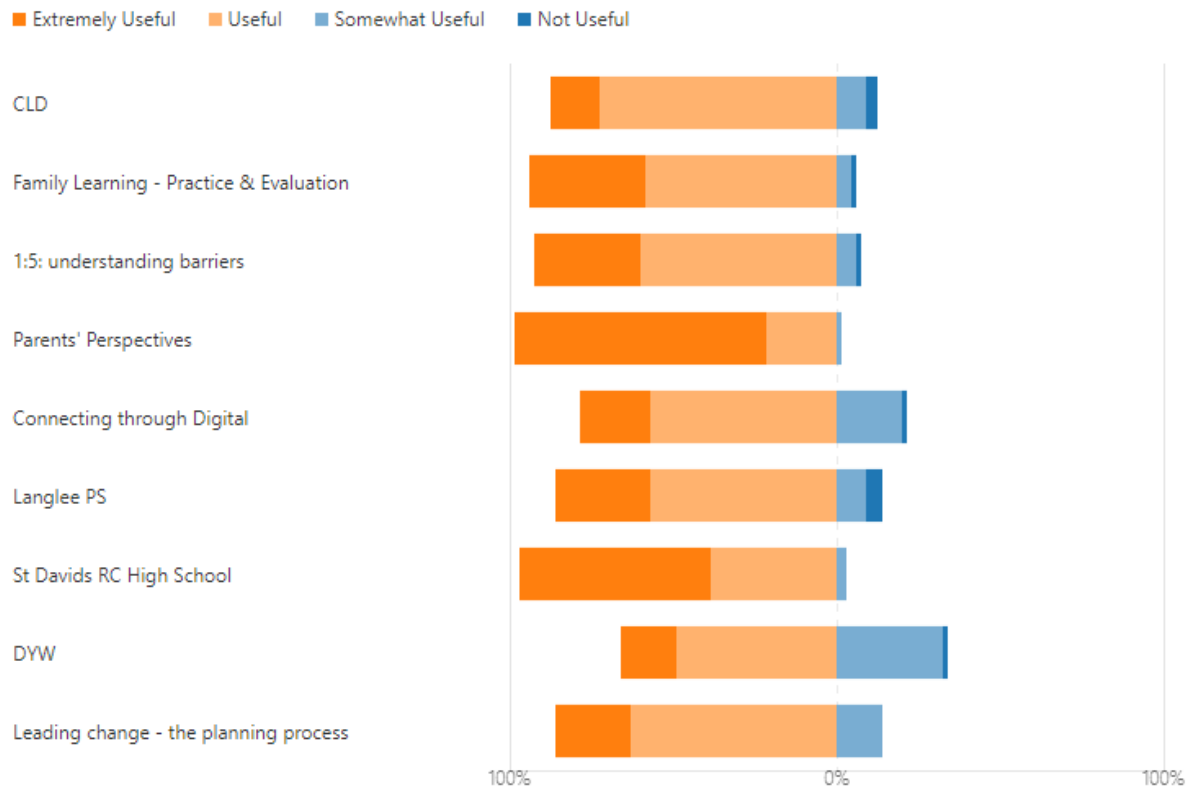
Impact statement - Individual sessions:

The individual sessions were very well received, with practitioners gaining insight, inspiration and tools to effectively lead parental engagement in their setting. Almost all participants rated Family Learning – practice & evaluation, 1:5 – understanding barriers, Parents’ perspectives & St David’s High School as extremely useful/useful, with most participants rating Connecting through digital, Langlee PS, Leading Change, CLD as extremely useful/useful.



2. What Went Well? Please rate the following sessions in terms of usefulness?

[More Details](#)



Next step:

Based on feedback from schools about what they want with regard to Equity and Parental Engagement:

- Follow up engagement event on how to embed the planning process and how to measure the impact of work (Appendix 2). This will be a collaborative event, 2-hour event, held in January, where teachers can bring their parental engagement planning templates and gain support and an opportunity to collaborate on the improvement process.
- The Equity Workstream will be communicating termly Research Bulletins to shining a light on research with regard to Equity and Parental Engagement to identified leads and event attendees. This will also be shared on other on-line platforms and via established LA comms.
- The Equity workstream will be collaborating with Attainment Advisor and the Life Long Learning Team in Edinburgh to develop networks of home-link workers and a PEF network group.

What schools have said they want:

- Re-engagement event in Local Authority on how to use improvement methodology to lead change in your setting? Developing aims, tests of change, measuring impact & reporting outcomes?
- Re-engagement event to continue collaboration networks between staff with a parental engagement remit.
- Receive monthly Educational Bulletins shining a spotlight on professional reading and research about parental engagement and equity?

- Re-engagement event in your ... 33
- Re-engagement event to cont... 36
- Receive monthly Educational ... 32



Emotional Wellbeing Workstream

OVERVIEW

The day was designed to allow our young people the opportunity to hear from their peers who shared effective practice across all 5 authorities, participate in workshops and contribute to our plenary for planning next steps within the workstream. Market stall areas were available to allow all attending, the opportunity to connect with organisations that support them within their local authority and nationally and the chance to network with other young people was created and promoted throughout the day.

AIMS

To enhance our understanding of the need for good Emotional Wellbeing and the role of our schools in helping us achieve this.

To improve our capacity to take forward aspects of school improvement.

