Inverclyde
council

Report To:	**Education & Communities Committee**	**Date:** 22 January 2013
Report By:	**Corporate Director Education, Communities & Organisational Development**	**Report No: EDUCOM/15/13/AE**
Contact Officer:	**Angela Edwards**	**Contact No: 01475 712824**
Subject:	**Securing Continuous Improvement**	

1.0 PURPOSE

1.1 The purpose of this paper is to update and inform the Committee of a refreshed and innovative approach to securing improvement across our educational establishments.

2.0 SUMMARY

2.1 In response to an identified area for development during Education Services' validated self-evaluation exercise, it was necessary to take a closer look at how we secure continuous improvement across all educational establishments.

'Develop further the approaches to self-evaluation and quality improvement to ensure a more collective approach to continuous improvement and to improving outcomes for all learners'.
Inverclyde VSE report 2011

The existing Quality Improvement Team had been successful in delivering the improvement agenda over a number of years. However, with a reduction in personnel available, along with a strong commitment to 3-18, cross-sector working, and a requirement to actively promote the 'Getting it Right for Every Child' (GIRFEC) principles, it was a good time to re-visit practices. This would allow for a fresh and innovative approach to be taken with a greater emphasis on collaborative initiatives. This would promote sustainability in a time of financial constraint and concentrate on activities which would have the greatest impact on outcomes for our young people.

3.0 RECOMMENDATIONS

3.1 That the Committee note and support this new approach and guidance.

Albert Henderson
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 Every council has a legislative requirement to secure improvement across educational establishments. As a council Inverclyde continually strives to plan for and deliver improvements in all our services. Our new model will be a key driver in taking forward our council-wide vision of 'Getting it Right for Every Child, Citizen and Community' ensuring that every child is safe, healthy, achieving, nurtured, active, respected, responsible and included. The model will also be the core vehicle for assuring that the principles, entitlements and experiences and outcomes of Curriculum for Excellence (CfE) are securely implemented across all sectors and in community developments. The work of the staff involved in delivering the model will ensure that all our children have the best starts and opportunities in life as they live, learn and grow up in Inverclyde.
Our approach to continuous improvement reflects the aspirations of the proposed GIRFEC legislation as identified currently in the Children and Young People's Bill.

5.0 PROPOSALS

5.1 The cross-sector and agency working group involved in taking this project forward, identified the following aspirations for the model's success. By the positive implementation of the model it is hoped that:

- Inverclyde will be widely known as an education authority of excellence and outstanding practice across a range of indicators and benchmarks beyond our comparator establishments

- Professional dialogue will be of a high quality and challenge everyone to achieve the best outcomes for learners

- A climate of trust and collaborative relationships will be evident between the centre and establishments, across partners and with communities

- We will be more ambitious, pushing boundaries and comfort zones in order to take well-researched, measured risks to improve outcomes

- We will be pro-active in our engagement with all stakeholders, empowering staff, learners, parents and all our partners through their participation and involvement in taking forward improvement

- The impact of our work will be rigorously evidenced and evaluated.

6.0 IMPLICATIONS

The levers or broad areas of excellence are: learning and teaching, vision and leadership, promoting active partnerships, involving and developing people and fostering the right culture. The model will support establishments to collaborate and take action in these areas to enable all learners to develop.

The continuous improvement model devised uses 4 core functions as the drivers for transformation, as well as better and sustainable outcomes.

These core functions are:

- Self-evaluation
- Professional Dialogue (requested and targeted)
- Career-long learning (development)
- Pastoral Support

The new model will allocate days for officers related to each core function. In the initial implementation it is likely that days will be distributed evenly but as the model develops, weightings may be given to particular core functions. This will allow officers to plan their activities and interventions and ensure that these are related to planned establishment, authority and national priorities.

6.1 <u>Financial</u>
No financial implications.

6.2 <u>Legal</u>
No legal implications but this approach actively promotes the following legislation:
Standards in Scotland's Schools etc Act 2000
Additional Support for Learning Act 2004 and 2009
Children and Young People Bill

6.3 <u>Human Resources</u>
No implications.

6.4 <u>Equalities</u>
Promotes Equalities Act 2010. Impact assessments will be undertaken early 2013.

6.5 <u>Repopulation</u>
No implications.

7.0 CONCLUSION

7.1 The new model offers Education Services the opportunity to refresh and revitalise existing practices. It will take time to become established and embedded into how we secure improvement. It will allow us to make better use of current resources, allowing officers to do 'the really important things', through rich and focussed engagement with establishments. This should ultimately lead to better outcomes for all our learners.

8.0 LIST OF BACKGROUND PAPERS

8.1 **Appendix 1**: Securing Continuous Improvement guidelines.

Inverclyde Council

Getting it Right in Our Education Services

Securing Continuous Improvement

October 2012

Inverclyde
council

Contents

1.   Introduction/ background

In response to an identified area for development during Education Service's validated self-evaluation exercise, it was necessary to take a closer look at how we secure continuous improvement across all educational establishments.

'Develop further the approaches to self-evaluation and quality improvement to ensure a more collective approach to continuous improvement and to improving outcomes for all learners'.
Inverclyde VSE report 2011

The existing Quality Improvement Team had been successful in delivering the improvement agenda over a number of years. However, with a reduction in personnel available, along with a strong commitment to 3-18, cross-sector working, and a requirement to actively promote the 'Getting it Right for Every Child' (GIRFEC) principles, it was a good time to re-visit practices. This would allow for a fresh and innovative approach to be taken with a greater emphasis on collaborative initiatives. This would promote sustainability in a time of financial constraint and concentrate on activities which would have the greatest impact on outcomes for our young people.

