

South West Educational Improvement Collaborative: Plan 2022/23



Introduction

I am pleased to introduce the South West Educational Improvement Collaborative plan for 2022/23.

Since the introduction of the Regional Improvement Collaboratives to the national educational landscape in 2017, our aim in the South West has been to add value to what hard pressed senior leaders, class teachers and education practitioners do each day. From the outset we have tried to add value by building collaborative capacity through opportunities to meet, share effective practice and provide peer-to-peer learning and challenge.

We know that there are no easy answers to the truly complex problems that face us in education today. Together, we are responsible for over 75000 children across East, North and South Ayrshire and Dumfries and Galloway. As leaders at all levels throughout the SWEIC, we are working together to learn, plan and cultivate the conditions where collective wisdom emerges to help us respond to the challenges we face and improve the life chances for children and families who live in the South West.



We have achieved a lot together over the past year.

Our SWEIC [Blog](#) and [Twitter](#) accounts continue to be used in tandem to share information across the four Councils and we have a growing audience. Following the consultation with you and young people across the schools in the South West we have agreed this plan for next session. While we know there are many planning and reporting requirements already on us, this plan is focussed and practical. It is based on themes we have been working on already and is a development aligned with your own authority Education Plans, as well as Community Learning and Development plans and the Child Poverty Plans from the four Councils.

South West Educational Improvement Collaborative: Plan 2022/23

Our young people gave us a strong message on the importance of wellbeing and in having their say on education matters. Our plan, aligned with priorities you have set within your own Councils, reflects the common threads of inclusion with a particular focus on wellbeing, recovery and equity and equality for all.

The South West Education Improvement Collaborative is, at its simplest, us – working together to support one another to benefit the communities we serve. I know it has been a hard year for all of us and next year will bring its own difficulties, but this plan sets out our ambition to come back together stronger. I am very grateful to those who have shared their time and expertise to support colleagues across the SWEIC. In particular my thanks to Sheelagh Rusby, Liz Candlish, the workstream leads and my fellow Directors and Heads of Education across the four Councils for their support.

I hope you choose to be involved and I look forward to working with you over the coming year.

Dr Gillian Brydson, Strategic Lead, SWEIC

Director for Skills, Education and Learning in Dumfries and Galloway Council



SWEIC Plan

Since spring of 2020, children, and young people across the South West, as with the rest of Scotland, have faced a period of significant change and at times disruption in their learning as a consequence of the COVID 19 pandemic. Across our learning communities, staff have ably led flexible and creative responses to providing continued support for children and young people in their learning and wellbeing. There is an opportunity now to build on the innovation and positive outcomes which emerged at this time despite the challenges and ensure that every learner has the opportunity to build the resilience, skill and mindset that empowers them to become successful learners, responsible citizens, confident individuals, and effective contributors.



As a Regional Improvement Collaborative in considering the challenges that lie ahead, we are well placed across the South West to work together to support our agenda of ‘coming back together stronger’.



The National Improvement Framework

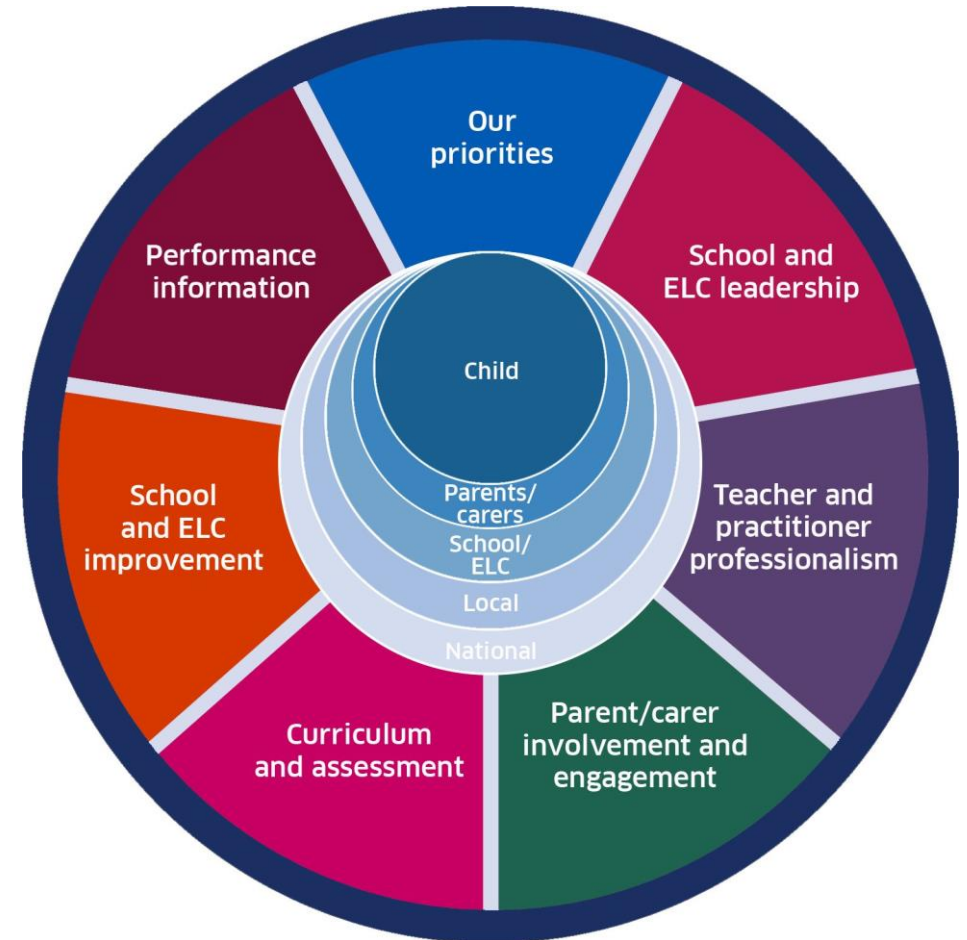
The National Improvement Framework 2022 sets out an ambitious plan which working alongside partners the ambition to develop an empowered and collaborative system, where young people have an equal voice, and everyone’s contribution is heard and valued and improving children and young people’s outcomes is at the heart of everything that is done. The second phase of the Scottish Attainment Challenge also sets out the expectation for us to accelerate progress, without overburdening the system.

Key priorities of the National Improvement Framework (NIF) 2022

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Improvement in attainment, particularly in literacy and numeracy.

The drivers of improvement in the outcomes achieved by children and young people through education are:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

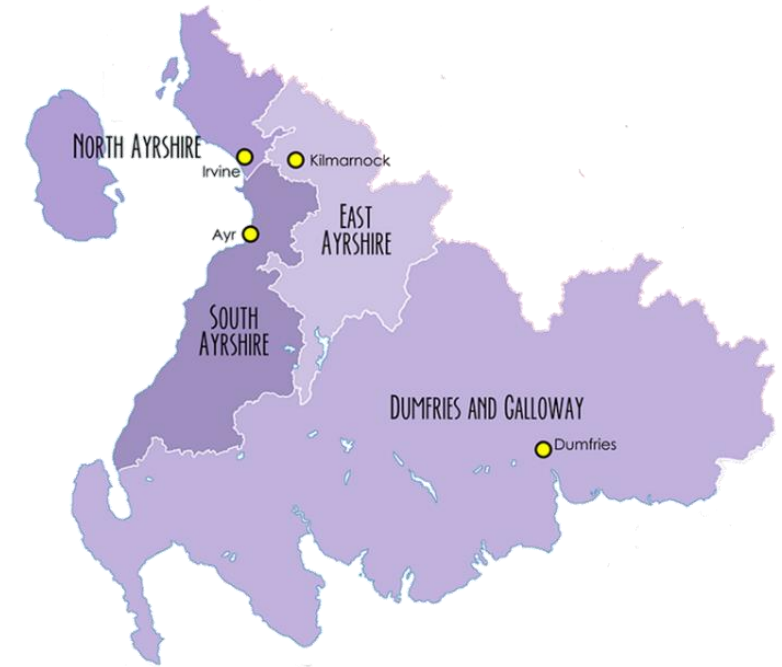


Priorities

The four local authorities who come together as the South West Educational Improvement Collaborative had already broadly similar priorities within their Education Plans for 2022, as Councils aligned their priorities against key national agreements such as The Promise, the Morgan Report, and the Education Scotland Corporate Plan.

