

ANNUAL REPORT 2022/23

South
West



Educational Improvement
Collaborative



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SWEIC Annual Report 2022/23

The South West Educational Improvement Collaborative is a collaboration of four local authorities across the south west of Scotland: Dumfries and Galloway, East Ayrshire, North Ayrshire, and South Ayrshire. It represents 512 educational establishments, early learning centres, primary, secondary, and special schools and over 5000 teachers delivering to over 80,000 children and young people serving both urban and rural communities.



This report covers the period April 2022 – March 2023 detailing the work of SWEIC's three key workstreams – Curriculum Innovation, Equality & Equity for All and Getting it Right for All Learners. Alongside these three key areas Early Years and Leadership outcomes have been embedded throughout the plan.

During this time schools were now fully operational, in terms of the immediate impact of the COVID pandemic, however the effects of the last two years were still significant in relation to the health and wellbeing of pupils, staff and the wider schools' communities. In addition to this, industrial action by teaching trade unions, created further uncertainty and resulted in several periods of school closures across the region.

Background

In preparing the SWEIC Regional Improvement Plan 2022/23, it recognised and respected the enormous pressures that education staff at all levels remained under and appreciated that staff were fully focussed on engaging with children, young people, and families. Our plan for 2022/23 therefore reflected our intention to continue to support school recovery, reconnect with staff and learners and take forward our learning in the midst of what continued to be uncertain circumstances. In the main, SWEIC events and professional learning opportunities have continued this session to be delivered online, although there is an increased desire to reconnect in person when this is practical. By offering SWEIC opportunities digitally, we have made very good progress towards implementing the SWEIC plan and have continued to engage with a much broader group of practitioners.

In moving forward our new plan for 2023/24 is built upon a redesign of the SWEIC structures with seconded staff moving on and new roles and staff being brought on board. With closer alignment to each of the local authorities this will very much build on what has been achieved and will have a strong focus on delivering the priorities which have been simplified and streamlined with a far greater presence in each local authorities' education sector.

Throughout the session we have continued to facilitate peer to peer, school to school and authority to authority collaboration using digital technologies, allowing colleagues to engage with each other in ways which suit them best at this time of digital evolution. The continued successful development and of @South-West Connects continues to provide a forum for greater collaboration across our secondary schools and is providing a platform from which we can build.

SWEIC Team

Over the last 2022/23 plan continued part funding of Regional Lead Officer (RLO) and funding of Quality Improvement Manager (QIM) has helped to facilitate the leadership capacity of the regional improvement collaborative and drive the agenda of the SWEIC plan.

The SWEIC leadership team comprising of the RIC lead and the other local authority strategic leads, Education Scotland Senior Regional Advisor (SRA) and the SWEIC Quality Improvement Manager met regularly to discuss progress within the plan and next steps along with next steps for planned activity. This forum continues to be a very useful and supportive platform to share practice and discuss issues.

The QIM attended all workstream meetings and some regional network group meetings and reported to the RLO and Strategic Officers on a monthly basis. The QIM has an overview of all collaborative activity and has been responsible for the strategic planning, evaluating, and reporting of the SWEIC regional priorities. The QIM also attends a monthly cross RIC Managers' meeting which is providing an excellent forum to share practice and develop further collaboration opportunities.

A monthly report is produced for the SWEIC local authorities' Chief Executives. This is followed up with a meeting with the RIC lead where the content of the report is further discussed. This is providing a valuable endorsement and is raising awareness of the work being undertaken more widely.




The revised plan for 2022/23, developed through a range of consultation activities has seen a slight shift in the focus of our priorities to become:



These are underpinned by the drivers of:

- empowerment
- collaboration
- innovation
- improvement
- building capacity

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 we do. This approach is underpinned by children's rights and its principles and reflects the *United Nations Convention on the Rights of the Child* (UNCRC) which has been embedded in all our workstream activity. To enable us to best deliver this the three workstreams became:

-  Curriculum Innovation
-  Equity and Equality for all
-  Getting it Right for all Learners

Following a review of milestone and impact measures to support the impact reporting and evaluation of the improvement plan the QIM along with the seconded workstream officers have since been better able to review progress and agree next steps. This work provides a framework to support the regional collaborative, demonstrate coordinated and collective impact as well as identify areas where targets and priorities are not being met and action is required.