In supporting Education Services in this work, Education Scotland (HMIs) initiated a development project to articulate the vision and way forward for this priority. A group was formed to work collegiately in taking this forward. The following people were members of the reference group. A small number have joined since the group was originally formed and are included below:

Mark Coyle Head teacher	Paula Dudgeon Depute Principal Educational Psychologist	Anne-Marie Mullan Head teacher	Linda Wilkie QIO
Sheena Beaton QIO	Kate Watson Principal Psychologist	Elizabeth Robertson Performance Officer	Elsa Hamilton Quality Improvement Manager
Rikki Payne Development Officer	Grant McGovern Head teacher	Liz Varrie QIO	Maggie Paterson CLD Manager
Dougie Smith Development Officer	Alan Dick Head teacher	Gordon Manson QIO	Robert Lamb Enterprise Development Officer
Maura Kearney Depute Principal Educational Psychologist	Dougie Smith MCMC Development Officer	Brian Keachie Development Officer	Audrey Pope Early Years Officer
Jan Cannon Development Officer	Glennys Penman Early Years Officer	Jim Docherty Head teacher	Liz Ruddy Head teacher
Pat Robertson Head teacher	Hazel Mitchell Head teacher	Karen McCready Corporate Quality Officer	Willie Todd Head teacher

The group was led by the Corporate Director and Heads of Service.

The following guidelines are the result of this work and will be implemented as a pilot in session 12/13 ready for review and full implementation session 14/15.

2.   Rationale/Vision

"An education authority shall endeavour to secure improvement in the quality of school education which is provided in the schools managed by them; and they shall exercise their functions in relation to such provision with a view to raising standards of education."
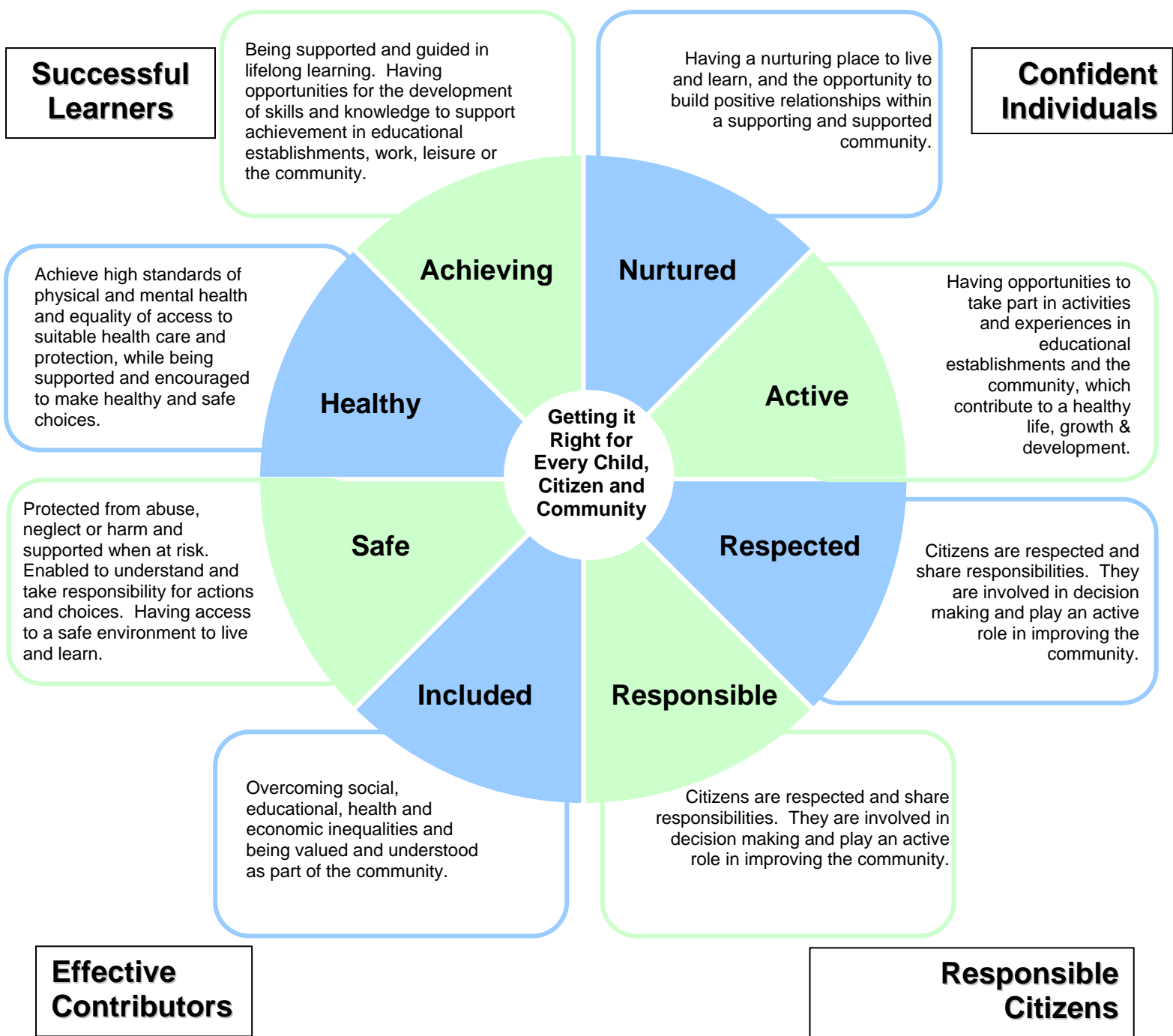Standards in Scotland's Schools etc. Act 2000