In considering how our SWEIC plan best supports this work, our aim is therefore to further develop our culture of collaboration through prioritising the NIF priorities and drivers alongside our focus on inclusion to improve the educational and life chances of the 75,000 children and young people who live and learn in East Ayrshire, North Ayrshire, South Ayrshire and Dumfries and Galloway.

This has enabled us to place front and centre in our plan the principles of Getting It Right for Every Child (GIRFEC), placing our children and young people and their interests at the heart of all that we do. This approach is underpinned by children's rights and its principles and reflect the United Nations Convention on the Rights of the Child (UNCRC) which are embedded in all our planned workstream activity.

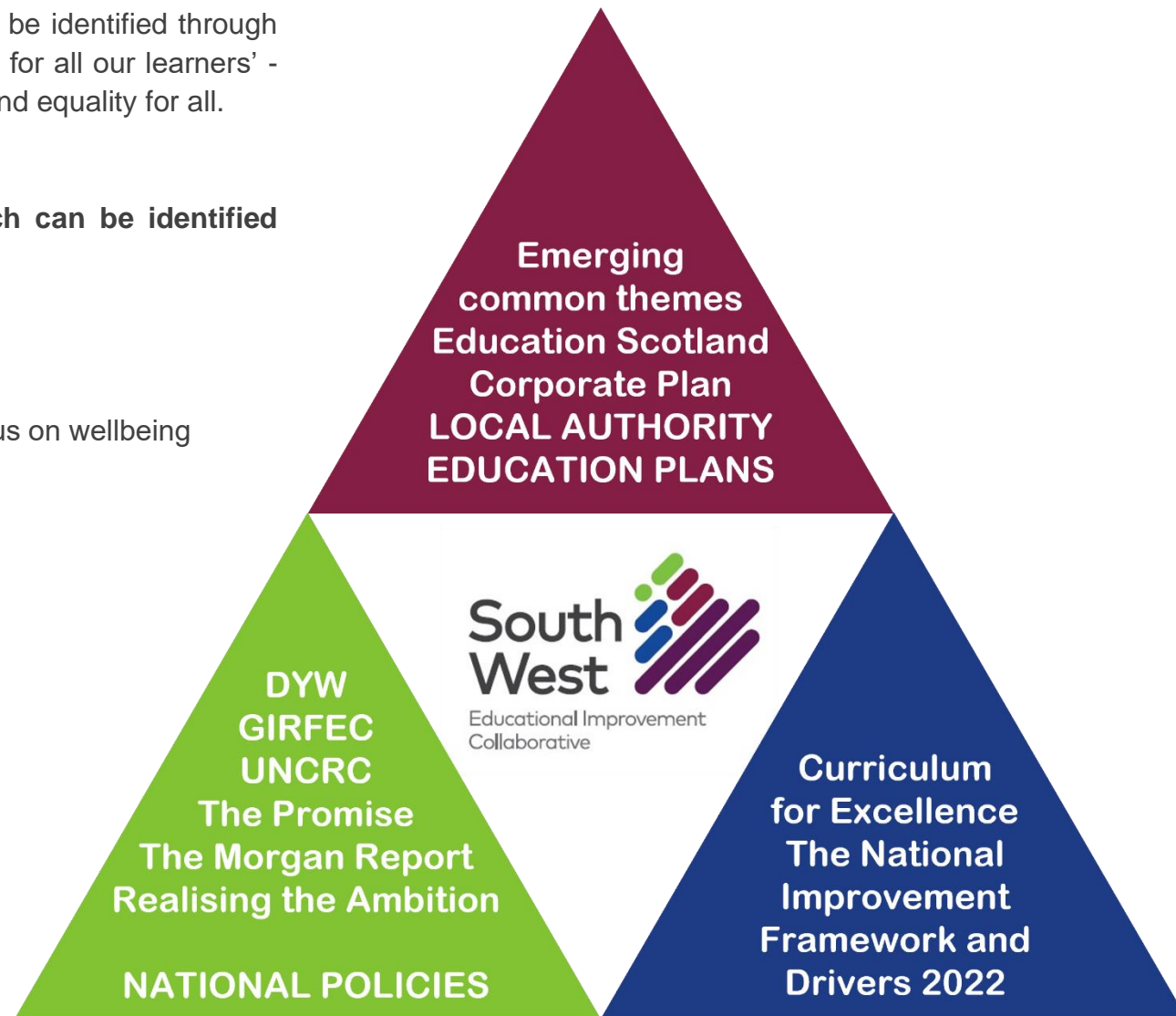


Common Threads

Common threads for our planned inclusive approach can be identified through the strands of leadership, curriculum 3-18, 'getting it right for all our learners' - with a particular focus on wellbeing, recovery and equity and equality for all.

Common threads for our planned inclusive approach can be identified through the strands of:

- NIF priorities and drivers
- Curriculum 3-18
- 'Getting it right for all our learners' with a particular focus on wellbeing
- Recovery
- Equity and Equality for all
- Leadership
- Refreshed Scottish Attainment Challenge



Revised SWEIC Priorities and Drivers 2022-23

Priority Focus	Priority
Inclusion and Equalities	Embrace diversity and equality by embedding inclusion as a priority for learning and teaching to remove systemic barriers to learning.
Recovery	Build on the innovation and strengths that have emerged over the past 2 years to support our children and young people move from pandemic to post pandemic, through a refocused approach with an emphasis on wellbeing and inclusion through Getting It Right For all Learners.
Leadership	Support empowerment and collaboration to enable leaders at all levels provide effective leadership at a time of significant change, prioritise appropriate learning experiences aligned closely with the needs of learners, targeting of resources, the school and its community's context.
3-18	Support the development of pathways which best meet the needs of our children and young people through the delivery of a progressive, inclusive curriculum, developing skills and knowledge required to cope and adapt to life in the 21 st century, regardless of the challenges and enabling them to thrive in a future which is increasingly unpredictable.

Having agreed these revised priorities and drivers through a range of consultation activities, the workstreams remit for 2022- 23 have been refocused to support delivery by adding value and collaborative opportunity to enhance local authority activity. Each workstream will be supported by a number of additional subgroups which will report directly into the workstream.