An updated range of strategic and robust reporting systems have been implemented across all workstreams to highlight initial progress and determine next steps. These are undertaken at workstream level completed by the seconded officers and discussed with the QIM and are then used as evidence within each monthly Chief Executive's report and incorporated within the Scottish Government drawdown reports (August, December, and March). These systems have clearly demonstrated a facilitation of wider reporting on impact and a targeted direction.





The part time Data Analyst continues to support collaborative approaches to improvement by providing data to support RIC planning, evaluating, and reporting of workstream activity.

Priority Focus	Priority
Inclusion & 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.

SWEIC Governance Structure 2022/23

A Governance structure has been developed for the SWEIC to support improvement in communication channels and to provide a clear structure which demonstrates the interlinking of the various groups. This structure is supporting the work of the SWEIC with the new addition of primary and secondary headteacher reference groups. Their input is ensuring the work being taken forward is relevant and supports need.

A self-evaluation and review of the SWEIC Governance structure carried out has recommended changes to the way we operate both strategically and operationally for the 2023/24 plan. (Further detail of the new structure is provided at the end of this report.) This will enhance support and provide improvement in communication channels more directly at local authority level and further provide a clear structure which will demonstrate coherence through:

-  Focusing Direction
-  Cultivating Collaborative Cultures
-  Deepening Learning
-  Securing Accountability

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					
				DYW					
				Curricular Networks	Early Years				
	BGE: Primary/S1-3								
	Senior Phase								
	LA Strategic Leads	SWEIC Quality Improvement Manager	Workstream Seconded Officers	Equity and Equality for All	CLD			CLPL LA Leads	
					Wider Achievement			Education Psychologists	
					Outdoor Learning Network			Early Years Strategic Leads	
	Education Scotland Senior Regional Advisor		Data Analyst	Getting it Right for All Learners	Recovery Teachers			SAC LA Leads	
Equity and Equality					Learning for Sustainability				
Inclusion					CLD LA Network Leads				
Literacy									
LA Chief Executives and Education Convenors		Education Scotland Regional Improvement Team		Numeracy					
				Wellbeing					
				QAMSO					
				Leadership: Leaders of Pedagogues					

Communication

As part of the concentrated focus across the SWEIC to improve communication and ensure information gets to the class teacher a new SWEIC website (a Glow Blog) was launched in August 2021. This has been further refreshed this session. New accessibility features have been added to the site – these include the ability to make the site Dyslexia friendly, change the text size and colour, change line heights and many other impressive features. Another widget added is the option to translate the full site to another language. The SWEIC Digital Support Officer has created resources to show schools how to do this as this feature will be especially helpful in communicating with parents of learners for whom English isn't their first language. The widget is powered by Google Translate and offers 103 languages including Ukrainian and Russian. This is work being led by our part time Digital Support Officer who leads on this as well as providing the digital support for @South-West Connects.

Monitoring, which is reported on a monthly basis has shown a good level of engagement in the SWEIC website and therefore improved opportunities for collaboration for all. An example of this would be in January 2023 the majority of visitors reach the site direct (53%) suggesting they have it bookmarked on a browser or saved to My Launch Pad in Glow. A further 25% arrive via Google and 14% from Twitter. Our Twitter account continues to demonstrate increased engagement. December 2022 was a very busy month for our Twitter account, with 48 Tweets half of which related to the #SWEICVirtualadvent. Tweet impressions were 34.5K, Profile visits 2255, 87 Mentions and 21 new followers.

A new SWEIC monthly bulletin format is now being delivered. This is sent to the Glow Key Contact in each local authority to disseminate to all school staff and central teams. Containing short snippets of the activity across our workstreams, the bulletin directs readers to the website to get involved and find out more. Early indications and feedback indicate a preference for how the content is compiled and shared.

Data

SQA external assessments did not go ahead in 2020 and 2021 due to disruption caused by the COVID-19 pandemic. Alternative approaches to assessment, relying on teacher judgement, were used to award grades and allow learners to progress. SQA external assessments returned in 2022, but significant assessment modifications were put in place with the aim to increase learning and teaching time. The alternative awarding arrangements in place between 2020 and 2022 mean that it is not possible to compare attainment between years without full consideration of this essential contextual information.