To begin to create an agreed vision of what would constitute a SEIC Emotional Wellbeing charter.

ATTENDANCE

25 high schools were represented on the day with only 2 schools who had registered unable to attend.

City of Edinburgh	5 schools
East Lothian	2 schools
Fife	6 schools
Midlothian	6 schools
Scottish Borders	6 schools

Other young people attended as representatives of Scottish Borders Quarriers Service and Midlothian Youth Platform.

In total **103** people attended on the day.



PRESENTATIONS AND WORKSHOPS

Presentations were given by

- East Lothian Mental Health Champions (film clip)
- Jedburgh High School
- Midlothian 100 days of Mental Wellbeing
- Craigroyston Community High



The audience, staff and pupils, engaged well both in presentations and the workshops. This was facilitated by the excellent venue.

Workshops were delivered by

- Children and Young People's Improvement Collaborative
- Young Scot
- Scottish Youth Parliament
- Kirkcaldy High School LGBTQ+ Champions
- Youth and Philanthropy Initiative – Scotland (adult workshop)



CAPTURING DATA AND EVALAUTION

Mentimetre was used to capture views and evaluations.

It was also used to gather key information to support the next steps of the workstream in creating a charter. The views were gathered by Young Scot who will send the raw data to the workstream allowing for deeper analysis which we will then use to create an action plan.

It is hoped that this information will be with the SEIC team by October 31st.

Individual workshops also created their own evaluations and we will share information between organisations.

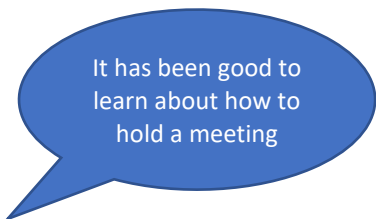
Young people were asked to share good practice and what their next steps might be using post its. This information has been collated and there are key themes emerging. Full analysis of these will be shared once the mentimetre data has been gathered to ensure a full and robust analysis is made.

SOFT “ON THE DAY” EVALUATION


As the event was for pupils it is hard to give feedback on the workshops as adults were encouraged not to attend them however the pupils spoken to seemed to be positive about these and had ideas about where they wanted to go next. Many young people made new connections on the day as they were designated workshops to go to. There was a lot of buzz about “What happens in your area?” and strategies were shared.

Colleagues who supported the organisation of the event (Janice Watson, Michelle Matthews and Christine Brown) all received verbal feedback which was positive. Staff made comment of the value in being able to have relevant conversations with colleagues in a relaxed environment. Feedback from staff about the session they attended with YPI - Scotland was extremely positive.


Comments from young people included



It has been good to learn about how to hold a meeting



I enjoyed meeting people from other schools and hearing what they do!



I want to learn more about LGBTQ+ issues

EMERGING THEMES

From the information we have available, there are some recurring themes for support and development emerging.

- Communication – being heard and listened to
- Young people skilled and empowered to help other young people
- Being taken seriously either with their mental health concerns or through their ideas to improve Emotional Wellbeing

NEXT STEPS

Organising the young people who are workstream leads to be able to communicate safely using GLOW and Microsoft Teams.

Finalising the key adult members across all 5 Local authorities (it may be the support of the board is required to finalise this).

Collate the information and data from the day and use it to co-design a rationale, procedure and criteria for the charter. This will include evidence and impact.

Support the schools who have identified next steps by sharing best practice, pointing them in the direction of support within their local authority, across the SEIC or nationally that will allow them to improve their area of focus.

Improve the way in which we communicate directly with young people (we have asked for their ideas through our evaluation).