Every council has a legislative requirement to secure improvement across educational establishments. As a council Inverclyde continually strives to plan for and deliver improvements in all our services. Our new model will be a key driver in taking forward our council-wide vision of 'Getting it Right for Every Child, Citizen and Community' ensuring that every child is safe, healthy, achieving, nurtured, active, respected, responsible and included. The model will also be the core vehicle for assuring that the principles, entitlements and experiences and outcomes of Curriculum for Excellence (CfE) are securely implemented across all sectors and in community developments. The work of the people involved in delivering the model will ensure that all our children have the best starts and opportunities in life as they live, learn and grow up in Inverclyde.

Our approach to continuous improvement reflects the aspirations of the proposed GIRFEC legislation as identified currently in the Children and Young People's Bill.

This states that in Scotland we are committed to:

- *Providing strong leadership to the benefit of Scotland's children and young people*

- *Working together and sharing resources and expertise to improve the life chances of children, young people and families.*

- *Thinking radically about the services we provide and the way we provide them*

- *Engaging children, young people and their families in decisions that effect their lives*

- *Increasing the focus on early intervention and early years and use GIRFEC as our delivery mechanism for children's' services*

Inverclyde Council has adapted the well-being outcomes outlined in GIRFEC to work for not only children but citizens and communities too.

Successful Learners

Being supported and guided in lifelong learning. Having opportunities for the development of skills and knowledge to support achievement in educational establishments, work, leisure or the community.

Having a nurturing place to live and learn, and the opportunity to build positive relationships within a supporting and supported community.

Confident Individuals

Achieve high standards of physical and mental health and equality of access to suitable health care and protection, while being supported and encouraged to make healthy and safe choices.

Having opportunities to take part in activities and experiences in educational establishments and the community, which contribute to a healthy life, growth & development.

Protected from abuse, neglect or harm and supported when at risk. Enabled to understand and take responsibility for actions and choices. Having access to a safe environment to live and learn.

Citizens are respected and share responsibilities. They are involved in decision making and play an active role in improving the community.

Achieving | **Nurtured** | **Active** | **Healthy** | **Safe** | **Respected** | **Included** | **Responsible**

Getting it Right for Every Child, Citizen and Community

Overcoming social, educational, health and economic inequalities and being valued and understood as part of the community.

Citizens are respected and share responsibilities. They are involved in decision making and play an active role in improving the community.

Effective Contributors

Responsible Citizens

The team that will take a lead role in driving this work will be the Continuous Improvement Team (CIT). The CIT consists of officers supported by the collective forum of Heads of Establishments and Community Learning and Development (CLD) leaders. The structure of the model emphasises this collective approach to the work of change and improvement.

The working group involved in taking this project forward, also identified the following aspirations for the model's success. By the positive implementation of the model it is hoped that:

- Inverclyde will be widely known as an education authority of excellence and outstanding practice across a range of indicators and benchmarks beyond our comparator establishments

- Professional dialogue will be of a high quality and challenge everyone to achieve the best outcomes for learners

- A climate of trust and collaborative relationships will be evident between the centre and establishments, across partners and with communities

- We will be more ambitious, pushing boundaries and comfort zones in order to take well-researched, measured risks to improve outcomes

- We will be pro-active in our engagement with all stakeholders, empowering staff, learners, parents and all our partners through their participation and involvement in taking forward improvement

- The impact of our work will be rigorously evidenced and evaluated.

Officers involved in leading this agenda for improvement are already skilled in supporting and challenging schools in the drive for improvement. They align their work to a set of standards identified in National Standards for Educational Improvement Professionals.

These are concentrated around 6 dimensions related to:

- Developing self and others
- Professional leadership to build capacity
- Accountability – evaluating practice
- Promoting learning
- Working with and developing organisations
- Developing and sustaining partnerships.

The new model is ideally suited to promoting these dimensions through each of the model's core functions.

In promoting these dimensions the work of the CIT should enable the education authority to answer key questions as outlined in QMIE2:

- *'What outcomes has the service achieved?'*
- *'How well does it meet the needs of its stakeholders?'*
- *'How good is the leadership of the service?'*
- *'What is the capacity for improvement?''*

3.   Strategic Purpose and Leadership

The strategic purpose of the approach is to secure better outcomes for all young people based on national and council well-being outcomes. It is designed to provide a framework for challenge and support to educational establishments in a systematic and coherent way. It involves identifying and taking collaborative action where improvement is required.

These improvement areas will then feed into the Corporate Directorate Improvement Plan, which is the core planning tool for taking forward key areas for transformation and improvement across the Directorate. The work of the team will both inform and deliver Improvement Plan outcomes.

The work will also inform and deliver on workstreams highlighted in Single Outcome Agreement (SOA) 6, 'Best Start in Life.'

The Continuous Improvement Team will continually evaluate the impact of its work and this will be monitored fortnightly by Education Services, Senior Management Team. The focus of the work will be upon supporting establishments to develop robust self evaluation processes which secure improvements, resulting in better outcomes for the young people of Inverclyde The work of the CIT will become the key self-evaluation tool to validate and improve the performance of educational establishments.

Leadership

A key driver for the success of this model will be leadership development. The SMT for Education Services will take forward this priority through the implementation of the recommendations of the Donaldson Review and promoting current national leadership frameworks. Leadership skills at all levels will be developed across the authority.