The impact of this and the previous year's disruption to SQA has meant that care has to be taken when making comparisons over time. So, although there are High Level Critical Indicators (Appendix 1) taken from our benchmarking tool Insight, advice on the use of this data is that the results for 2021 should not be directly compared to those in previous years or future years. The 2021 Insight data cannot be used to directly demonstrate subject, school, authority or RIC improvement compared with previous years.

Despite this however all primary schools submitted to the Scottish Government in June 2022 teacher judgement ACEL (Achievement of a Level) data for P1, P4 and P7 with this data published by the Scottish Government in December 2022.

Professional Learning





A range of professional learning opportunities and facilitated, themed online conversations organised by workstream seconded officers, and the regional improvement team have continued to take place. Professional learning has been delivered using a range of digital platforms, Glow and MS Teams. Whilst attendance has varied over the course of the year due to the continued implications of Covid and ongoing industrial action, feedback from professional learning online events has been positive with participants appreciating the time and space to collaborate with colleagues, sharing their experiences, their practice and potential solutions to common challenges being faced. Digital delivery of CLPL has continued to be the preference of offer across the SWEIC as it provides the greatest level of accessibility so supporting wider engagement.

Partnerships and collaborative work with CLD colleagues have been enhanced this session with identified link officers having representation within each workstream.

The full list of professional learning delivered can be found in Appendix 2.

Workstream Successes and Achievements 2022/23

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 taken forward their plans to:

-  Support high quality learning, teaching and assessment 3-18
-  Support the rights of the child, inclusion equity and wellbeing
-  Provide opportunity for connection and engagement to build capacity
-  Support development of leadership capacity

Getting it Right for All Learners Workstream Highlights

This workstream has expanded its' coverage this session to include a focus on improving outcomes for our most vulnerable learners and supporting youth voice and participation. This change in scope has involved an expansion of workstream membership which has given it greater depth, meaning that a continuation of good progress towards its outcomes, established and new, over the last year has been achieved.

The workstream lead officer, seconded officer, senior officers representing each local authority and a representative from the Education Scotland Regional Improvement Team continue to meet online monthly to progress the plan. Members of this workstream are committed to working collaboratively to add value to the on-going developments in each local authority.

SWEIC officers have met with colleagues from other RICS to share approaches to online assessment and moderation activities, English as an Additional Language work and HWB resources.

QAMSO Network

This session has seen our SWEIC QAMSO working at pace. A MS Team has been set up to enable access and sharing of training materials. A discussion forum is now well established and used by practitioners. QAMSO Sharing Practice Events have been led by each local authority. These events have proved to be very popular, and the range of materials used have been shared. These events were recorded to ensure wider access. Building on the shared QAMSO training each local authority is taking forward its own moderation and assessment activity.

An online resource produced last session to support practitioner professional learning in the use of the 4 stages of progress. This was relaunched and further shared with practitioners including NQTs.

1+2 Languages – Modern Languages Events

The 1+2 Languages Modern Languages sub-group continued to make very good progress. A successful SWEIC Languages Week was again held this session running in conjunction with Languages Week Scotland. The four local authority 1+2 leads were instrumental in the planning and running of the week along with support and input from Education Scotland 1+2 link officer and SCILT Scotland's National Centre for Language Teaching. The week again comprised of bite size sessions for practitioners which were run on a twilight basis but also recorded to provide a resource bank for use in the future.

The idea was to provide inputs for all sectors and all practitioners regardless of their language proficiency. The organisation and delivery of this event was an excellent example of collaboration across our SWEIC. It was well supported by each local authority and feedback from the wide range of inputs showed it was well received.

The inputs are now part of an ever-expanding bank of resources available to all practitioners across all sectors.

The 1+2 Modern Languages Network also delivered and shared a range of materials and resources to support schools across the SWEIC for The European Day of Modern Languages. These were well received.

A SWEIC Virtual Advent Calendar facilitated by the 1+2 Modern Languages group and promoted through Twitter was extremely successful.

The 1+2 Modern Languages group now delivers virtual lessons which provide a skills progression in a range of languages, as part of a bank of online materials. The 1+2 leads have established effective collaborative networks to create this.