In order to achieve our priorities and our vision of **‘improving outcomes for learners by offering and facilitating peer to peer, school to school and authority to authority professional learning that is built upon collaboration without borders’** each workstream has therefore developed their plans to:





South West Educational Improvement Collaborative: Plan 2022/23

SWEIC Structure 2022/23

SWEIC Management		SWEIC Team	SWEIC Workstreams	Workstream Subgroups	Other SWEIC Groups					
Scottish Government	Regional Lead Officer	Workstream Leads	Curriculum Innovation	@South-West Connects	Families of Schools: Early Learning Centres, Early Years, Primary and Secondary	Staffing				
				Digital Leads			CLPL LA Leads			
				DYW				Education Psychologists		
	Curricular Networks	Early Years	Early Years Strategic Leads							
		BGE: Primary/S1-3		SAC LA Leads						
		Senior Phase							Learning for Sustainability	
	Workstream Seconded Officers	CLD								CLD LA Network Leads
		Wider Achievement								
		Outdoor Learning Network								
	Data Analyst	Equity and Equality for All								
Equity and Equality										
Getting it Right for All Learners					Inclusion					
	Literacy									
	Numeracy									
	Wellbeing									
	QAMSO									
Education Scotland Senior Regional Advisor	Digital Support Officer	Leadership: Leaders of Pedagogues								
LA Chief Executives and Education Convenors	Education Scotland Regional Improvement Team									

Communication: Blog and Twitter

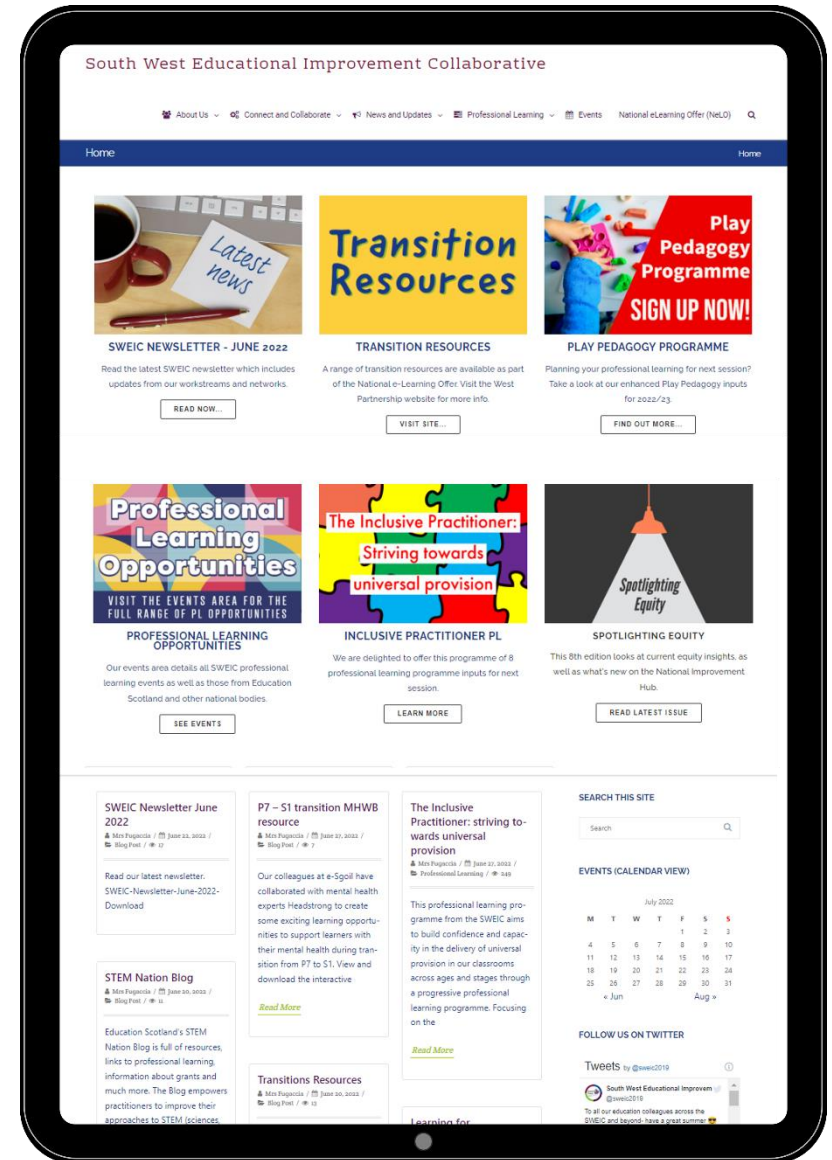
The SWEIC Blog is our main line of communication to teachers, staff and management across the collaborative. It lets us keep you informed and provide resources in a single location – a one-stop-shop. Content on the Blog is provided mainly by workstreams, and partners such as Education Scotland.

Each week we publish a post titled **“What’s New?”**. The post is brief, providing a snapshot of news and upcoming events from across the SWEIC and nationally.

We also have a Twitter account, which we use in tandem with the Blog.



<https://twitter.com/sweic2019>



blogs.glowscotland.org.uk/dg/sweic/

Curriculum Innovation

- Curricular Networks and Families of Schools
- Curricular Refresh
- Pedagogy/Play Pedagogy
- eLearning including @South-West Connects, NeLO and widening access opportunities
- Understanding and using relevant data
- Learning for Sustainability ▪ DYW

Equity and Equality for All

- Getting it Right for Every Child
- The Promise ▪ UNCRC
- Understanding Poverty
- Wider Achievement / Outdoor Learning
- Family Learning
- Leadership
- Understanding and using relevant data

Getting it Right for All Learners

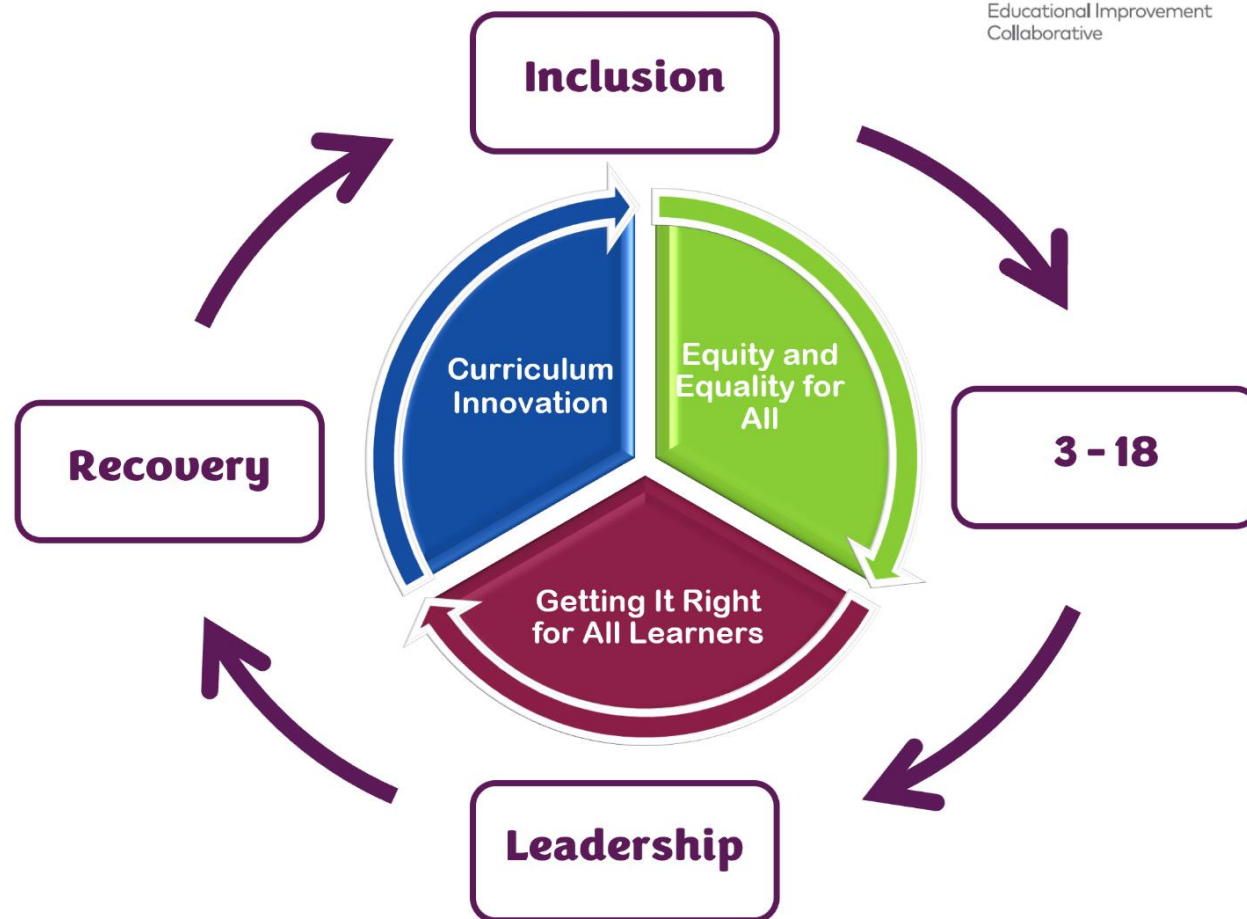
- Inclusive practice in the Classroom – strengthening approach to universal provision
- Pedagogy/Play Pedagogy
- Literacy, Numeracy and Wellbeing
- Assessment and moderation
- Understanding and using relevant data
- Leadership ▪ Youth Voice