4. Operational Approach and Structure
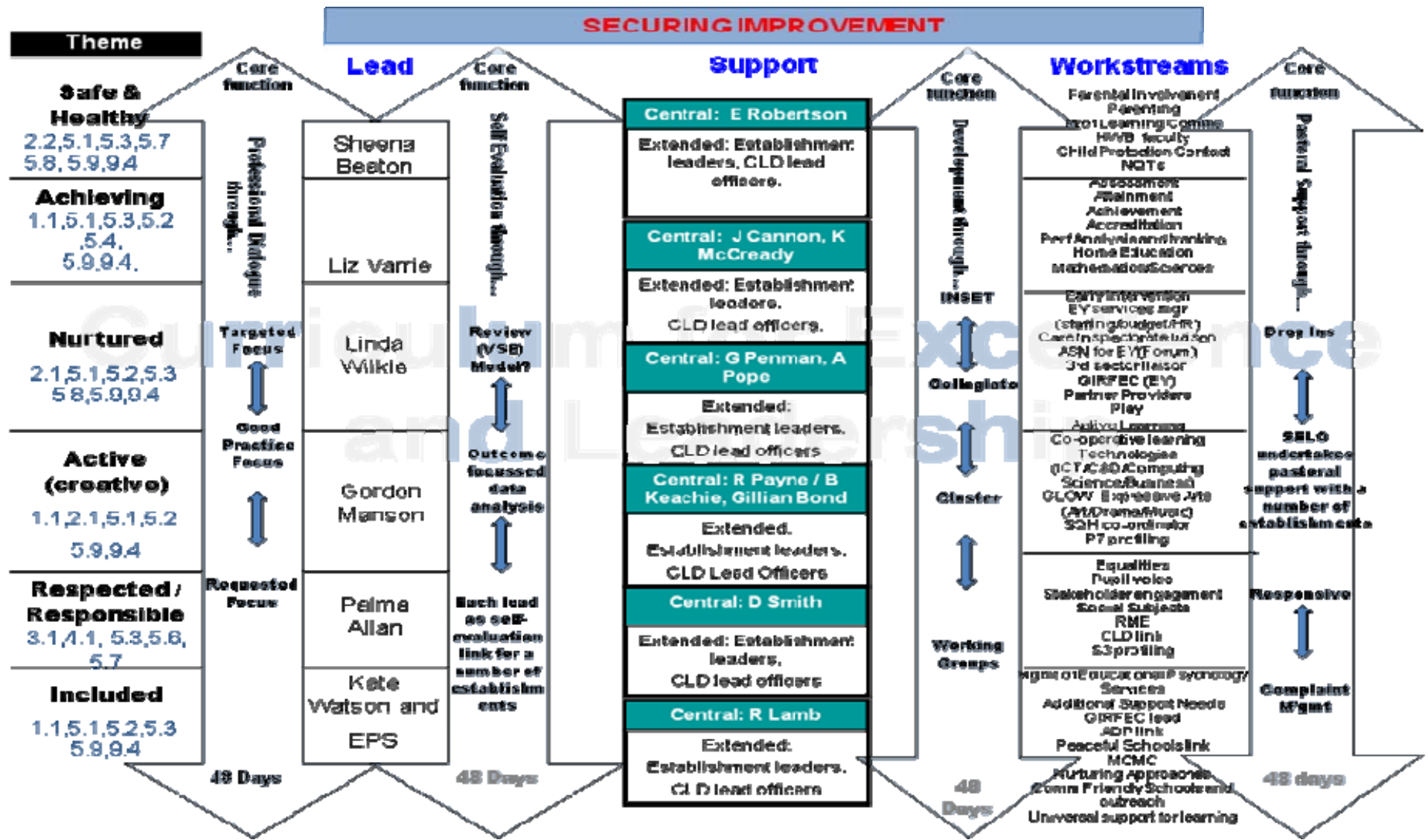
The Quality Improvement Manager will take forward the workstream related to literacy and languages using the identified core functions.

The Continuous Improvement Team structure will be strategically and operationally managed by Elsa Hamilton (QIM) and overall responsibility for the CIT lies with Wilma Bain (Head of Service). Progress in implementation of the model will be monitored through fortnightly SMT (Education) meetings attended by Albert Henderson, Corporate Director, Wilma Bain, Head of Service, Angela Edwards, Head of Service, Kate Watson, Principal Educational Psychologist and Elsa Hamilton, Quality Improvement Manager.

Officers will lead and be responsible for workstreams mostly related to each of the well-being outcomes.

Lead Officers for key outcomes are:

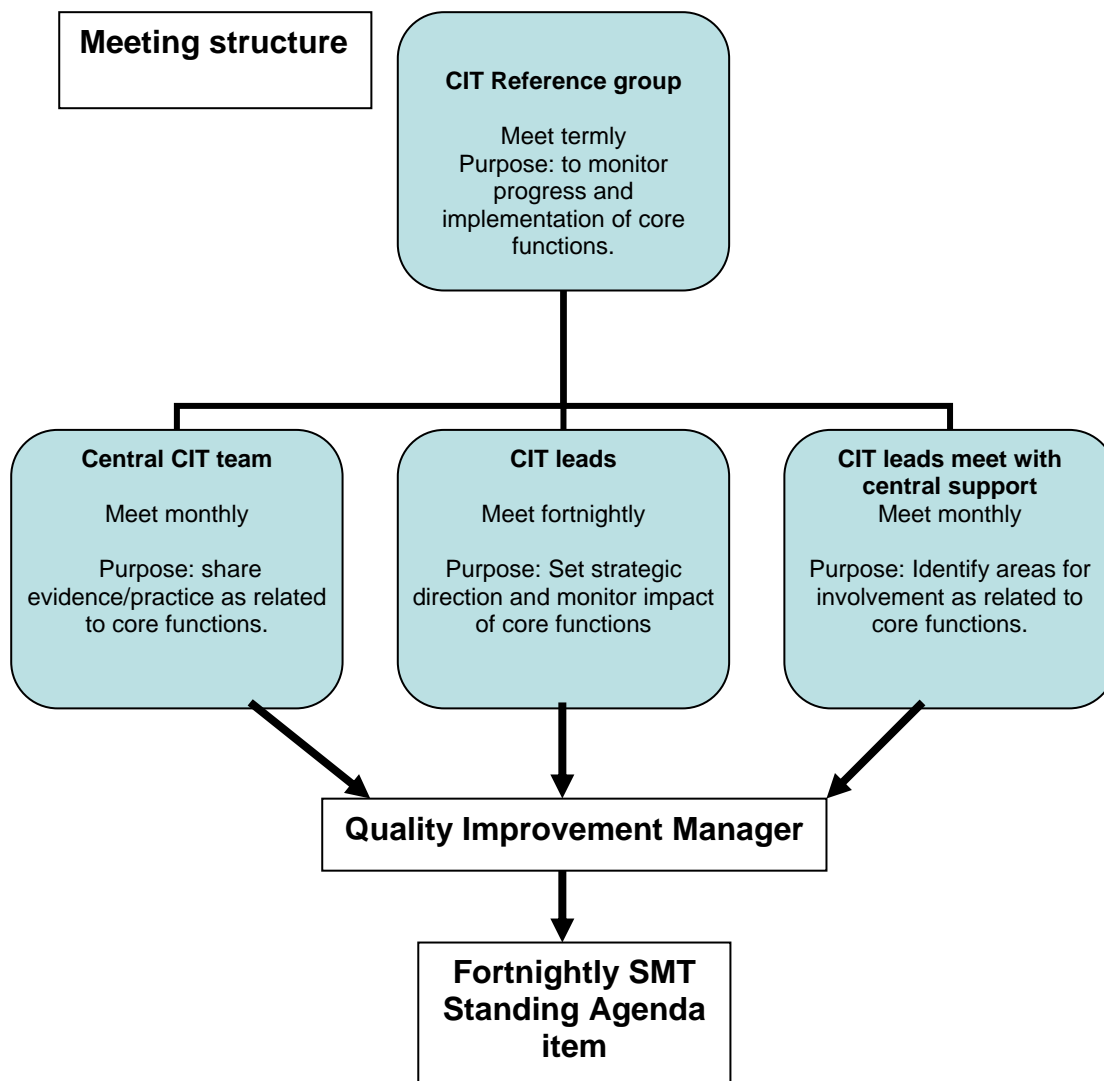| Officer	Theme	Workstreams
Sheena Beaton (QIO)	Safe and Healthy	- Parental Involvement - Parenting - Professional Learning Communities - Health and Well-being faculty (Home Economics, PE, PSD) - Child Protection contact - NQTs
Liz Varrie (QIO)	Achieving	- Assessment - Attainment - Achievement - Accreditation - Performance Analysis and tracking - Home Education - Mathematics/Sciences
Linda Wilkie (QIO)	Nurtured	- Early intervention - Early years services manager (staffing/budget/HR) - Care Inspectorate liaison - ASN for early years (Forum) 3rd sector liaison - GIRFEC (early years) - Partner Providers - Play
Gordon Manson (QIO)	Active (creative)	- Active Learning - Co-operative learning - Technologies (ICT/Craft and design/Computing Science/Business) - GLOW - Expressive Arts (Art/Drama/Music) - SQH co-ordinator - P7 profiling

Officer	Theme	Workstreams
Palma Allan (QIO)	Respected and Responsible	• Equalities • Pupil voice • Stakeholder engagement • Social Subjects • RME • CLD link • S3 profiling
Kate Watson (Principal Educational Pyschologist)	Included	• Management of Educational Psychology Services • Additional Support Needs • GIRFEC lead • Alcohol and Drugs Partnership link • Peaceful Schools link • MCMC • Nurturing Approaches • Communication Friendly Schools and outreach • Universal support for learning • Young Carers

Almost all lead officers are line-managed by Elsa Hamilton, with the exception of Kate Watson who is directly line managed by Angela Edwards (Head of Service)

Each officer will also work in collaboration with development/policy/performance officers at the centre. Officers who support at the centre are: Rikki Payne, Brian Keachie, Glenys Penman, Audrey Pope, Dougie Smith, Karen McCready, Jan Cannon, Robert Lamb, Elizabeth Robertson and Gillian Bond.

The existing Continuous Improvement Team (CIT) reference group involved in the original development work will act as a monitoring group and extended continuous improvement team. This fuller team will meet on a termly basis to discuss progress. This will allow the team to discuss impact and practice issues. The termly meetings will allow for closer dialogue around the core functions and the impact this is having. The team will be able to build up 'case studies' where CIT practice is being most effective. There will also be opportunities for training to take place at these forums.