The network group are also working on the now published new national framework for Modern Languages which a member of the group has been involved in producing with Education Scotland. The framework provides a skills progression plan P1-7 providing across the SWEIC wide consistency of approach. 2 practitioners (one primary and one secondary) from each LA have commenced a pilot around the delivery of these before a universal cross-SWEIC rollout. The outcomes of these pilots will be shared across all schools.

SWEIC Numeracy and Mathematics Professional Learning

The SWEIC Maths group continues to collaborate to increase the pace and reach of their work by providing ongoing support for practitioners across the South-West in relation to planning learning, teaching and assessment in numeracy and mathematics.

The Maths group have hosted a series of three twilight sessions on Embedding Assessment in Numeracy and Maths. 83 practitioners attended the sessions. Feedback and reflections from participants were gathered across the sessions. This qualitative data will be used to plan the next series of CLPL sessions for the remainder of this session and into session 2023-24. The SWEIC Maths Group have recorded session 1 of this CLPL and provided associated resources and links on a Sway. This Sway was shared across local authority networks. Additional Sway's are being created for sessions 2 and 3.

Maths Initial Teacher Education and Critical Friends

The Maths group have continued to progress developments with initial teaching education (ITE) partners at UWS (Ayr Campus) and University of Glasgow (Dumfries Campus). ITE under-graduate and post-graduate courses and modules incorporate synchronous and asynchronous CLPL inputs provided by the SWEIC maths group. The group finalised developments with UWS partners in May 2022 and established cohort 1 of the Critical Friends Programme for SWEIC Numeracy Leaders. The first cohort of 15 Numeracy leaders are currently participating in this programme. Four of the five sessions have been delivered across the programme. Evaluations and reflections from participants will be gathered after the final session in March.

In July 2022 the SWEIC Maths Group with University of Glasgow partners offered the Enhancing Practice in Mathematics CLPL to SWEIC practitioners. The first cohort of 12 practitioners have participated in this CLPL throughout session 2022/23. Three of the five sessions have been delivered to date with a further two sessions planned for May and June 2023. Evaluations and reflections from participants will be gathered and reported on at the end of this academic session.

From April 2022 to June 2022 strategic leads from the SWEIC Maths Group participated in short-life working groups providing recommendations to the National Response to Improving Mathematics (NRIM) Partnership Board. These recommendations have been summarised by the NRIM Partnership Board and are due to be shared with all local authorities by April 2023. The SWEIC Maths Group are planning an expert day and SWEIC Numeracy Leads networking event for 12th May 2023. The day will provide a networking opportunity for SWEIC Numeracy Leads and provide valuable feedback in relation to next steps for the SWEIC Maths Group.

SWEIC Literacy

The Literacy group are working closely with the Scottish Book Trust regarding 'Reading Schools' accreditation to support SWEIC practitioners/schools undertaking the accreditation. This focus also targets schools who do not wish to undertake the accreditation process but are driving forward a reading for enjoyment agenda within their improvement agenda.

The Literacy group has made links with several cross-SWEIC local authors and is facilitating networking events to deliver an equity of access to all to this resource. This also ensures a celebration and appreciation of our SWEIC local heritage and context.

Focus on Literacy Fortnight

Following on from the success of last session's event, the Literacy group delivered a 'Focus on Literacy fortnight' in March 2023. This work was being led by the GIRFAL workstream lead and seconded officer. Again, the fortnight consisted of a series of twilight inputs that covered a range of ages, stages and areas of literacy. These inputs created a rich offering of opportunities for practitioners to self-select from, with contributions from Education Scotland and local authors adding to the diversity of the offer. Inputs were recorded and uploaded to the SWEIC Literacy page on the blog for practitioners to access as required.

Building Blocks of Literacy

The successful Early Literacy Developing Phonological Awareness programme from previous sessions - 'The Building Blocks of Literacy' has now been put together in a series of webinars. These are available online and can be accessed independently by all practitioners. Monitoring and feedback demonstrates these are being utilised. A SWEIC Christmas Writing Competition saw representation from all four SWEIC authorities.