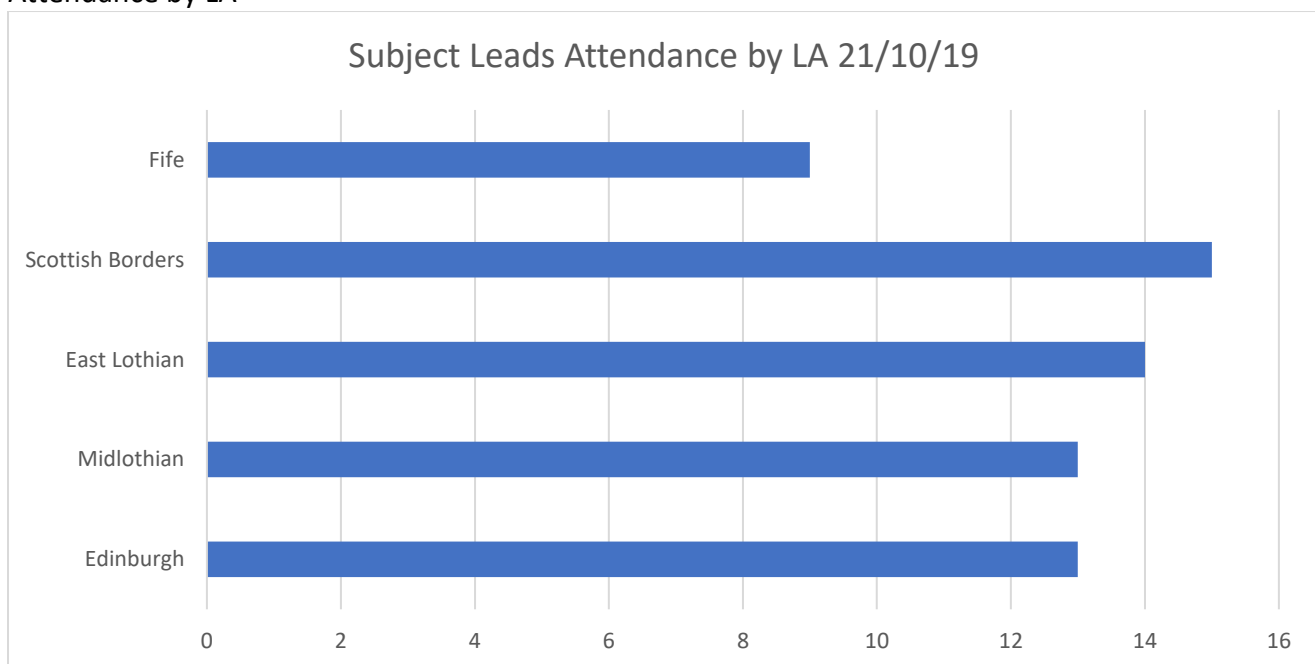
SUMMARY

The audience, staff and pupils, engaged well both in speaker sessions and the workshops. This was facilitated by the excellent venue and organisation around the whole event. Everyone was impressed with the quality of the pupil presentations and the fact they had all attended in their own time.

Secondary Subject Networks

18 of the 19 networks (Physics has only 3 leads and two could not be released from school) met with only subject leads to plan and begin work for this session and beyond. 62 leads out of a total of 98 took part.

Attendance by LA



The Leads followed the following programme for their day:

- 09.45 Registration/Coffee
- 10.00 Host to facilitate an introduction exercise (please make us aware of any LA not represented)
- 10.15 Video links x3 (on power point – slides 3 and 4)
- 10.30 Reading task/discussion – Collaborative Professionalism (What can we do)?
- 11.00 Discussion Exercise - Feedback from LA's on the plan (appropriate adaptations made)
- 11.30 Group Exercise - CLPL Event Planning or beginning of collaborative work within the plan
- 12.30 Lunch**
- 13.15 Group Exercise - CLPL Event Planning or beginning of collaborative work within the plan
- 14.15 Discussion – Creation of communication to subject teams within schools (proforma to be completed)
- 14.45 Plenary – Roles and responsibilities and requests for support/resources (proforma to be completed)
- 15.00 Finish

Modern Languages compressed the above into the afternoon and attended the 1 plus 2 network event in the morning. Our Physics lead in Midlothian organised a collaboration event in Midlothian for Midlothian Physics teachers and offered places for ELC Physics teachers too.

Next Steps from the Day

Leads confirmed the plans made on 20th June 2019 and made amendments based on feedback from local authorities. Plans are variable depending on subject areas, however here are some examples of the plans for collaboration in subject areas coming this session and beyond.

- SEIC Inset events for subjects in May and Oct 2020
- Various SQA CPD events arranged, with dates advertised for all authorities to attend (some evenings and Saturdays. E.g. N5 Cake event for HE, N3-5 Fashion and Textiles event. N5 Practical Cookery Course assessment support.
- SEIC CLPL sessions Nov, Jan and March organised by authorities in turn In Maths.
- Opening up of LA Subject Collaboration afternoons to allow reps to attend from across the SEIC.
- Organising SEIC Numeracy Moderation Events with Education Scotland – Early to 4th Level. 14th November and 18th March. (20 delegates per authority)
- Uploading of resources and Photos of verified work at various levels on SEIC Secondary Network Teams (on Glow)
- Presentations on NPA options to subject specialists in Business Education
- A SEIC Biology Learning Festival
- Collaborative work and meetings as curriculum areas to support skills development
- Ask for Primary school reps in art and design to share standards and support transition

Next Steps for Strategic Direction

- Create links with primary sector for each network
- Group some subjects together in curriculum areas for some meetings (particularly around skills development)
- Plan communications and support that is equitable across networks

The SEIC Big Share

The Big Share has helped to establish the start of a platform and a bank of resources that are useful for a range of practitioners. A wide range of resources have been shared from Early to Senior Levels and across the entire curriculum.

It was also very positive to see professionals sharing reading they would recommend and Practitioner Enquiry they have engaged in.

During the share we saw the greatest participation from Midlothian Council Practitioners followed by Fife. We have had some engagement from East Lothian Practitioners. Some authorities have had less involvement due to the development of their digital footprint around GLOW. While this is growing there are still solutions required re access issues to allow for greater usage as a depository for emerging practice.

We have already been contacted by subject networks from Maths/ Numeracy and English/ Literacy to help create their own online platforms/networks. Stewart is to meet with them in the next few weeks to help plan and establish this within the SEIC Sharepoint Eco-System.

Moving forward, we will continue to showcase the Big Share as a place to access resources and engage in professional dialogue. This will include highlighted good/excellent content.

SEIC
Big Share
Monday 21st October
2019

AFTER TWO DAYS...



Over 1600 Documents Shared



Over 750 Views on Sharepoint



Over 425 YouTube Views



Over 50 Conversation Posts

Join in at bit.ly/SEICBIG

Quality Improvement Workstream

Aims:

Support the professional autonomy and empowerment of practitioners in their on-going self-evaluation for self-improvement journey.

