South West
Educational Improvement
Collaborative

Delivery Plan 2023/24

Dumfries & Galloway
COUNCIL
Comhairle Dhùn Phrìs is Gall-Ghàidhealibh

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Making a Difference Every Day

Curriculum Innovation

Priority	Actions	Outcomes	Responsible	Timescale
Curriculum Design and Learner Pathways				
1 Develop a clear understanding of Curriculum Design and support the development of Learner Pathways	1.1 Provide 'Curriculum Design' Professional Learning for all school leaders across the SWEIC. 1.2 Provide 'Curriculum Design' Professional Learning for all educators across the SWEIC. 1.3 Strengthen creative leadership across the SWEIC and create a framework for 'Teaching Creativity' to be piloted in at least 2 schools per authority. 1.4 Design a practical resource/toolkit to support leaders to design their curriculum with the local context in mind and learners at the centre. 1.5 Pilot the SWEIC Curriculum Design toolkit in at least 2 schools per authority before the end of the session. 1.6 Create 'Professional Reading Recommendations' resource for all educators across the SWEIC in relation to curriculum design and learner pathways.	1.1 Leaders are skilled to effectively design and implement curriculum. 1.2 Leaders and educators report having a deeper understanding of best practice and innovative approaches to curriculum design. 1.3 Pupils are inspired to think creatively, and classroom environments encourage curiosity and problem solving. 1.4 Leaders can design curricula that are tailored to the specific needs, culture, and context of their local communities. Learners' interests and aspirations are taken into consideration. 1.5 Learning outcomes are improved and the curriculum is meaningful to all learners. 1.6 Educators are up to date with the latest research, best practice and innovative approaches in curriculum design and learner pathways.	Gail Monaghan (SWEIC) Anthony Tuffery (DG) Rachael Williams (DG) Julie McKee (EA) Barry Wilson (NA) John Herd (NA) Gavin Pitt (SA) Gillian McCallum (SA) Klaus Mayer (ES) Lorraine Ross (ES) Nicola Crawford (ES)	Sep 23 – May 24 Jan 24- Mar24 Oct 23 Pilot by Jun 24 Apr 24 Jun 24 Dec 23

Priority	Actions	Outcomes	Responsible	Timescale
2 Ignite the joy of learning in the BGE through the design, implementation, and evaluation of Project Based Learning	2.1 Engage primary and secondary schools across the SWEIC in the Daydream Believers project 'Solar Punk Island'. 2.2 Schools to share their PBL journey across the SWEIC. 2.3 Further develop Solar Punk Island project in response to local context (e.g., Ayrshire Growth Deal).	2.1 Schools foster a holistic and integrated approach to learning. Pupils develop a sense of curiosity, engagement, and enthusiasm for learning. 2.2 Increased collaboration between teachers within own schools, authorities and across the SWEIC. 2.3 Pupils engaged in the project recognise the relevance of the skills being developed in relation to their local community.		Sep 23 Jan – May 24 Jun 24

Priority	Actions	Outcomes	Responsible	Timescale
Digital Futures:				
3 Empower educators to navigate the current digital landscape with confidence and proficiency	3.1 Develop comprehensive 'Digital Skills Pathways' to provide educators with the necessary knowledge and tools and relevant to their own role/sector. 3.2 Collate examples of digital practice across subject-specific areas and compile a 'digital book' resource to share across the SWEIC.	3.1 Education staff can perform tasks related to their role more efficiently. They report increase in confidence in utilising digital tools and have achieved the minimum expectation within the pathway. 3.2 Educators feel inspired and empowered to adopt innovative digital practice in their classroom.	Gail Monaghan (SWEIC) Anne Harkness (DG - tbc) Donna Kirkwood-Emery (EA) Rosslyn Lee (NA) Susan Lauder (NA)	May 24 Apr 24

			Pedagogical techniques and digital skills are improved within classrooms. Educators network with others across the SWEIC to learn from each other and contribute to the advancement of digital education in their respective subject areas.	Amanda Pickard (SA) Lynn Robertson (SA) Brian Clark (ES) George Milliken (ES)	
4	Provide educators with the knowledge and skills to comprehend AI technology	4.1 Deliver A.I. professional learning for education staff to further develop an awareness and understanding of how it can be used in learning and teaching and reduce workload. 4.2 Create 'Professional Learning' resource for all educators in relation to A.I. with signposts to relevant learning.	4.1 Education staff gain a deeper understanding of AI technology and its applications in education. They can streamline administrative tasks and reduce their workload. 4.2 Educators feel equipped with the knowledge and skills necessary to effectively utilise AI within the profession. They can leverage AI technology in a responsible and informed manner.		Jan 24 May 24