Health & Wellbeing

The HWB sub-group is now well-established and is making good progress. Work of this group has included the development of a SWEIC *Keeping Trauma In Mind* professional learning programme in conjunction with Education Scotland will be delivered in May 2023. Alongside this a SHANARRI indicators interactive toolkit which has been developed and will be delivered for use by all practitioners. This has been developed by the GIRFAL workstream lead and seconded officer with contributions from each local authority lead.

A SWEIC NQT/ECT network has been established. This facilitates a drop-in session per term for practitioners and aims to add value to the robust LA programmes in place. Relevant resources and a chat space are also encompassed in this.

English as an Additional Language Network

An EAL network has been established this session. Since its formation in September 2022 the network has continued to evolve at pace with ever increasing collaboration predominantly in response to an increase in demand as a result of the numbers of Ukrainian guests being accommodated across the SWEIC. Online lessons and a bank of resources available to all practitioners are updated regularly. Several opportunities have been facilitated for practitioners to network and share practice as the group becomes self-sustaining.

The expansion of the EAL network has also seen the development of an ESOL forum. Links have been established with Ayrshire College which has led to the offer of an ESOL qualification on a virtual platform being rolled out across the SWEIC. This offer is currently

being run as a pilot. Planning to ensure sustainability through a longer term mapping exercise within schools (primary and secondary), to determine which learners they have who would benefit from an ESOL input has already been put in place given the likelihood of continued and growing demand. Links with Dumfries and Galloway College to facilitate a similar offer at a different level have been explored. In order to offer a clear skills progression route, an offer of Nat 5 and Higher ESOL qualification through the @SWConnects platform next session is currently being explored. Initial feedback of the pilot indicates real impact and is being well received by learners. The work underpinning this is currently being developed as a case study of innovative practice which will be shared nationally.

Learning and Teaching Bulletin

A bimonthly Learning & Teaching Bulletin has been developed and rolled out this session. This has been developed to provide a wide range of appropriate, responsive and timely inputs for practitioners across all sectors in a short, concise way. The 'something to watch, something to read, something to listen to' segments has included such themes as Creating Expectations, Communication with Parents and Improving Learning and Teaching. Discussions around what this might look like moving forward are being explored to provide a wider forum to also share practice similar to the idea of an 'Inspiration Hub'.

Inclusive Practitioner Programme

The SWEIC 'Inclusive Practitioner Programme' was rolled out this session with practitioners from across the four local authorities signed up. This purpose of this programme was to focus on developing and sharing practice to support improving outcomes for the most vulnerable and disadvantaged children and young people. A MS Teams page to support programme has been set up providing shared resources on an ongoing basis, a virtual staffroom to facilitate collaboration and a Q&A space which is monitored and responded to timeously. Specialist colleagues from across the SWEIC have been involved in the inputs and the Q&A responses where appropriate. This collaboration has included inputs from educational psychologists and speech and language therapists which has further expanded the partnership network.

Early Level Literacy Pedagogy

The workstream, in conjunction with the Early Years lead continues to support the SWEIC Early Level Literacy Pedagogy programme delivered as an online professional learning offer. This has been extended to include EY, P2, 3 and 4. This highlights the gaps identified in aspects of literacy skills across Early and First Levels which have become more apparent as a result of school closures. The networks are now well established and are proving to be an excellent collaboration forum. The programme sessions this year included: Language & Communication + Phonological Awareness (2 sessions), Phonics, Spelling and Handwriting (2 sessions), The Balanced Reader and Writer (2 sessions). There has been engagement from across the SWEIC in this programme with 151 teachers /practitioners engaged in the programme.

Limitless Learning Programme

Over 40 school leaders and practitioners from the South West are currently engaging with Winning Scotland Foundation's Growth Mindset Teams programme which began in January 2023. The programme offered a blend of independent online learning, tutor guidance, collegiate discussion and supported project delivery, empowering teaching professionals to have a greater understanding of growth mindsets and embed approaches within their schools.

Leaders of Pedagogues

The 'Leaders of Pedagogues' programme is currently being taken forward with two cohorts of secondary middle leaders with a third cohort of Primary practitioners due to commence later this term. The programme is designed specifically to bridge the gap identified in the professional learning opportunities for middle leaders across the South-West Educational Improvement Collaborative (SWEIC). A consensus workshop, with middle leaders, identified the area of focus for each session allowing the programme to be planned effectively to meet participants needs. The sessions are designed to be progressive and inter-related, as indeed is the art of becoming a proficient leader of pedagogues. Those practitioners successfully completing this in-house course will now receive GTCS Professional Recognition for Middle Leadership following successful validation of this course.