Provide opportunities to collaborate, share practice, strategies for improvement and offer challenge for continuous improvement

Presenting Schools

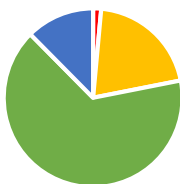
- EL - Innerwick & Elphinstone
- CEC - Holy Cross & Flora Stevenson's
- Fife - Townhill, Crossgates & Elie
- ML - Bonnyrigg
- SCS - Duns & Morebattle

Attending schools

- EL - Campie, Sandersons Wynd, Haddington, Wallyford, Law, Winygoul, Pencaitland, Preston Tower, Cockenzie
- CEC - Cramond, Gilmartin, Dean Park, St Mary's, Wardie, Juniper Green, Longstone
- Fife - Kirkcaldy North, Anstruther, Newport, Coaltown, Cardenden, St Agatha's, Hill of Beath, Kennoway, Cairneyhill
- ML - Danderhall, Gore glen, Lawfield, Rosewell, Mayfield, Sacred Heart, Strathesk
- SCS - Brooklands, Walkerburn, Fountainhall, Glendinning, Cockburnspath, Stirches, Greenlaw, Ayton, Broughton, Newlands, Edenside

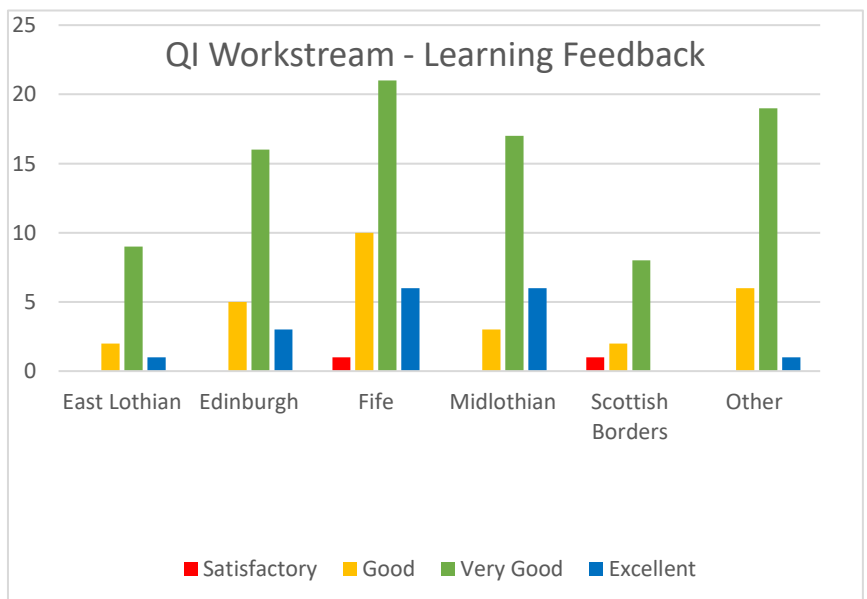
Evaluation Feedback

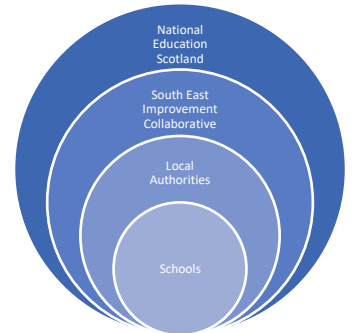
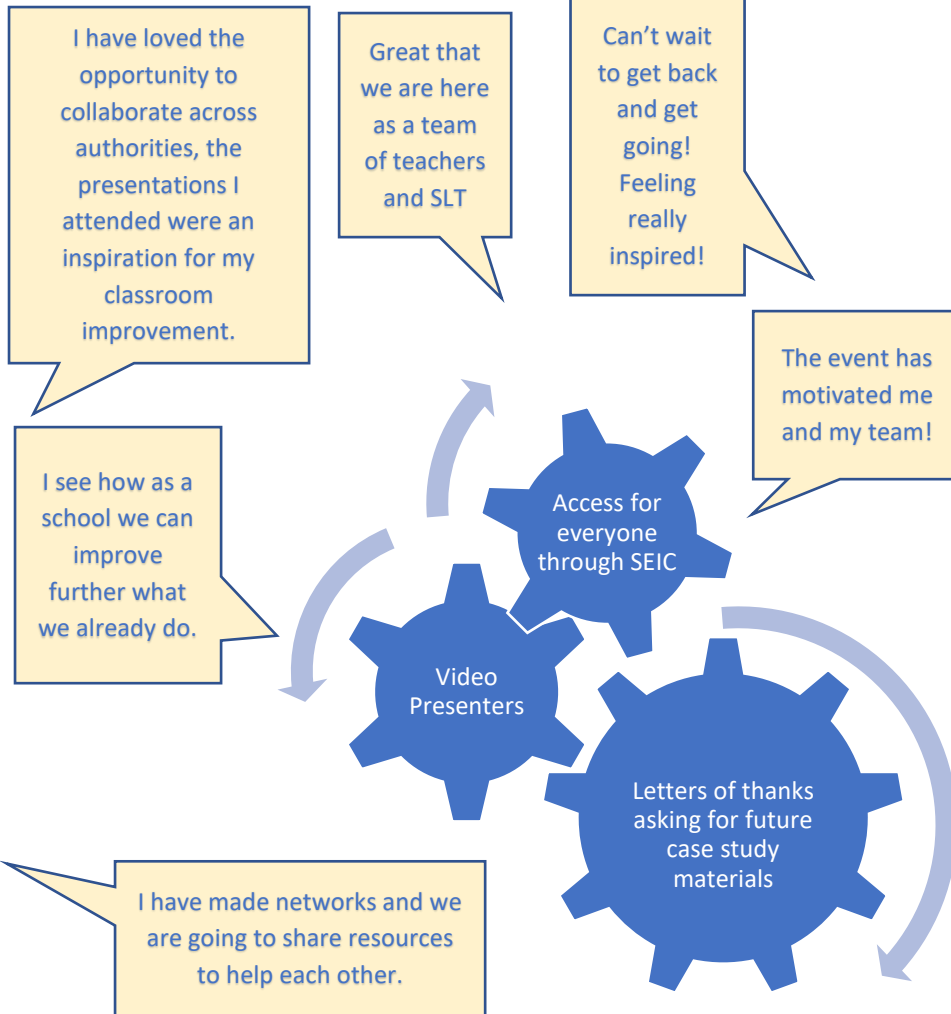
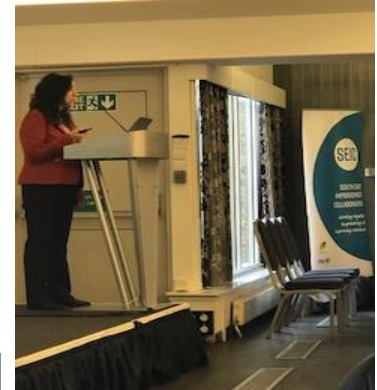
Overall