Reference	Delivery Measures	Target
Curriculum Design and Learner Pathways:		
1.1	Attendance of leaders at the Curriculum Design Professional Learning Programme Evaluations show increase in leader confidence to design and implement curriculum	20% of SWEIC schools represented 90%
1.2	Attendance of educators at Curriculum Design Professional Learning Programme Evaluations record evidence of deeper understanding of curriculum design	20% of SWEIC schools represented 90%
1.3	Pupil pre and post evaluations from target schools show increased understanding of creativity Creativity Habits Web shows increased scores in target schools Pilot schools show increased attendance of target group	100% 100% Increase in attendance by x%
1.4	Leaders' evaluation of curriculum pre and post use of the toolkit shows increased confidence	100%
1.5	Moderation of Curriculum Rationales from sample of schools Pupil HWB surveys Attendance of pupils in sample schools	100% of pupils are happy in school Increase in attendance by x%
1.6	Educator survey indicates educators feel up to date with latest research	75%
2.1	Pupil survey pre and post PBL implementation shows increased enjoyment of curriculum	100%
2.2	Daydream Believer Surveys throughout project show increased levels of engagement	School measure increase
2.3	Collaboration framework from Deep Learning toolkit shows improved score	Level 4
Digital Futures:		
3.1	Engagement with Digital Skills Pathways Educator survey – increased knowledge and skills	20% 100%
3.2	Educator participation in creation of digital book Collaboration framework from Deep Learning Toolkit	20% Level 4
4.1	Educator Survey – increased understanding of AI	100%
4.2	Increased use of AI in profession	

Equity and Inclusion

Priority	Actions	Outcomes	Responsible	Timescale
1. Development of an Attendance and Inclusion Hub as part of the SWEIC digital resource and Professional Learning to support schools in reducing barriers to learning.	1.1 Further development of a resource library on the SWEIC website based on a needs analysis of school leaders. 1.2 Develop and collate exemplars of excellent practice with links to existing Education Scotland resources and examples from each SWEIC local authority. 1.3 Support schools in making better use of attendance data at school level by providing reference resources and specific guidance on making improvements to attendance. 1.4 Training modules developed and virtual seminars on reducing barriers to participation offered to colleagues.	1.1 A more streamlined virtual resource that is easy to access and meets the needs of colleagues in supporting Equity and Inclusion. 1.2 Raise awareness of focussed interventions to increase attendance, wellbeing, engagement, and participation, with sharing of practice as a pivotal aspect. 1.3 A more holistic understanding of way to address barriers to attendance and inclusion at school level, based on quantitative data. 1.4 Training modules and seminars on attendance and inclusion offered with positive responses from participates.	George Webb (SWEIC) Gwyneth Fairbairn (DG) Jess Burnett (DG) Lindsay Bull (EA) Alison Allan (NA) Philip Gosney (NA) Gayle Ferguson (SA) Siobhan Semple (SA) Chris Flanagan (ES)	Sept 23 - May 24 Dec 23- May 24 Sep 23- May 24 Nov 23 -May 24
2. Continue to increase school participation in the Rights Respecting Schools Award (RRSA) to help	2.1 Support schools by raising awareness of the Rights Respecting Schools Award and UNCRC by working with each SWEIC local authority to increase participation.	2.1 Practitioners at all levels across SWEIC are aware of the statutory duties of UNCRC and how its incorporation impacts on their work. 2.2 Addressing practice in children and young people's involvement and how	George Webb (SWEIC) Jess Burnett (DG) Kirsty Ramsay (EA) Philip Gosney (NA) June Stefani (SA) Siobhan Semple (SA)	Oct 23- May 24 Oct 23 – May 24