Equity and Equality for All Workstream Highlights

This workstream has made good progress towards its outcomes. The workstream lead officer, seconded officer, senior officers representing each local authority and a representative from the Education Scotland Regional Improvement Team continue to meet online monthly to progress the plan. Members of this workstream are committed to working collaboratively to close the poverty related attainment gap. In addition to the existing members this session has seen the addition of a representative who is a virtual head teacher for care experience young people and a representative from the Ensuring Equity/Mitigating Poverty subgroup.

UNCRC

A training programme has been delivered across the SWEIC in conjunction with Education Scotland which focused on UNCRC. The programme comprised of three elements. An initial session open to all practitioners focused on developing an understanding of what children's rights are, exploring why rights are relevant and considering how to embed rights based approaches into practice. This was followed by the offer of a train the trainer programme. The individuals involved in this were selected by their authorities. The final aspect, still to be delivered will focus on youth voice and participation through the delivery of the Young Leaders of Learning input. This is delivered to P4-S3 learners with the aim of developing genuine youth participation and involvement in the school improvement process. An additional sector specific awareness raising session for colleagues in Early Years was delivered in conjunction with WOSDEC. This was in response to an increasing demand for this focus from the sector. All of these events were well attended and well received.

A new network to support the trained UNCRC trainers will be set up to share practice and resource. It is hoped that this group will be able to meet regularly to share local authority activities moving forward.

The SWEIC Community Engagement Officer (0.4) took up post in January 2023. Initial work in this area focussed on the UNCRC, The Promise and Pupil Voice/Participation in the first instance and involving a significant amount of collaborative work with SWEIC CLD colleagues.

Families of Schools

The relaunch of the SWEIC families of schools has continued. Several consultation forums were facilitated to consider the nature and purpose of the families of schools with a move to create a more self-sustaining group of SWEIC school networks To support this work two new Head Teacher reference group (one Primary / one Secondary) were set up to act as a discussion forum and to gather information from their respective colleagues.

Following a read across of sector specific school improvement plans from all four local authorities, a significant number of common themes that schools are working on as part of their improvement journey have been identified. These have been collated and linked to relevant NIF priorities and drivers and are provided as a reference source and a starting point to identify potential areas for collaborative activity which colleagues across the SWEIC may choose to work together on. The intention is to develop a focus on collaboration by supporting and facilitating opportunities for developing a culture of critical enquiry and professional learning. This work will be supported by colleagues both from local authorities and the Education Scotland professional learning team Moving forward as the new collaborative groups are formed the development work will be shaped through a research and agile leadership approach to support continuous sustainable school improvement. The overall aim is to support empowerment, a culture of collaborative enquiry and continuous school improvement.

Inclusion Network

Links have been established across all four local authorities to establish a SWEIC group to support learners, inclusion and integration in order to build capacity across the sector. The work of this group will be aligned with all current workstreams. Initial steps have been taken to form a leadership network and to share current practice around planning for ASN. Plans are in place to establish a cross authority collaborative network which will support this area of priority for all four local authorities who are working through similar challenges. Alongside this network a care experienced leads sub-group has also been created which will focus on sharing best practice for Care Experienced Young people and The Promise. Input from the virtual headteacher has seen the sharing of good practice -Trackers for monitoring the attainment and achievement of care experienced young people have been shared across the 4 LAs.

Outdoor Learning

The Outdoor Learning Network continues to meet monthly online with representatives from the four LAs. The group have organised regular twilight CLPL sessions, using the themes identified from the outdoor learning thematic review – Leadership, Curriculum, Learners' Experiences, Wellbeing, Partnerships and Professional Learning - which enable staff to share best practice from each authority. This network has been ensuring a wider range of partners and stakeholders have the opportunity to engage and attend these network meetings. This has included Active Schools and Community Learning and Development, and they are encouraged to participate in these sessions.