NIF: Key Priorities 2022





- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's H&WB
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

South West Educational Improvement Collaborative – Our Plan on a Page

Working together across our local authorities, along with national colleagues the workstreams will focus their priorities on adding value to the following areas for improvement/development:



Workstream Work Plans

-  [Curriculum Innovation](#)
-  [Equity and Equality for All](#)
-  [Getting It Right for All Learners \(GRIFAL\)](#)
-  [SWEIC Leadership Plan](#)

GRIFAL Subgroups

-  [Health and Wellbeing](#)
-  [Numeracy and Maths](#)
-  [Literacy](#)



Workstream Plan - Curriculum Innovation

Priority	Summary of Action	Intended Outcome / Impact / Measures	Outcome Lead / Collaboration
@South-West Connects:			
<p>Further develop @South-West Connects to enable widening access of the curriculum for young people across the SWEIC at SCQF level 6 & 7.</p>	<p>Building on the success of the year 1 pilot, extend the range of subject options available to young people to study via @South-West Connects.</p> <p>To include activity around:</p> <ul style="list-style-type: none"> ▪ Delivery of an increased offer and evaluation of year 2 of pilot ▪ Extend number of subjects on offer and develop system for identification of future offer based on key data (LMI etc) ▪ Build capacity of @SW teachers through provision of effective digital pedagogy programme ▪ Engagement in national developments and sharing of practice 	<p>E-Learning delivery model developed which provides learners from across all four LAs access to learning at SCQF Level 6 and 7 in a range of subjects.</p> <ul style="list-style-type: none"> ▪ LA Case studies highlighting improved curricular offer ▪ Number of young people engaging in study via this model ▪ Number of schools actively engaging with @SW Connects ▪ Range of subjects offered / increased number of teachers delivering in model ▪ Engagement and Attainment data ▪ Stakeholder responses to evaluation activity 	<p>Donna Kirkwood-Emery Lesley Watson Liz Candlish LA Leads – Graeme Johnston (EA) Alison Chambers (DG) Barry Wilson (NA) Gavin Pitt and Mark Anderson (SA) SWEIC Team – Gwyneth Fairbairn Laura Fugaccia RIT</p>
<p>Working with LA inclusion leads support the pilot of a virtual alternative curriculum offer.</p>	<p>Working with LA inclusion leads support the pilot of a virtual alternative curriculum offer for those young people with identified need post pandemic (interrupted learners).</p> <p>To include activity around:</p> <ul style="list-style-type: none"> ▪ Deliver and evaluate initial pilot over summer term 2022 	<p>Improve education re-engagement of identified young people.</p> <ul style="list-style-type: none"> ▪ Number of young people fully engaging in the pilot throughout timescale ▪ Baseline assessment and improvement data (attendance) ▪ Engaging IDL model piloted 	<p>Donna Kirkwood-Emery Lesley Watson Liz Candlish Vicky McWilliam LA Leads – Hew Smith (D&G) Scott Mulholland (SA)</p>

	<ul style="list-style-type: none"> ▪ In conjunction with LA inclusion leads consider the evaluation and review possible next steps if appropriate ▪ Engagement in national developments through NeLO – i-Sgoil pilot and Tayside NQ 1-3 development 	<ul style="list-style-type: none"> ▪ Establish links with NeLO interrupted learners' provision 	<p>Philip Gosnay (NA) Catherine Rodger/Julie Muir (EA) SWEIC Team – Gwyneth Fairbairn Laura Fugaccia RIT</p>
<p>Develop a sustainable model for @South-West Connects.</p>	<p>To include activity around:</p> <ul style="list-style-type: none"> ▪ Review of current spending and financing. ▪ Identification of possible future funding models for consideration. ▪ Audit and review other models nationally. ▪ Prepare plan for sustainable model moving forward (funding / leadership). 	<p>Proposals ready to share with Directors by October 2022.</p>	<p>Donna Kirkwood-Emery Lesley Watson Sheelagh Rusby</p>
<p>Digital Leads:</p>			
<p>Share practice across the SWEIC to improve digital skills and access.</p>	<p>To include activity around:</p> <ul style="list-style-type: none"> ▪ Establish SWEIC Digital champions network to ensure sustainable and appropriate change - education network group/IT staff network group ▪ From the digital needs analysis create a RIC digital vision which aligns with National digital learning and teaching strategy ▪ Share approaches to digital progression to support stakeholders ▪ Share approaches to supporting 1:1 devices (infrastructure and provision) ▪ Working together, share practice and development work around Cyber resilience, CEOP ambassadors, Wellbeing digital schools etc 	<p>SWEIC Digital champions network established to ensure sustainable and appropriate change. RIC digital vision aligns with National digital learning and teaching strategy. Linked to digital needs analysis.</p> <ul style="list-style-type: none"> ▪ SWEIC case studies and Examples of good practice and the work of the digital champions ▪ Number/% Staff reporting increased confidence in digital skills 	<p>Donna Kirkwood-Emery Laura Fugaccia LA Education Network/IT Network Leads: Lynn Robertson and Amanda Brougham-Pickard (SA) Susan Lauder (NA) Rosslyn Lee (NA) D. Kirkwood-Emery (EA)</p>

	<ul style="list-style-type: none"> ▪ Offer a range of professional learning to support staff in delivering high quality learning and teaching 		<p>David Maxwell and Anne Harkness (DG) SW RIT Links with ES National Technologies Network</p>
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Developing Young Workforce (DYW):

<p>DYW practice is shared across the SWEIC to support a range of pathways, leading to improved positive and sustained destinations.</p>	<p>To include activity to support regional and national activity through key groups including:</p> <ul style="list-style-type: none"> ▪ DYW Partnership forum - to meet quarterly to share practice and address key priorities. ▪ Established network of DYW Coordinators - regular meetings to share practice from the 4 local authorities. ▪ Skills working group. <p>Activity to include DYW priorities for example:</p> <ul style="list-style-type: none"> ▪ Curricular innovation. ▪ Developing a Skills programme and offering professional learning around this. ▪ Effective use of data. ▪ Developing Pathways for all learners. ▪ Exploring digital opportunities to support DYW activity. ▪ Offering DYW education support programme for NQTs across the SWEIC. 	<p>DYW priorities embedded in approaches to curricular innovation.</p> <p>SWEIC case studies exemplify positive approaches.</p> <p>Professional learning offered to schools across SWEIC.</p> <p>A DYW e-solution is supporting young people prepare to move into positive and sustained destinations.</p> <p>Strong destinations data.</p> <p>Number of schools engaging in events.</p>	<p>Lesley Watson Klaus Mayer – SW RIT DYP Partnership Forum DYW Coordinators</p>
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Curricular Networks:

<p>Develop curricular stage networks to share practice.</p>	<p>Through the family of schools' networks provide opportunities to support schools and share practice. Building on the success of the Early Years network establish further 'stage' networks of support for teachers/ practitioners and school leaders. Make appropriate links with national curricular networks to provide opportunity for further collaboration share practice.</p>	<p>Self-sustaining curricular stage support networks established and are functioning.</p> <ul style="list-style-type: none"> ▪ % of schools signed up and attend to be part of network ▪ Number of staff engaging in networks ▪ Engagement with national networks 	<p>Lesley Watson Liz Candlish Families of Schools SWEIC Team – Gwyneth Fairbairn Laura Fugaccia All LA Workstream Representatives SW RIT</p>
<p>Learning for sustainability (light touch sharing).</p>	<p>Facilitate sharing meetings (2/3 per year).</p>	<p>Improved sharing practice between LAs.</p>	<p>Lesley Watson LA Leads - Learning for Sustainability</p>
<p>Support the facilitation of Initial curricular innovation discussions.</p>	<p>Facilitate as appropriate sharing meetings (2/3 per year - as appropriate) to meet need for example around curriculum redesign discussions/sharing practice around Innovation, Shaping, 3 – 18, Routes to success, and Curriculum to success.</p>	<p>Collaboration and sharing a of approaches and practice is supporting schools revisit curriculum redesign</p> <ul style="list-style-type: none"> ▪ Sharing of case studies to highlight range and variety of approaches across the SWEIC 	<p>Lesley Watson Families of Schools LA Leads – Curriculum Curricular Networks SW RIT</p>

Workstream Plan - Equity and Equality for All

Priority	Summary of Action	Intended Outcome / Impact / Measures	Outcome Lead / Collaboration
<p>Share practice to support improving outcomes for care experienced children and young people and other identified learners experiencing significant barriers to learning to achieve and attain their full potential.</p>	<p>Offer a range of professional learning opportunities to share practice and support the delivery of effective inclusive practices, raise awareness of appropriate legislation and in providing appropriate proportionate, proactive support for care experienced children and young people and other identified learners experiencing significant barriers to learning.</p> <p>To include activity around:</p> <ul style="list-style-type: none"> ▪ A focus on the HGIOS 4 output QI 3.1 – Ensuring Wellbeing, Equality, and Inclusion ▪ Creating a number of support networks to share practice e.g., care experienced teams, ASL staff ▪ In conjunction with the GIRFAL workstream offer a range of professional learning opportunities to support staff in taking positive and proactive steps to ensure barriers to learning are minimised so improving outcomes for the most vulnerable and disadvantaged children and young people 	<p>Across the SWEIC qualitative and quantitative data shows improved outcomes for our care experienced children and young people and other identified learners experiencing significant barriers to learning:</p> <ul style="list-style-type: none"> ▪ Attendees at CLPL events reporting increased confidence in supporting inclusion ▪ Case studies show how barriers have been removed/engagement increased and impact on attainment/achievement ▪ Number of support networks created / Number of members involved in each network/number from each LA. ▪ Number of staff who report opportunities to share information/resources/CLPL evaluations is good or better 	<p>Fiona McAvoy Graham McGinn Liz Candlish All LA workstream representatives SW RIT Attainment Advisors LA Care Experience Teams LA ASN SWEIC Team – Gwyneth Fairbairn Laura Fugaccia</p>
<p>Support the development of a shared understanding of how poverty (including hidden poverty) is affecting families</p>	<p>In conjunction with CPAG and other key partners offer a programme of poverty awareness sessions to complement existing LA work - identified by need offer a suite of on-going CLPL opportunities for schools, ELC settings and networks.</p>	<p>Schools across the SWEIC demonstrate in their policy and practice an understanding of how poverty including hidden poverty is impacting on the lives of children and young people.</p>	<p>Fiona McAvoy Graham McGinn Liz Candlish All LA workstream representatives SW RIT Attainment Advisors</p>

<p>within their context and place.</p>	<p>Through forums, networks and communication channels share practice around implementing poverty aware approaches to support raising attainment, attendance, family engagement across schools and ELC settings, including examples of policies and practices to support for example reducing the cost of the school day, the best use of Scottish Attainment Funds – e.g., Pupil Equity Fund and support income/benefits advice and management for families.</p>	<ul style="list-style-type: none"> ▪ Percentage/Number of practitioners reporting increased awareness of the impact of poverty and have/or are reviewing practice/procedures as a result ▪ Number of schools using for example the equity and equality toolkit to support practice and policy development ▪ Number of participants over time engaged in CLPL ▪ Case studies to show changes to practice due to increased understanding 	<p>SWEIC Team – Gwyneth Fairbairn Laura Fugaccia CLD CPAG</p>
<p>Strengthen the professional capacity of staff by supporting the implementation of 'The Promise' and UNCRC through a professional learning offer.</p>	<p>Professional learning opportunities / sharing practice focussing on The Promise including as appropriate learning around the 5 Priority Areas:</p> <ul style="list-style-type: none"> ▪ The rights to a childhood ▪ Whole family support ▪ Supporting the workforce ▪ Planning ▪ Building Capacity <p>The Promise Education Briefing Autumn 2020.pdf</p> <p>Professional learning opportunities around UNCRC including as appropriate further opportunities to build capacity – train the trainer events.</p>	<p>Staff show an Increased awareness and understanding through everyday practice of their roles and responsibilities in the delivery of the expectations of The Promise and UNCRC.</p> <ul style="list-style-type: none"> ▪ Number of staff having undertaken professional learning around The Promise and UNCRC ▪ Attendance and exclusion data ▪ Case studies to show changes to practice due to increased understanding 	<p>Fiona McAvoy Graham McGinn Liz Candlish All LA workstream representatives SW RIT SWEIC Team – Gwyneth Fairbairn Laura Fugaccia Champions Boards Representatives</p>
<p>Across the SWEIC work streams</p>	<p>In conjunction with young people and key LA partners explore ways to extend and support greater collaboration</p>	<p>Across the SWEIC there is increased youth participation and evidence of youth voice influence.</p>	<p>Fiona McAvoy Graham McGinn Liz Candlish</p>

<p>promote youth participation and voice.</p>	<p>and engagement with young people with a particular focus on capturing and celebrating wider achievement.</p> <p>Establish a Wider Achievement network to support collaboration and share practice in capturing and celebrating wider achievement.</p> <p>Share practice on accreditation and award pathways across the SWEIC area.</p> <p>Amazing Things (5th edition) Youth Scotland</p> <p>In conjunction with young people develop a SWEIC youth forum and blog to support collaboration – linking to Curriculum Innovation and GIRFAL workstream activity on Climate Change/Learning for Sustainability.</p>	<ul style="list-style-type: none"> ▪ Case studies to demonstrate impact of youth voice and participation ▪ Case studies sharing practice around wider achievement ▪ Data gathered through the wider achievement network demonstrates youth participation in awards and accreditation across the SWEIC 	<p>All LA workstream representatives SW RIT SWEIC Team – Gwyneth Fairbairn Laura Fugaccia CLD Third Sector Young People MYP</p>
<p>Encourage collaborative partnerships between schools/ ELCs and their communities, parents and families.</p>	<p>Offer a series of professional learning and sharing practice opportunities around:</p> <ul style="list-style-type: none"> ▪ Building strong, positive relationships with parents, families, and communities ▪ Getting it Right for Every Child (GIRFEC) ▪ Equality, diversity, and inclusion <p>And as appropriate working with PIE census data outcomes to support improvement.</p>	<p>Family engagement/learning programmes are providing opportunities for parents and carers to build capacity in supporting their children.</p> <ul style="list-style-type: none"> ▪ Case studies sharing impact of partnerships/working with communities 	<p>Fiona McAvoy Graham McGinn Liz Candlish All LA workstream representatives SW RIT SWEIC Team – Gwyneth Fairbairn Laura Fugaccia CLD</p>