Priority	Actions	Outcomes	Responsible	Timescale
embed the UN Convention on the Rights of the Child (UNCRC) into our schools' curriculum.	2.2 Work in partnership to shape policy and practice and build a shared understanding of how we get it right for every learner, developing a more consistent approach. 2.3 Develop high quality training opportunities on UNCRC and RRS Award across all four SWEIC local authorities and share examples of good practice.	we understand, promote, and protect children's rights. Collaborate with Together (Scottish Alliance for Children's rights) and WOSDEC. Collaboration with youth participation forums to involve young people. 2.3 Training resources well utilised on SWEIC website, with high participation rate across all SWEIC local authorities.	Chris Flanagan (ES) Nicola Sykes (ES)	Dec 23 – May 24
3. Support school leaders to embed the 5 foundations of The Promise* within their curriculum by the end of 2024:	3.1 Support all schools to embed the foundations of the promise through workshops, seminars and e-learning designed around the 5 foundations. Aligning The Promise goals to the 3 national drivers - The Morgan Review, UNCRC & The Promise 3.2 Link with Education Scotland and the 4 SWEIC local authorities to support school leaders in developing improvement plans to correlate with The Promise and share examples of good practice. 3.3 Data gathering on how each SWEIC local authority is delivering	3.1 Ensure we play our part to keep the promise for care experienced children and young people by introducing the "Keeping The Promise Award". The award is designed to develop colleagues understanding around the national commitment made by the Scottish Government and supported by the SWEIC to improve the learning experience and educational outcomes of our care experienced young people. 3.2 Model School Improvement Plan's that address the changes needed to keep The Promise (link to the Keeping The Promise Award).	George Webb (SWEIC) Gwyneth Fairbairn (DG) Jess Burnett (DG) Lesley Hillan-Fowler (EA) Kirsty Ramsay (EA) Philip Gosney (NA) Gayle Ferguson (SA) Kimberley Keenan (SA) Siobhan Semple (SA) Chris Flanagan (ES)	Nov 23- May 24 Dec 23- May 24 Nov 23 – May 24

Priority	Actions	Outcomes	Responsible	Timescale
	on The Promise to ensure clarity on roles and responsibilities and improved partnership working. Support in using the data to improve equity and inclusion.	3.3 Analyse how each local authority is using data linked to the 5 foundations, development of a dashboard of data across partner agencies including Social Work Education, Youth Services and other linked SWEIC local authority departments.		

* Five foundations of The Promise:

1. Knowing about and caring for care experienced pupils.

2. Specific tracking of attendance and achievement as part of school improvement planning including early identification of support.

3. Engagement and participation in lessons and wider school activity.

4. Ending exclusions.

5. Positive destinations

Reference	Delivery Measures	Target
1.1	Those who download the resource say it's an effective tool. Those who download the resource say they found something that they would test or implement.	85% 70%
1.2	Practice briefs published from all four SWEIC authorities.	8
1.3	Schools who have implemented the guidance say they feel more confident in using attendance data. Schools who have implemented the guidance can demonstrate some improvements in attendance in the reporting period.	70% of schools 50% of schools
1.4	Training/seminars reach schools across the SWEIC in the reporting period. Attendees say the training/seminars were effective.	50% 85%
2.1	SWEIC schools are registered to participate in RRS Award (or re-accreditation). Staff across SWEIC schools are aware of UNCRC incorporation. School leaders say they are confident in their responsibilities relating to UNCRC and RRS Award.	90% 70% 80%
2.2	Young people are participating in the development of our practice in each SWEIC local authority through the appropriate local forum. Pupil councils (or the school-based pupil forum) are participating in developing measures of implementation and success. Learners Summit on Realising Children's Rights reaches schools across the SWEIC (capacity for 50% of all schools).	100% 70% 40%
2.3	There is wide attendance at the UNCRC and RRS Award training across the SWEIC areas. Attendees at training say the session(s) are effective. Practice Briefs on RRS Award approaches are published from all SWEIC local authorities.	60% 85% 8
3.1	Schools participating in 'Keeping The Promise' Award from across SWEIC.	8
3.2	Published guidance on including actions from The Promise on tracking attendance and achievement, participation, exclusions, positive leaver destinations in School Improvement Plans reaches SWEIC schools. Practice Briefs for those who have successful included and taken action on Keeping The Promise as part of their School Improvement Plan are published.	100% 8
3.3	Dashboard across the 4 SWEIC local authorities is published.	Published