- Satisfactory
- Good
- Very Good
- Excellent

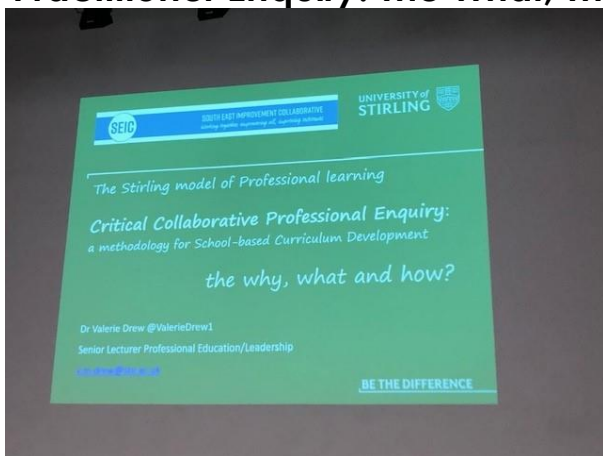
QI Workstream - Learning Feedback





Leadership and Professional Learning Workstream

Practitioner Enquiry: The What, The Why and The How



Overview

The Practitioner Enquiry In-service Day comprised a mixture of workshop inputs which offer a range of expertise, insights and perspectives on Practitioner Enquiry as well as opportunities to collaborate with colleagues.

There were inputs from a wide variety of our colleagues and partners, University of Stirling, University of Edinburgh, practitioners from our SEIC Local Authorities as well as national organisations, Education Scotland and GTCS.

Structure of Day

10-11 am	Welcome, SEIC videos, Keynote; Workshop 1 Workshop 2 Workshop 3 11.05 - 11.55 12.50 - 13.40 13.45 - 14.35
Group 1	CCPE Theatre GTCS Rm 002 CEC Rm 128
Group 2	CCPE Theatre Education Scotland Rm 009 PLaCE Rm 125
Group 3	GTCS Rm 002 ML Rm 125 CCPE Theatre
Group 4	ES Rm 009 EL Rm 128 CCPE Theatre
Group 5	SB Rm 125 CCPE Theatre PLaCE Rm 125
Group 6	Fife Rm 128 CCPE Theatre ES Rm 009
14:40	Plenary and The Big Pledge,
15:00	Close

Abbreviations, Presenters & Rooms

CEC City of Edinburgh Council, Juliet Lunnis	Room 128
CCPE Collaborative Critical Enquiry; Dr Valerie Drew	Ashleigh Gray Theatre
EL East Lothian Practitioners	Room 128
ES Education Scotland; Emma Andrew	Room 009
Fife Fife Practitioners	Room 128
GTCS General Teaching Council Scotland; Jacqueline Morley	Room 002
ML Midlothian Practitioners	Room 125
SB Scottish Borders Practitioners	Room 125
PLaCE Professional Learning as Critical Enquiry, Dr Gill Robinson & Lynsey Struthers	Room 125

Keynote

Dr Valerie Drew, a well-respected academic from the University of Stirling, who has written and lectured extensively on practitioner enquiry, provided the keynote address on the theme of Collaborative Critical Professional Enquiry. Dr Drew also ran 3 smaller consecutive interactive workshops which all delegates attended over the course of the day.

Presenters

The rest of the content of the day was supported by our regional and national partners who sit on the Leadership & Professional Learning Workstream.