Workstream Plan - Getting It Right for All Learners (GIRFAL)

Priority	Summary of Action	Intended Outcome / Impact / Measures	Outcome Lead / Collaboration
<p>Strengthen professional capacity and teacher confidence to support robust assessment judgements.</p>	<p>Continue to extend the professional learning opportunities for practitioners which will improve the quality of Assessment and Moderation and bring about greater consistency in teachers' professional judgements of Curriculum for Excellence levels across the regional improvement collaborative.</p> <p>To include activity around:</p> <ul style="list-style-type: none"> ▪ A review of the 4 stages of progress ▪ Sharing practice sessions across all 4 LAs ▪ Learning, teaching and assessment cycle – professional learning to include specific input for NQT / ECT ▪ Continue to develop self-sustaining subject/specialist networks. To enable as appropriate subject networks moderation (NQ as appropriate) ▪ Local / Regional / National QAMSOS activity – development of the QAMSOS role 	<p>Across the SWEIC teachers are confidently and consistently making robust accurate assessment judgements.</p> <p>Qualitative and quantitative data which shows:</p> <ul style="list-style-type: none"> ▪ Increased number from 21/22 of practitioners attending moderation events ▪ Practitioner confidence evaluation data showing improvement from baseline ▪ Case studies that evidence deeper knowledge and understanding ▪ Local authority exemplification that demonstrates good moderation practice ▪ Number of NQT/ECT engaging with SWEIC activities ▪ Increased numbers of QAMSOS across LA ▪ Improved attainment outcomes 	<p>Liz Candlish Julianna Gordon Gavin Pitt (SA) Alastair Young (DG) Gail Elder and Robert McCallum (EA) Fiona Hopkins (NA) Sharon Johnstone (NA) QAMSOS SW RIT SWEIC Team – Gwyneth Fairbairn Laura Fugaccia</p>
<p>Develop and share practice to support improving outcomes for the most vulnerable</p>	<p>Deliver a range of professional learning opportunities to support staff in taking positive and proactive steps to ensure barriers to learning are minimised so improving outcomes for the most vulnerable and disadvantaged children and young people.</p>	<p>Across the SWEIC qualitative and quantitative data shows improved outcomes for our most vulnerable and disadvantaged children and young people.</p>	<p>Liz Candlish Julianna Gordon Gavin Pitt (SA) Alastair Young (DG)</p>

<p>and disadvantaged children and young people.</p>	<p>To include activity around:</p> <ul style="list-style-type: none"> ▪ Development and delivery of an inhouse / partner developed inclusive practitioner CLPL programme ▪ A sharing of ASL Review LA Plans – share practice to promote actions / support improvement ▪ A CLPL programme focussing on support for ASN learners in the classroom ▪ Sharing practice sessions in supporting care experienced young people and other identified learners experiencing significant barriers to learning to attain and achieve their full potential. ▪ Play pedagogy CLPL with a focus on ASN ▪ Development of SWEIC EAL /ESOL network 	<p>Qualitative and quantitative data which shows:</p> <ul style="list-style-type: none"> ▪ Improved attainment and achievement outcomes ▪ Case studies that evidence improved outcomes to include partner engagement ▪ Practitioner engagement and evaluation of inhouse / partner developed inclusive practitioner CLPL programme ▪ LA evidence which reports improved inclusive practice 	<p>Gail Elder and Robert McCallum (EA) Fiona Hopkins (NA) Sharon Johnstone (NA) LA ASN CLD Third Sector SWEIC Team – Gwyneth Fairbairn Laura Fugaccia</p>
<p>Develop opportunities to support collaboration to increase youth participation and youth voice influence.</p>	<p>In conjunction with young people and key LA partners explore ways to extend and support greater collaboration and engagement with young people to provide opportunities to increase youth engagement and youth voice influence across the South West regional improvement collaborative.</p> <p>Working with partners:</p> <ul style="list-style-type: none"> ▪ Identification and sharing of current youth participation and representation structures in local authorities. ▪ Create a baseline picture of youth participation and youth voice mechanisms across the SWEIC.to include information on barriers to participation ▪ Offer professional learning and sharing practice opportunities around children’s rights and participation ▪ Create a network of LA youth participation leads to share practice ▪ Explore the potential to create an opportunity to bring young people from across the SWEIC together to 	<p>Across the SWEIC there is increased youth participation and evidence of youth voice influence.</p> <p>Qualitative and quantitative data which shows:</p> <ul style="list-style-type: none"> ▪ Young peoples’ voice is recognised, recorded and implemented in the delivery of SWEIC GIRFAL and other workstream activity ▪ Case studies that evidence increased youth participation and evidence of youth voice influence across LAs ▪ Data from young people network collected and analysed to inform further work / identify need 	<p>Liz Candlish Julianna Gordon Gavin Pitt (SA) Alastair Young (DG) Gail Elder and Robert McCallum (EA) Fiona Hopkins (NA) Sharon Johnstone (NA) SWEIC Team – Gwyneth Fairbairn Laura Fugaccia CLD MYPs / Children and Young People</p>

	<p>discuss need, current issues and identify ways to increase youth participation and youth voice influence</p> <ul style="list-style-type: none"> Establish and contribute to a SWEIC Youth Person's network group 	<ul style="list-style-type: none"> Young person network is empowering young people to undertake leadership opportunities that will develop their skills for lifelong learning and the world of work evidenced through evaluation data 	<p>LA Pupil Forum Representatives LA Representatives</p>
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GIRFAL Workstream Subgroups - Health and Wellbeing

Priority	Summary of Action	Intended Outcome / Impact / Measures	Outcome Lead / Collaboration
<p>Supporting recovery and building on previous collaborative work in health and wellbeing with a continued focus on pedagogy and practice which leads to improved learning teaching and assessment outcomes for all.</p> <p>Promote the use and development of research to increase the use of evidence-based</p>	<p>SWEIC HWB group members collaborate to enhance local authority developments and professional learning programmes through continued formal and informal collaboration taking place across the four authorities with Education Scotland.</p> <p>Create leadership opportunities through building of professional networks and supporting practitioner development.</p> <p>Signposting to CLPL and resources on the SWEIC HWB Team to support planning, learning, teaching and assessment for all SWEIC practitioners including:</p> <ul style="list-style-type: none"> Sharing of LA practice Learning and Teaching fortnightly bulletin to be distributed SWEIC-wide NQT / ECT focus Inclusive Practitioner Programme 	<ul style="list-style-type: none"> Programmes and CLPL supported and influenced by work across other authorities (shared practice) A collaborative culture of sharing practice across the 4 LAs is supporting stakeholders at all levels Across the SWEIC qualitative and quantitative data shows improved outcomes in HWB for children and young people A culture of leadership professional learning is supporting improvement and outcomes Enhance collaboration and leadership opportunities within subject network spaces that support high quality learning, teaching, and teacher progress (engagement numbers and focus groups) 	<p>LA Leads - HWB network SW RIT HWB Officer SWEIC Leads</p>

practice learning and teaching and outcomes.	Development of training programme of HWB mentorship.	<ul style="list-style-type: none"> Building partnerships across the SWEIC to enhance the experience of young people and support practitioners in high quality learning and teaching measured through engagement data and evaluative feedback (linking this to SCQF level 4 Mental Health and Wellbeing Award quantitative data) 	
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GIRFAL Workstream Subgroups – Maths and Numeracy