A carefully planned meeting structure at all levels of CIT implementation, with purposeful agendas will support the detailed implementation and the monitoring of developments:

Meeting structure

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                    ┌─────────────────────────┐
                    │    CIT Reference group  │
                    │                         │
                    │      Meet termly        │
                    │   Purpose: to monitor   │
                    │      progress and       │
                    │  implementation of core │
                    │       functions.        │
                    └─────────────────────────┘
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        │                        │                        │
┌───────────────────┐  ┌───────────────────┐  ┌───────────────────┐
│ Central CIT team  │  │     CIT leads     │  │ CIT leads meet with│
│                   │  │                   │  │  central support   │
│   Meet monthly    │  │  Meet fortnightly │  │   Meet monthly     │
│                   │  │                   │  │                    │
│ Purpose: share    │  │ Purpose: Set      │  │ Purpose: Identify  │
│ evidence/practice │  │ strategic         │  │ areas for          │
│ as related to     │  │ direction and     │  │ involvement as     │
│ core functions.   │  │ monitor impact    │  │ related to core    │
│                   │  │ of core functions │  │ functions.         │
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         \                      │                      /
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           ┌──────────────────────────────────────┐
           │     Quality Improvement Manager      │
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                ┌──────────────────────────┐
                │    Fortnightly SMT       │
                │    Standing Agenda       │
                │         item             │
                └──────────────────────────┘
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Operational structure

The diagram on page eight shows the overarching structure for the Continuous Improvement Team. Each core function will be described to give guidance to officers and establishments in terms of expectations and exemplification of '*What could this mean for my establishment?''* *(The examples used throughout the paper have been created for the purpose of this document. They are not intended to reflect current practice in Inverclyde establishments.)*

Thematic leads
In actively promoting our service's commitment to the GIRFEC well-being outcomes, each officer will lead on particular well-being outcomes and associated work streams (occasional anomalies will exist in workstreams).

__What could this mean for establishments?__
As a service we are collaboratively aware of the importance of the well-being outcomes and how they drive forward CfE developments and place learners at the centre of our work.

An establishment who has an enquiry, concern or project related to a particular outcome will contact the lead officer for this theme and discuss the issue. They may also make a request for professional dialogue around a particular outcome or workstream.

E.g. A Primary School would like to evaluate the impact of co-operative learning developments on active learning in the upper school. They would contact the lead officer responsible for 'Active' and ask for advice.

The themes are a way to organise workstreams and to emphasise the importance of the well-being outcomes in all that we do.

5.   Core functions

'In seeking continuous improvement it is important that schools focus on what we know are the levers for improvement' Planning for Excellence

The levers or broad areas of excellence are; learning and teaching, vision and leadership, promoting active partnerships, involving and developing people and fostering the right culture. Establishments should collaborate to take action in these areas to enable all learners to develop.

The continuous improvement model devised uses 4 core functions as the drivers for transformation, as well as better and sustainable outcomes.

These core functions are:

- Self-evaluation

- Professional Dialogue (requested and targeted)

- Career-long learning (development)

- Pastoral Support

The new model will allocate days for officers related to each core function. In the initial implementation it is likely that days will be distributed evenly but as the model develops, weightings may be given to particular core functions. This will allow officers to plan their activities and interventions and ensure that these are related to planned establishment, authority and national priorities.

The days will be allocated over the 195 school working days, with the additional days available to officers being used flexibly.

Self-evaluation
Robust self-evaluation will sit at the heart of this model and underpin the impetus for work within the other core functions. Specific responsibilities for officers within this area of work will be:

- Gathering and analysing relevant evidence from a range of sources, both within establishments and from the wider context
- Analysing performance data relating to individual learners, to groups of learners, and to educational establishments and communities
- Judging levels of significance of data
- Formulating clear, secure judgements, and making recommendations based on evidence
- Identifying and explaining strengths and areas for improvement in a range of educational provision
- Providing constructive feedback that forms the basis for future improvement
- Building the capacity of others to carry out self-evaluation.

Data may be of different types, for example, data relating to attendance, behaviour, exclusions, leavers' destinations, attainment and awards. It may also include information about the rate of learners' progress and development in relation to CfE experiences and outcomes. Data is also available through positive destination information SDS, joint forums with partners such as Opportunities for All, CHCP and education meetings. This evidence may be available in individual folios and classwork, individual plans, co-ordinated support plans, transition records, review minutes and reports to parents. The range of data establishments use for analysis will vary depending on the sector or setting being worked in. There will also be data available for analysis relating to pupil, parental and staff views. The gathering of qualitative data will be facilitated in a number of ways e.g. using improvement guides and focus groups to look at school ethos and community.

Self-evaluation is of course much more than data analysis and a range of opportunities may be facilitated to allow for important reflection on practice and future improvements.

Self-evaluation often helps us to identify **what** we should be changing and improving in our classrooms and establishments but not '**how**'. The 'how' is often missing from practitioner development, quality frameworks and leadership development programmes. Through the implementation of this improvement model an application of the core functions we hope to look closely at the 'how' of self-evaluation. Planning to answer the key questions:

'Where are we now?
Where do we want to be?
How will we get there? and
How will we know?' will assist in developing this action based approach.

Self-evaluation through school reviews

A revised approach to school reviews will build on these skills. The new approach to reviews will be proportionate and focussed on validating an establishment's self-evaluation. It will also be a trigger for thematic or subject based reviews which have been identified through data analysis and the gathering of evidence. Reviews will also be set in the context of an establishment's learning community. This will involve working closely with Community Learning Development colleagues and be reflective of the new inspection process. The Christie Report puts community partnerships at the centre of securing service improvements. It emphasises the need to work together to both assess and lead improvements. The community to which any establishment belongs is essential to its improvement agenda. The views of the community will, on occasion, be an area of focused attention

Reviews will also be used as preparation for establishments getting ready for external scrutiny. A further paper will outline details of the new review process and will be based on views from a focus group involving school leaders.