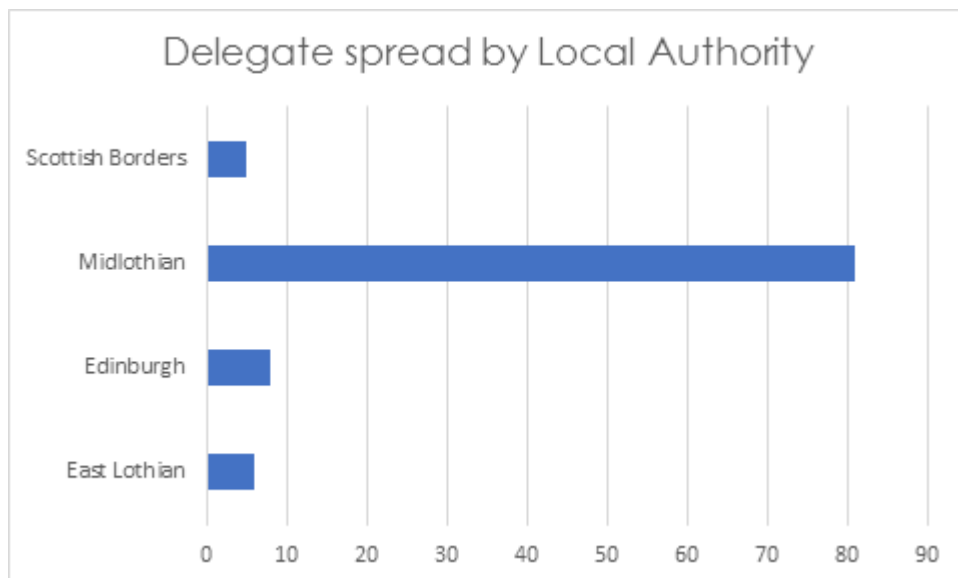
- **City of Edinburgh Council** - Juliet Lunnis ran a session on Lesson Study
- **East Lothian Practitioners** - Jenni Ewan, Fleur Hoole, Jerry Tracey and Mark Rathie all presented their practitioner enquiries.
- **Education Scotland** - Emma Andrew ran three sessions on Teacher Leadership and Practitioner Enquiry.
- **Fife Practitioners** - Danny Hubbard, Charlotte Coyle, Rose Laing, Liz Wilson and Suzanne Anderson all presented their practitioner enquiries.
- **General Teaching Council Scotland** - Jacqueline Morley ran two sessions on Professional Learning using the National Model of Professional Learning.
- **Midlothian Practitioners** - Suzanne Blake and Gerry MacFarlane presented their practitioner enquiries.
- **Dr Gill Robinson University of Edinburgh & Lynsey Struthers DHT Lasswade High School** ran a session on Professional Learning as Critical Enquiry.



Delegates

There were 101 delegates who attended from 42 schools across 4 Local Authorities – see Chart 1. The bulk of delegates came from Midlothian, then Edinburgh, East Lothian, and Scottish Borders. There were no delegates from Fife.

There were 3 Head Teachers, 3 Depute Head Teachers, 1 CCDW, 2 Supply teachers and 80 teachers and 12 visiting specialist teachers.



Possible explanations for this spread of attendance

- Fife run an in-depth and well attended professional learning programme about practitioner enquiry.
- Travel to Midlothian for the event from Fife may have been prohibitive
- Midlothian delegates may not have wanted to travel to another local authority
- Midlothian has identified the use of practitioner enquiry as a priority for session 2019-20
- This event was aimed at classroom practitioners, however, 3 schools attended with their Head Teachers.

Anecdotal Feedback

Feedback will come from The Big Pledge, however on the day much anecdotal feedback was noted:

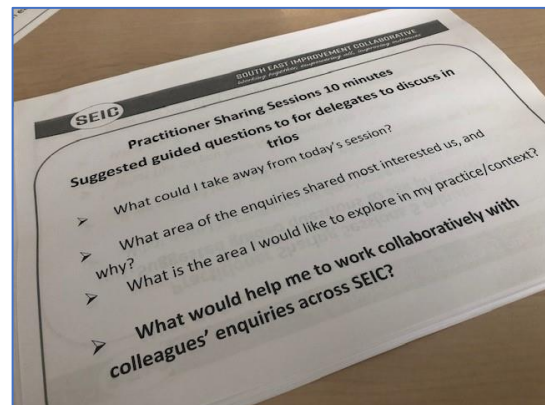
- It is so good to have a choice of professional learning – this in service was definitely **not** one size fits all
- It was good to see all the layers of practitioner enquiry
- It was useful to see the Whole School approach to enquiry through PLaCE
- Refreshing to have people who have actually carried out enquiry whilst doing their day job of teaching – makes it seem achievable
- Great to see so many like-minded teachers are enquirers
- Looking forward to seeing how SEIC can hook up comparator schools for enquiry opportunities
- Really interesting to hear about the National Model for Professional Learning – had not heard of this before
- The importance of critical reading of research literature was stressed by Dr Valerie

Drew. Practitioners were encouraged to engage with research literature as an essential starting point from which practitioner enquiry can be built, but also to critique what they read and refrain from adopting one theory of education without question. This viewpoint was widely acknowledged as a sensible approach – which reinforced the professionalism of practitioners.

- The opportunity to hear honest and practical presentations from practitioners who had undertaken a professional enquiry at their school was valued by delegates. Delegates were inspired to take forward their own practitioner enquiry after hearing about the experiences of others.
- Practitioner Enquiry was demystified.
- The benefits for the professional development of the practitioner engaging in enquiry were stressed by presenters. Delegates found this inspiring.