Priority	Summary of Action	Intended Outcome / Impact / Measures	Outcome Lead / Collaboration
Supporting recovery and building on previous collaborative work in maths and numeracy with a continued focus on pedagogy and practice which leads to improved learning teaching and assessment outcomes for all	Strategic Leads within the SWEIC maths group collaborate to enhance local authority developments and professional learning programmes.	<ul style="list-style-type: none"> Continued formal and informal collaboration taking place across the four authorities with Education Scotland and ITE partners Programmes and CLPL supported and influenced by work across other authorities (shared practice) 	LA Strategic Leads Numeracy/maths SW RIT Numeracy and Maths Officer University of West of Scotland (UWS) University of Glasgow (UoG)
Promote the use and development of research to increase the use of evidence-based	Offer a range synchronous and asynchronous CLPL opportunities throughout the session via the SWEIC Numeracy and Maths Professional Learning MS Team.	<ul style="list-style-type: none"> Range of professional learning opportunities on offer for practitioners in relation to planning, learning, teaching, and assessment Number of practitioners engaging in CLPL opportunities Shared examples of classroom practice 	LA Strategic Leads Numeracy/maths SW RIT Numeracy and Maths Officer UWS UoG
Promote the use and development of research to increase the use of evidence-based	Supporting the development of the SWEIC Numeracy Leader Network.	<ul style="list-style-type: none"> SWEIC Numeracy Leaders collaboration Additional training Providing leadership opportunities 	SWEIC Numeracy Leaders LA Strategic Leads Numeracy/Maths

practice learning and teaching and outcomes.		<ul style="list-style-type: none"> ▪ Delivery of training within education partnerships ▪ A range of Qualitative and Quantitative Measures 	SW RIT Numeracy and Maths Officer
	Embed the National Response to Improving Mathematics (NRIM) recommendations into SWEIC Numeracy and Maths PL inputs.	<ul style="list-style-type: none"> ▪ Use the NRIM recommendations to inform SWEIC CLPL programmes ▪ Recommendations from NRIM embedded in PL inputs 	SWEIC Numeracy Leaders LA Strategic Leads Numeracy/Maths SW RIT Numeracy and Maths Officer
	<p>Develop and enhance partnerships with other RICs and the Education Scotland Numeracy and Mathematics Team to provide a wider range of professional learning and collaboration opportunities for SWEIC practitioners.</p> <p>Build on current partnerships to share developments and CLPL provided by other RICs and by Education Scotland e.g., SWEIC/SEIC Higher Applications of Maths Group.</p> <p>Representation of strategic member of the group in national working groups e.g., National Response to Improving Mathematics (NRIM) Partnership Board and Working Groups.</p>	<ul style="list-style-type: none"> ▪ A range of Qualitative and Quantitative Measures 	LA Strategic Leads Numeracy/Maths SW RIT Numeracy and Maths Officer NRIM Board Chairs Strategic Lead Participation and Collaboration in NRIM Short Life Working Groups
	Arrangement and signposting to CLPL and resources on the SWEIC Numeracy and Maths MS Team to support planning, learning, teaching and assessment for all SWEIC practitioners.	<ul style="list-style-type: none"> ▪ A range of professional learning opportunities for NQT and Early Career Teachers in relation to planning, learning, teaching and assessment to support NQT and ECT programmes is available ▪ SWEIC CLPL available to all practitioners 	LA Strategic Leads Numeracy/maths SW RIT Numeracy and Maths Officer

	Continue to develop partnerships with UWS and University of Glasgow ITE to discuss developing collaborative work, develop CLPL modules and provide support for ITE programmes.	<ul style="list-style-type: none"> ▪ SWEIC CLPL integrated into ITE programmes ▪ ITE supporting SWEIC professional learning modules including the Critical Friends Programme ▪ A range of Qualitative and Quantitative Measures 	LA Strategic Leads Numeracy/Maths SW RIT Numeracy and Maths Officer UWS UoG
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GIRFAL Workstream Subgroups - Literacy

Priority	Summary of Action	Intended Outcome / Impact / Measures	Outcome Lead / Collaboration
Supporting recovery and building on previous collaborative work in literacy with a continued focus on pedagogy and practice which leads to improved learning teaching and assessment outcomes for all.	Strategic Leads within the SWEIC literacy group collaborate to enhance local authority developments and professional learning programmes through continued formal and informal collaboration taking place across the four authorities with Education Scotland.	Programmes and CLPL supported and influenced by work across other authorities (shared practice). A collaborative culture of sharing practice across the 4 LAs is supporting stakeholders at all levels. Across the SWEIC qualitative and quantitative data shows improved outcomes in literacy for all children and young people.	LA Strategic Leads Literacy SW RIT Literacy Officer SWEIC Leads
Promote the use and development of research to increase the use of evidence-based practice learning and teaching and outcomes.	Develop a focus to improve and enhance reading for pleasure through: <ul style="list-style-type: none"> ▪ Collaboration with Scottish Book Trust ▪ Partner involvement <ul style="list-style-type: none"> ○ Local libraries ○ Local authors ▪ Linking of schools / pupils ▪ Linking of staff ▪ Family learning and parental engagement networks ▪ Monthly support sessions for staff facilitated by SBT/ Ed Scot / LA leads ▪ Development of a shared space for resources 	<ul style="list-style-type: none"> ▪ Improving reading for pleasure across the SWEIC evaluated through the number of schools undertaking SBT awards programme ▪ Support achievement of SBT award through support networks evidenced by number of schools achieving SBT award in the academic session 22/23 ▪ Improve collaborative spaces and opportunities through increased 	LA Strategic Leads Literacy SW RIT Literacy Officer SWEIC Leads CLD

	<ul style="list-style-type: none"> ▪ SWEIC Celebration of success event ▪ Setting up of mentor school programme to ensure sustainability ▪ Creating opportunities for developing networks to enhance and develop reading for pleasure (out with SBT accreditation process) 	<p>number of stakeholder networks (quantitative data)</p> <p>A culture of leadership professional learning is supporting improvement and outcomes.</p>	
	<p>Signposting to CLPL and resources on the SWEIC Literacy Team to support planning, learning, teaching and assessment for all SWEIC practitioners including:</p> <ul style="list-style-type: none"> ▪ Sharing of LA practice ▪ Focus on local contexts e.g., authors, texts, partners ▪ Learning and Teaching fortnightly bulletin to be distributed SWEIC-wide ▪ NQT / ECT focus ▪ A Literacy focus within EY play pedagogy programme ▪ 1+2 focus extended ▪ Development of SWEIC EAL/ESOL network ▪ SWEIC Debate focus 	<ul style="list-style-type: none"> ▪ Improve collaborative spaces and opportunities through network (quantitative data) ▪ Enhance collaboration and leadership opportunities within subject network spaces (engagement numbers and focus groups) ▪ Building partnerships across the SWEIC to enhance the experience of young people and support practitioners 	<p>LA Strategic Leads Literacy SW RIT Literacy Officer SWEIC Leads</p>
	<p>Develop and embed SWEIC Literacy Fortnight through:</p> <ul style="list-style-type: none"> ▪ Collaboration with partners – focus on local/Scottish heritage ▪ Involvement of parents/carers ▪ Increase involvement of learners in developing inputs ▪ Writing competition 	<ul style="list-style-type: none"> ▪ Building partnerships across the SWEIC to enhance the experience of young people and support practitioners 	<p>LA Strategic Leads Literacy SW RIT Literacy Officer SWEIC Leads</p>