Learning, Teaching and Assessment

Priority	Actions	Outcomes	Responsible	Timescale
1. Adaptive Learning and teaching in a BGE context	1.1 Work with Education Scotland RIC delivering Adaptive Learning and Teaching programme in eight schools across the four local authorities. 1.2 Online resources developed and signposting to support differentiation/adaptive learning and teaching. 1.3 Case studies from schools taking part highlighted on the SWEIC Glow Blog/website.	1.1 Primary teachers have evidence-based strategies to enable them to engage all learners. 1.2 A platform for sharing high quality resources and effective strategies will be established. 1.3 Collaboration between schools will increase as the pilot schools share good practice.	Pamela McCallum (SWEIC) Nicola Hendry (ES) Maureen Nuggent (Attainment Advisor)	Sep 23 - May 24 (Primary) Nov 23 – May 24 (Secondary) Dec 23 May 23
2. Creating meaningful tasks and planning for high quality assessment upper primary and secondary – initially in maths and numeracy	2.1 Professional learning over six sessions for secondary maths teachers and upper primary sessions based on the book 'Building Thinking Classrooms' and 'Maths through Stories' 2.2 Practitioners will be offered the opportunity to engage with critical research. 2.3 Practitioners will become 'Leaders of Learning' for this approach. 2.4 Case studies and resources will be available on the Glow blog/website.	2.1 Practitioners will become skilled at creating meaningful and engaging learning and teaching, which allow learners to apply skills, explore and develop mathematical thinking. 2.2 Practitioners will become more skilled in creating high quality assessments in numeracy and mathematics. 2.3 Practitioners from each authority will become leaders of learning, increasing both capacity in and collaboration between authorities. 2.4 A platform for sharing high quality resources and effective strategies will be established.	Pamela McCallum (SWEIC) Gail Elder (EA) Robert McCallum (EA) Nanette Brotherwood, (ES) Numeracy Network	Sep 23 – Mar 24 Oct 23 – May 24 May 24 May 24
3. To develop child centred pedagogy	3.1 A cohort of 1st level and Early Years practitioners identified from across	3.1 Teachers feel valued and recognised for their good practice.	Pamela McCallum (SWEIC) Christine Grace (NA)	Oct 23- Mar 24

Priority	Actions	Outcomes	Responsible	Timescale
across first level, building on existing good practice in Early Level.	the authorities to take part in the initiative. 3.2 Practitioners will engage with reflective self-evaluation to critically examine their practice around key themes. 3.3 Practitioners will work with Education Scotland and SWEIC, to develop and then lead, professional learning based on evidence of good practice. 3.4 Practitioners will become Leaders of Learning for SWEIC. 3.5 Case studies and resources will be available on the Glow blog/website.	3.2 Collaboration between the cohort, sharing ideas and resources from across the SWEIC. 3.3 Capacity for delivering high quality professional learning is established through the Leaders of Learning. 3.4 Capacity for delivering high quality professional learning is established through the Leaders of Learning. 3.5 A platform for sharing high quality resources and effective strategies will be established.	Nicola Hendry (ES) Sian Neil (ES)	Sep 23- Mar 24 Ready for offer, Mar 24 Mar 24
4. To develop high quality assessment and moderation practice across the SWEIC	4.1 A network of Moderation leads within patriating schools will collaborate to develop and moderate high quality assessment tasks and evidence. 4.2 An 'in person', end of session showcase of assessment and moderation materials will be open to all practitioners. 4.3 Case studies and resources will be available on the Glow blog/website.	4.1 Practitioners are confident in evidence to support achievement of and through a level, with consistency developed through moderation. 4.3 Practitioners will have the opportunity to collaborate and discuss practical, real-life examples. 4.4 A platform for sharing high quality resources and effective strategies will be established.	Pamela McCallum (SWEIC) Fiona Hopkins (NA) Nicola Hendry (ES) NIF Advisors	Oct 23- Mar 24 May 24 May 24

Reference	Delivery Measures	Target
1.1	Feedback on impact on learning and teaching is positive	100%
1.1	Classroom evidence and data shows improvement	80%
1.2	High quality resources are accessed on Glow/Website. Feedback option is used and is positive.	100%
2.1	Completion of tasks and evidence shared demonstrates high level of engagement from participants.	80%
2.2	Critical research will evidence improvement in learning and teaching; pupil engagement and teacher confidence and competency.	75%
2.3	Professional discussions, emails and requests on Glow/website, will show Leaders of Learning share knowledge and expertise across the SWEIC	80%
2.4	High quality resources are accessed on Glow/Website. Feedback option is used and is positive.	
3.1	Feedback from practitioners will evidence excellent collaboration	100%
3.3	Completion of tasks and evidence shared will evidence high levels of engagement with all practitioners.	100%
3.4	High quality resources are accessed on Glow/Website. Feedback option is used and is positive.	80%
4.1	Collaboration between the group measured using the framework	100%
4.2	Feedback from the participants and moderation leads evidence an increase of confidence and skill.	90%
4.3	High quality resources are accessed on Glow/Website. Feedback option is used and is positive.	