Recommendations/Next Steps

- Sign up offer to be advertised for 2 weeks prior to Eventbrite sign ups opening
- Longer opening time for sign-ups (was 3 weeks, possibly 4 weeks)
- Longer time between sign ups closing and event to allocate more time for workshop allocation/additional spaces & presenters
- Potential to Offer same event twice – use 2 host Local Authorities
- Allocate equal or proportional space allocations per Local Authorities
- Analysis of The Big Pledge data to ascertain impact of Professional Learning
- The creation of a SEIC Practitioner Enquiry Network to enable small scale enquiry to be scaled up – this is already happening jointly in East Lothian and Midlothian and once evaluations have been carried out this could be across SEIC.



Early Years Network
Literacy Event at Greengables Nursery

Workstream/Network	Early Years Network – Edinburgh
Professional Learning Descriptor	Raising attainment in Early Years Literacy
Event Overview	<p>Session 1: Transforming Practice in Early Years Literacy with Firm Foundations in Traditional Tales</p> <p><i>Sharing ways of working with stories to raise attainment for all children</i></p> <p>This session looked at an approach taken in Cameron House Nursery School where traditional tales were used to support the development of children’s understanding of narrative development through play and storytelling. This approach emerged from a practitioner enquiry which was part of a wider professional enquiry carried out by a group of ten settings across Scotland, who were all exploring different aspects of enactive and discursive narrative development.</p> <p>This session was led by Head Teacher Chris McCormick and Nursery Teacher, Shauna Mackintosh.</p>

Session 2: The impact of collaborative enquiry in raising attainment in Literacy.

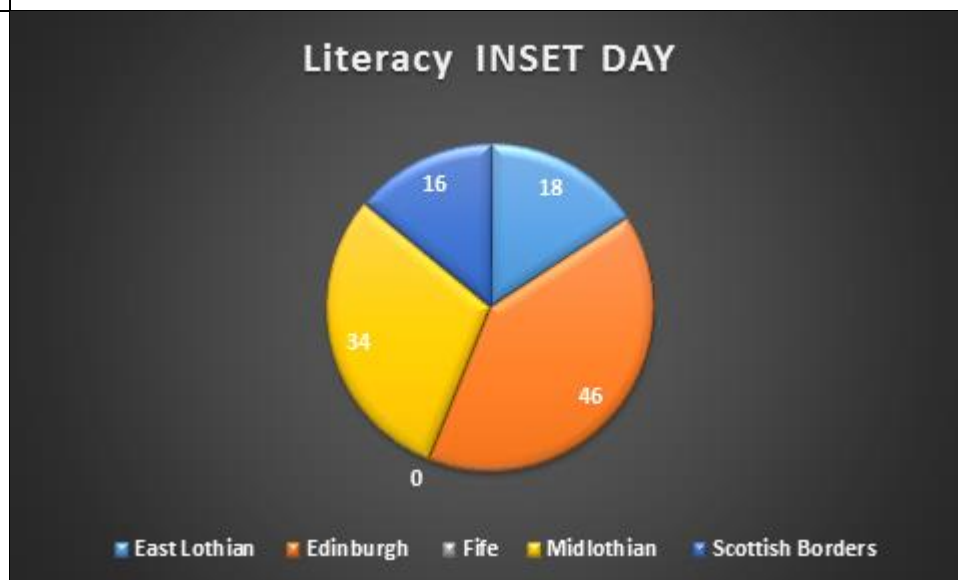
Strategies developed and employed through collaborative learning in literacy

This session explored how Greengables Nursery School worked collaboratively both within the nursery and with the wider professional enquiry group, in order to raise attainment in literacy, which led to them being a finalist at the Scottish Education Awards this year in the Raising Achievement in Literacy category. It explored the impact of a Froebelian approach to literacy and both universal and targeted approaches. This included Interactive Storytelling and Play Stories, which emerged from the collaborative professional enquiry, Hanen, sustained shared thinking, the Visual Support Project and the input of our Equity and Excellence Lead.

This session was led by Head Teacher Catriona Gill and Carrieanne Donoghue.

The sessions were followed by a visit to Greengables Nursery and an opportunity to network with early years staff across the SEIC.

Attendance



57 delegates from four Local Authorities attended.

Feedback

- “A fantastic day! Very beneficial to my professional development.”
- “Very informative and stimulating session.”
- “Both sessions were full of information and gave practical ideas.”
- “The importance of incorporating literacy at every opportunity and talking about sounds.”
- “Will be more confident introducing alternative stories.”
- “Felt totally inspired to get back to nursery, choose my fairy-tale and get started!”

Takeaways from session 1 – using the idea of story ribbons based on Blooms Taxonomy, using more traditional tales and mind mapping children’s ideas.

Takeaways from session 2 – the importance of physical development for handwriting, spending more time storytelling and offering opportunities for acting stories, and using songs and rhymes to develop phonological awareness particularly in P1.

Curiously, one delegate commented that the session was too focussed on nursery and one commented that it was too focussed on primary.

ASN Network ASD Event**Overview of day/aims/**

The aim of the day was primarily three fold:

- to allow staff from across the 5 SEIC authorities to an opportunity to **network** and discuss their ASD practice /knowledge and context.
- To **share** knowledge and understanding across a series of workshops
- To consider how knowledge, resources and support can be shared across the five SEIC authorities going forward.

d.