Self-evaluation link officer

As part of this model's implementation, a group of establishments will each have a self-evaluation link officer who can act as a conduit for requests if required and offer pastoral support. They will meet with establishments initially to discuss their strategic improvement plan and also gather their group of schools together bi-annually to consider action/practice around common themes from discussions, complaints and concerns, as appropriate. This again requires careful gathering of data and a collation of common areas for development.

Peer coaching around difficult issues often models different practice which can improve outcomes.

'Everyone must create time to reflect – dedicated time. We all have a responsibility as professionals for our own improvement'

Class Teacher Journey to Excellence (JtoE)

6.   Professional Dialogue

From the earliest stages of this model's development the CIT reference group promoted an approach where high quality professional dialogue would drive forward improvements.

What is high quality professional dialogue?

"Education is always changing, so I have to change with it. Professional dialogue allows you to reflect and think, what can I learn? What can I make better?"
Teacher, Journey to Excellence

Education services will be encouraging professional dialogue at a range of levels in educational establishments, across establishments and sectors and through the establishment of professional learning communities. Professional dialogue should also be encouraged with other authorities.

High quality professional dialogue should:

- Be purposeful and focussed

- Interactive and collaborative

- Promote well-directed challenge and support

- Provide engagement at a deep and meaningful level

- Be impact and outcome focussed

Some tools which might be useful in taking forward professional dialogue for CIT officers and educational establishments are:

- 3 Horizons and Implemento (Training for Heads in the use of either or both of these models, particularly 'Implemento' will take place 13/14)

- Coaching

- Co-operative learning/critical skills discussion activities

- Professional learning communities

- Journey to Excellence Improvement Guides and Learning Together resources
  http://www.journeytoexcellence.org.uk/resourcesandcpd/cpdresources.asp

- Learning walks

- Using simple audit tools e.g. traffic light audits

The CIT model allows for different forms of professional dialogue to take place:

- Requested

- Targeted

- Sharing Best Practice

Requested Dialogue

Establishments may decide there is a particular area of work they would like to discuss with an officer. Any request should be made through a request form (App 1) to ensure everyone is clear of the area of focus and expected outcome.

What could this mean for establishments?

An early year's establishment has recently received positive parental feedback for a Health and Well-being project which was a key focus of their strategic improvement plan. They request a professional dialogue session with the lead officer for 'Healthy' and/or 'Nurtured' to discuss the project's next steps. During the course of the dialogue the officer feels that it would be appropriate share this practice with other establishments. The officer facilitates a meeting between the Head of Establishment and other Heads.

A school for children with Additional Support Needs has been involved in an art/drama project which led to accreditation for a number of young people. The lead officer for Active/Creative arranges a professional dialogue session with the arts development officer and the establishment to look at how this programme can be embedded into the establishment's curricular framework.

Targeted professional dialogue

Targeted professional dialogue may take place when officers in collaboration with establishments have analysed data and practice and identified a focussed area for professional dialogue. This may be related to local, national or establishment priorities. It will also offer establishments a degree of support and challenge around key issues which may require improvement.

What could this mean for establishments?
Through data collection it has been noted that several schools in Inverclyde do not have a website. The lead officer for 'Active' arranges a shared professional dialogue session for this group of schools and compiles an action plan to take this workstream forward.

Exclusions for Looked After children continue to increase. Supportive professional dialogue sessions are arranged by the Lead Officer for 'Included' to set targets and devise improvement actions.

Sharing best practice

A vital part of professional dialogue is using it to share best practice in leadership, teaching and learning. Establishments will be encouraged to request professional dialogue sessions with appropriate officers to discuss identified best practice.

Practice to be shared with others should be centred on impact gained for learners or innovative approaches and processes leaders have used to secure improvements. Best practice may be identified, for example, from an establishment's Standards and Quality Report, review, communication amongst officers or establishments informing the team directly. A professional dialogue session may then be targeted in order to identify how others could benefit from this practice.

What could this mean for establishments?
A secondary school has been praised by Community Learning Development (CLD) officers for its use of Youth Achievement Awards for a range of learners in the Senior Phase. CLD team leaders have communicated this to the centre and data analysis supports these findings. The lead officer for 'Achieving' arranges a best practice professional dialogue with a CLD officer to discuss the impact of these achievements and how this practice can be rolled out to other schools.

An early year's centre has shown in their S&Q report evidence of outstanding development work in literacy using the 'Keys to Learning' approach. After an initial professional dialogue meeting with a lead officer, staff are invited to share their experiences in a session with early year's colleagues and to mentor other staff in taking this forward.

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7.   Career- long Professional Learning (Development)

All officers in the CIT will play a key role in taking forward professional learning at all levels of professional development: early phase, established educators and leaders. In a model which requires sustainability the core function of professional learning and development will be integral to developing capacity across all establishments and at the centre. CPD has not been designated to one lead officer's workstream as it is being delivered, facilitated and coordinated by all officers across their themes and workstreams.

The aspirations of the Donaldson Review 'Teaching Scotland's Future' will permeate this core function where officers will lead developments which promote quality, coherence, efficiency and impact.