SWEIC Leadership Plan - incorporated into all Workstreams

Priority	Summary of Action	Intended Outcome / Impact / Measures	Outcome Lead / Collaboration
<p>Increase range of opportunities for practitioners across the SWEIC to participate in high quality, collaborative leadership learning.</p>	<p>Working with partners and LA CLPL leads continue to extend the range of accessible leadership development opportunities which supports identified needs by sector/ stage/ theme/ subject.</p> <p>To include activity to support:</p> <ul style="list-style-type: none"> ▪ In conjunction with the North Ayrshire professional learning and leadership development team continue and extend delivery of 'Leaders of Pedagogues' to middle leaders – 2 Secondary cohorts / 1 Primary pilot cohort ▪ Promote and support the delivery of Evolving Systems Thinking programme ▪ Further develop systems to enable more effective: sharing practice /access to resources / signposting to guidance and support to support empowerment and leadership development ▪ Working across the four LAs share practice which could lead to the development of a collective coaching/ mentoring and associated CLPL framework to support leaders at all levels in aspects of their role and enable them to build capacity in others ▪ Through the Maths and Numeracy subgroup support the delivery of 'Critical Friends' programme by University of West of Scotland ▪ Through the GIRFAL workstream support the development and delivery of an inhouse/ partner developed inclusive practitioner CLPL programme 	<p>Across the SWEIC practitioners at all levels are benefitting from access to high quality, collaborative leadership learning programmes. A collaborative culture of sharing practice across the 4 LAs is supporting stakeholders at all levels within an empowered system.</p> <p>Qualitative and quantitative data which shows:</p> <ul style="list-style-type: none"> ▪ Increased numbers of practitioners engaging in professional learning activity supporting leadership learning ▪ Number of new leadership professional learning opportunities. ▪ Number of participants that report professional learning activities offer is a good or better opportunity to collaborate ▪ A culture of leadership professional learning is supporting improvement and outcomes particularly in relation to HGIOS 4 process QIs 1.2 and 1.3. (Leadership of Learning and Leadership of Change) ▪ A calendar of CLPL opportunities is delivering an increased number of 	<p>Sheelagh Rusby SWEIC Workstreams SWEIC Team LA Leads - CLPL Liz Candlish Christine Grace Joanne Maclean Robert McCallum and Maths/ Numeracy subgroup SW RIT</p>

	<ul style="list-style-type: none"> Where relevant explore 'train the trainer' opportunities to develop capacity and sustainability 	<p>opportunities to support stakeholder professional learning and is meeting identified need</p>	
<p>Continue to develop a growing range of networks at all levels to enhance learning and leadership.</p>	<p>In consultation with practitioners continue to expand opportunities for sector specific families of schools and subject networks to support effective collaboration across the South West regional improvement collaborative.</p> <p>To include:</p> <ul style="list-style-type: none"> Continued improvements to SWEIC communication processes to share information, resources and CLPL activities/ opportunities across the SWEIC In conjunction with a representative group of headteachers further develop the families of school's networks (ELC/ Primary and Secondary) to include an optional calendarised offer reflecting workstream activity Extend facilitator training/ train the trainer opportunities for practitioners to collaborate to plan and facilitate professional learning and leadership activities for others across the themes of the SWEIC plan in a sustainable way Further develop approaches to online collaboration and engagement through the development of subject specific networks Through the networks provide opportunities to support and promote the use and development of research to increase the use of evidence-based practice learning and teaching and outcomes 	<p>An increase in the use evidence-based research is influencing classroom practice, learning and teaching and outcomes.</p> <p>A culture of 'inhouse' train the trainer activity is supporting a self-sustaining CLPL programme.</p> <p>Networks and families of schools are self-supporting and are supporting a culture of self-improvement and empowerment.</p> <p>An active, refreshed and up to date SWEIC blog is supporting improved communication and processes to share information and resources across the SWEIC.</p> <p>Qualitative and quantitative data which show:</p> <ul style="list-style-type: none"> Families of Schools engagement Number of subject networks created 	<p>SWEIC Team SW RIT LA Leads - CLPL Subject Networks HTs – Families of Schools</p>

	<ul style="list-style-type: none">▪ Further develop cross RIC opportunities to share practice	<ul style="list-style-type: none">○ Number of members involved in each network○ Number from each LA▪ Number of members who report opportunities to share information/ resources/ CLPL evaluations is good or better▪ Numbers involved in cross RIC collaboration activities▪ Number of stakeholders undertaking train the trainer activities and subsequently delivering▪ Blog/Twitter engagement data	
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Current High Level Critical Indicators for SWEIC

To be reviewed Session 22/23 in line with individual local authority stretch aims

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	Stretch Aim/Target
% of Children Meeting Developmental Milestones 27 – 30 month review	78	82	83	83	82	88*
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	70	70	72		60	76*
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) SIMD 20% most disadvantaged	60	61	63		48	68
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) SIMD 20% least disadvantaged	83	82	84		72	85
Percentage point difference (pp) of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) Gap between most and least disadvantaged	23	21	21		24	16
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	74	78	78		69	81*
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy SIMD 20% most disadvantaged	66	72	70		59	75
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy SIMD 20% least disadvantaged	84	87	89		81	88

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	Stretch Aim/Target
Percentage point difference (pp) of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy Gap between most and least disadvantaged	18	15	19		22	13
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	84	88	86			90*
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) SIMD 20% most disadvantaged	75	79	75			84
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) SIMD 20% least disadvantaged	94	94	90			95
Percentage point difference (pp) of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) Gap between most and least disadvantaged	19	15	14			10
% of S3 pupils achieving third level or better in numeracy	85	90	90			91*
% of S3 pupils achieving third level or better in numeracy SIMD 20% most disadvantaged	75	85	83			84
% of S3 pupils achieving third level or better in numeracy SIMD 20% least disadvantaged	95	95	96			96
Percentage point difference (pp) of S3 pupils achieving third level or better in numeracy Gap between most and least disadvantaged	20	10	13			11
% of leavers achieving 1 or more awards at SCQF Level 6 or better	64.1	64.9	63.97	65.82	68.61	71*
% of leavers achieving 5 or more awards at SCQF Level 6 or better	33.7	31.9	32.65	36.33	38.52	**40.16

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	Stretch Aim/Target
% of school leavers achieving SCQF Level 5 in Literacy	80.5	80.8	81.25	80.9	83.25	**81.8
% of school leavers achieving SCQF Level 5 in Numeracy	70.3	69.6	68.05	70.62	71.62	**71.03
Exclusion Rates – All Pupils (Rate per 1000 pupils)	26		18		12.72	**11.87
Exclusion Rates – LAC status Pupils (Rate per 1000 pupils)	77		118			**152
Attendance Rates – All Pupils	93.0		92.66		91.8	**92.0
Attendance Rates – LAC status Pupils	91.0		87.0			**87.0
Initial School Leaver Destinations (% in positive destinations)	94.1	94.2	94.38	94.3	95.8	95
% of ELC, Primary and Secondary establishments evaluated as good or better for learning, teaching and assessment QI 2.3 (Academic Year)	52.2 (12/23)	65.2 (15/23)	60.7 (17/28)	76.2 (16/21)		80
% of ELC, Primary and Secondary establishments evaluated as good or better for leadership of change QI 1.3 (Academic Year)	54.5 (12/22)	63.6 (14/22)	63.2 (12/19)	72.7 (8/11)		80
% of ELC, Primary and Secondary establishments evaluated as good or better for Raising attainment and achievement QI 3.2 (Academic Year)	61.5 (16/26)	65.5 (19/29)	65.5 (19/29)	85.7 (12/14)		80
% of ELC, Primary and Secondary establishments evaluated as good or better for Ensuring wellbeing, equality and inclusion QI 3.1 (Academic Year)	70.0 (14/20)	66.7 (16/24)	69.6 (16/23)	81.8 (9/11)		80

* Midpoint value from NIF indicators

** National Average