10.00 - 10.30am	Welcome
10.30 – 11.00am	Video presentations
11.00am – 11.45am	Workshop 1 x3 (45 Mins)
11.50am – 12.35 pm	Workshop 2 x3 (45 Mins)
12.40pm – 1.30pm	Lunch - Sandwiches and Fruit selection
1.30pm – 2.15pm	Workshop 3 x3 (45 Mins)
2.20pm – 3.00pm	Plenary

Presenter/Session Content

9 workshops were presented over three 45 minute sessions

Work shop session were allocated based on demand and everybody who registered was able to be offered their 3 choices.

Session 1 11.00am -11.45am

1. Demand Avoidance	Fife	20 Delegates
2. Using Visuals in the Classroom	Fife	25 Delegates
3. Mediated Learning	Midlothian	35 Delegates

Session2 11.50am – 12.35pm

4. Demand Avoidance Ruth Chalmers	Fife	39 Delegates
5. Supporting ASD in the Mainstream Setting	Borders	23 Delegates
6. Adaptive Skills and Skills Development	Edinburgh	18 Delegates

Session 3 1.30pm – 2.45pm

7. ASD in Girls - Judith Scott/Ceri Titley	Fife	20 Delegates
8. Supporting ASD in the Mainstream Setting	Borders	29 Delegates
9. Adaptive Skills and Skills Development	Edinburgh	21 Delegates

Delegate Overview

Delegates attended from the 5 SEIC authorities and from a variety of roles.

Anecdotal feedback from the day

I would have liked time to chat about the content of the workshops afterwards so we could ask questions, discuss points etc. It was slightly rushed but I understand that was down to time.

It was a great day, well organised. We were all able to reflect on our practice and with children we have worked with and the impact our support has on their learning and development.

The pace and timings were good and I would advocate that this was largely due to having 3 workshops. The setting was good and it was great to interact with menti. Perhaps some pre-reading or preparation of an issue to bring to a networking forum for next time?

I heard from another teacher that the ASD in girls was very good and would like to have gone to the talk. Maybe it could be run again or powerpoint shared?

Sometimes sessions seemed a bit short for what was being covered (particularly true for Supporting ASD in mainstream setting) There wasn't sufficient time to explore resources displayed which would probably have been useful. I think we would have benefitted from more time for questions and discussion on how to support specific learners. All trainers were very well informed with lots of expertise to offer. A very valuable, thought-provoking day.

I was sorry that I could not stay for session 3 but I found both workshops I did attend both informative and interesting. They were well delivered. I would like the opportunity to take a course in mediated learning and would like courses to be offered that may take a little less than 5 days or that are offered over more weeks in after school sessions.

Great day. Fewer workshops would mean more in-depth training

Thoroughly enjoyable and informative day. Perhaps the video clips and some background information on ASD could be sent out to attendees to access before the day to allow time for greater discussion and exploration of the topics presented?

Very well organised comprehensive day. Thank you

Great format. Spaces limited though, many more wanted to attend. Good to network.

It was well presented and a good layout of various workshops. My concern with the third workshop that I attended, Adaptive Skills, is not something I could progress and use in a mainstream set up.



Alistair Haldane – Welcoming delegates and setting the scene

Ruth Chalmers delivering the first of her 2 session on Demand Avoidance



Modern Languages 1 + 2 network

Key Themes - Positives	Key Themes – for Future Development
<p>Networking- There was a very positive response for the opportunity to network with other practitioners, collaborate and share ideas on the day</p> <ul style="list-style-type: none"> • Good to work with other teachers on 1+2 • Liked meeting of secondary and primary teachers • Great to share with other authorities 	<p>Further Networking Opportunities – The opportunity to engage in similar learning sessions was a common theme for future development.</p> <ul style="list-style-type: none"> • More regular 1+2 meetings • More regular events to collaborate and perhaps focus on something to try and feed back • Wish we had more CLPL for all teachers with such useful input
<p>Resources- It is clear from individual responses that practical resources shared on the day were of great value. The variety and implementation of resources and ideas was overwhelmingly valued positively</p> <ul style="list-style-type: none"> • Good to get some practical & useful resources • Really liked that all 3 workshops I took part in included practical activities and ideas useful for the classroom • Lots of great new ideas to try with my class and cascade to colleagues • Lots of ideas – not too overwhelming with prep. and timing. 	<p>Opportunities for Deeper Discussion – Practitioners felt that, collaboration and deeper understanding would take place if there was more time allocated for peer discussion.</p> <ul style="list-style-type: none"> • More time for discussion • A bit more time for discussions at the end of sessions? • Time could have been used more constructively
<p>On the Day Experience (Quality of Workshops) – The feedback about the organisation, set up and quality of input was positive and reflected the needs of participants own development</p> <ul style="list-style-type: none"> • Fantastic day with great active learning opportunities. • Found the day really enjoyable and inspiring! • A really well organised day with knowledgeable speakers 	<p>Clearer Detail – A small number of practitioners felt that they would have liked further detail on the purpose of the workshop i.e. which sector the learning was intended for.</p> <ul style="list-style-type: none"> • Maybe make it clearer which groups are primary/secondary • Make it clearer if certain workshops are focussed on primary or secondary
<p>Planning, Progression and Delivery of Curriculum – Being able to relate workshops to planning, teaching and assessing of 1 plus 2 was a strength supporting practitioners to deliver effectively</p> <ul style="list-style-type: none"> • Really inspirational talk on raising attainment • Helpful to see progression • Planning framework helpful • Good to think about simple assessments for moving on a level 	