The Donaldson review states that at the heart of ambitious professional learning the following will exist:
- Development of leadership qualities from the start of a career.
- Practical experience in a much more reflective and inquiring culture and which makes optimum use of ICT for professional learning.
- A culture within which policy, practice, theory and accountability are better aligned to serve the needs of learners.
- A national and local infrastructure which sets, promotes and evaluates practitioner education in ways which relate both current practice and innovation to their positive impacts on learning.

Officers from the improvement team will deliver and facilitate professional learning. Learning opportunities for leaders and all staff in establishments will derive from robust self-evaluation, priority areas of improvement planning and identified needs from PRDs.

Officers might lead and deliver workshops/presentations during INSET days and collegiate times. They may also be involved in professional learning through establishment focus groups/working parties or through the development of professional learning communities. Any development work undertaken must lead to evidenced impact and improvements for staff and learners.

What could this mean for establishments?
All secondary establishments have identified a need for further development in new SQA courses and qualifications. This is a priority area in each of their improvement plans. The lead officer for 'Achieving' notices this through the monitoring of improvement plans and approaches the Heads to organise an input to one of the authority INSET days. She contacts a colleague at SQA to support her with this piece of development work. Primary Heads are invited to attend in order to establish links between earlier achievements and future accreditation.

Several leaders have identified the need for staff to have a better awareness of approaches to working with learners who have Autism Spectrum Disorders.
The lead officer for 'Included' arranges a series of twilight sessions to be delivered for practitioners across the authority.

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8.   Pastoral support

Pastoral support will no longer be channelled through the cluster arrangements. Instead, it will be facilitated by the self-evaluation link officer for a particular group of educational establishments. This gives a more even distribution for establishment links. Lead officers will not attend cluster meetings, unless agendas sent prior to meetings being held, indicate that it would be appropriate for someone to attend for the purpose of a particular item on the agenda related to their remit. E.g. A cluster has decided to make parental engagement an agenda item and invite the lead officer for 'Safe and Healthy' to attend to discuss the parental involvement strategy and support them in devising a plan to take this forward.

Clusters will be run by the chairs who will feed back through minutes and through regular cluster chair meetings with Heads of Service.

The format for managing complaints has still to be decided, in the interim any complaints which have thoroughly exhausted the establishment's processes should be referred to your allocated self-evaluation link officer. Where complaints come directly to the centre, link officers will generally refer parents back to the establishment to alleviate and resolve concerns.

The Quality Improvement Manager and Heads of Service are also available to provide pastoral support.

Pastoral support will be available for anyone who needs it but will generally be 'light touch' as the other core functions allow schools to flourish and develop.

What could this mean for establishments?

A Head of establishment has been working with a group of parents and children on an alleged incident of bullying. He/she feels they have exhausted internal measures and the issue is not resolved. The link officer for the school discusses next steps with the Head and agrees to meet with parents individually. Following this the link officer sets up a mediative meeting with the parents involved and a facilitated restorative session with the pupils.

A Head wants to request a piece of professional dialogue around a particular curricular area. He is unsure which officer to go to. He would contact the self-evaluation link officer for his establishment, who would refer him to the appropriate team member or facilitate a discussion with another head or someone from Education Scotland.

9.   Conclusion

The new model offers Education Services the opportunity to refresh and revitalise existing practices. It will take time to become established and embedded into how we secure improvement. It will allow us to make better use of current resources, allowing officers to do 'the really important things', through rich and focussed engagement with establishments. This should ultimately lead to better outcomes for all our learners.

'We need to trust each other and work together to improve. Time to change and now is the time to do it.'
Inverclyde Head teacher

Appendix One

Frequently asked questions

Why did we need to change our improvement model?
The existing Quality Improvement Team had been very successful in delivering the improvement agenda over a number of years. However, with a reduction in personnel available, along with a strong commitment to 3-18, cross-sector working and a requirement to actively promote the 'Getting it Right for Every Child' (GIRFEC) principles, it was a good time to re-visit practices. Our VSE indicated that this was an area for further development.

We needed a model that was sustainable and would lead to greatest impact for learners. It is based on a model of appreciative enquiry where we are building on and enhancing current strengths.

How will I know who my self-evaluation link officer will be?
The Quality Improvement Manager will inform schools of this distribution of establishments.

Why will there be no QIO at cluster meetings?
Discussion with the initial development group encouraged the team to think carefully about the impact of cluster meeting attendance. Lead officers will not attend cluster meetings as a matter of course, unless agendas sent prior to meetings being held, indicate that it would be appropriate for someone to attend for the purpose of a particular item on the agenda related to their remit. Clusters may request particular lead officers to attend their meeting for a clear purpose. Cluster Chairs must ensure that the 'CIT' has copies of cluster agendas well in advance of meetings .Cluster Chairs will feed in issues, ideas or concerns to the team through regular meetings with Heads of Service

What happens if I'm not sure which officer to contact?
If it is not obvious who to contact the Quality Improvement Manager or link self-evaluation officer can point you in the right direction

How do I request a professional dialogue session?
Using the appropriate form (App 2)

Will we still have subject specific Business meetings?
These will take place where there is a clear purpose, action and outcome for the meeting. Topics will relate to self-evaluation and agreed areas for improvement. These may take different formats e.g. smaller groups to share good practice with key follow-up actions, very focussed and short discussions again leading to clear impact. Unless a workshop activity has been planned these meetings should last no longer than 60/90mins. These meetings would be facilitated by the lead officer who has responsibility for that curricular area.

Appendix 2

Request for a Professional Dialogue Session

Establishment

Focus Area

Purpose of dialogue

Impact/Outcomes

Lead Officer Required

Timescale