Poverty Proofing

Best practice in poverty proofing schools has been identified in each LA and shared at meetings. Examples were also posted on the blog during Challenge Poverty week. The next step will be for LA reps to identify provision of practitioners mitigating impact of poverty within schools and for the group to facilitate a networking and sharing practice event for these practitioners.

School Support Staff

Discussions around a train the trainer's approach to support the delivery of A framework for a Pupil Support Staff training have been had with Education Scotland Progression Learning team. Further meetings are planned to discuss this model in the hope that an offer can be devised for and with the SWEIC to deliver this. Good practice has been identified in Dundee City and representatives from this work stream have met with colleagues from Dundee.

Curriculum Innovation Workstream Highlights

@South-West Connects

A key part of this workstream concerns the delivery of @South-West Connects – a virtual learning platform that delivers Higher and AH courses to young people across the SWEIC. In the second year of this pilot, considerable progress has been made in meeting its outcomes as identified within the 2022 – 2023 SWEIC plan. This provision has increased access to breadth of qualifications for learners across our four local authorities.

In the first year of the pilot 112 young people engaged in classes with 9 subjects on offer – all at AH level (SCQF 7). Stakeholder feedback was very positive overall. The final evaluation was published post the appeals process in October 2022. Key attainment data is as follows: 90% of the 111 presentations achieved an A-D award at Advanced higher. 74% achieved an A-C pass. A number of pupils from SIMD 1 - 4 postcodes were successfully presented through @South-West Connects. For a number of our pupils this was the only subject studied at SCQF 7. A small number of pupils achieved 2 AHs through @SW Connects

The second cohort of @South-West Connects resumed from 6 June 2022. The offer was substantially increased meaning schools across the SWEIC could legitimately provide breadth and depth through a wide and rich offer at SCQF 7 – two Higher subjects were on

offer as well as eleven AH courses. Post prelim in Jan/Feb tracking data suggests pass rates as follows - 70% on track for A-C award 83% on track A-D award.

Digital Learning Blethers

The SWEIC curriculum innovation workstream continues to take forward and promote locally the national e-learning offer, agreements and expectations as well as support e-learning transformation across the SWEIC. This group has delivered a number of CLPL webinars and blethers to support digital learning and pedagogy. These have been well received and supported by practitioners across the SWEIC. The group is ensuring the 'voice' of SWEIC is appropriately representing all four local authorities on the national e-learning working group. A member of the group is also engaged with WEST OS technical group.

The e-learning implementation group is currently engaging with Education Scotland following completion of a digital needs analysis focusing on digital learning and teaching. The results of the analysis have set out the systematic/strategic support required in this area across the RIC and individually for each local authority. This is being taken forward in conjunction with the digital leads across each authority and is progressing well.

Enhancing Opportunities Programme

The Enhancing Opportunities programme was designed to meet the needs of a very specific group of pupils in S1-S3 of secondary who, post COVID, had not been able to re-engage with their learning in school – a group sometimes referred to as “interrupted learners”. The vision for the pilot was to see if working with a dedicated teacher using an online delivery platform across the four authorities could work in helping to kick start a recovery for these young people. The ultimate aim was to help transition pupils back to school. It was hoped that the learning from the pilot would help each of the four local authorities consider their response to young people in similar positions in their own areas. An “Enhancing opportunities” teacher was seconded 0.4fte for 6 months to lead on the programme. She delivered sessions digitally through Microsoft Teams. A full evaluation of the programme was shared. Stakeholder responses were extremely positive – 5 of the 10 young people were able to re-engage in mainstream as a result of the intervention.

DYW

Developing the Young Workforce (DYW) representatives from each authority, DYW regional groups and the Senior Education Officer from the Education Scotland Regional Improvement Team continue to meet regularly to identify and share good practice in local authorities and to discuss challenges/opportunities. Professional learning opportunities have been offered across the collaborative e.g., CLPL around Developing a skills framework and these have been well attended and received positive feedback. A DYW regional network has been developed to allow sharing of good practice. The workstream seconded officer attends as a member of this group.

Early Years Highlights

Early years is now firmly embedded in all of the workstreams. In addition to this the SWEIC Early Years lead continues to meet in a separate forum with representatives from the South West early years operational network, strategic lead officers, Care Inspectorate, SSSC and South West RIT officers on a regular basis. This ensures a relevant focus is central to the individual workstreams agenda. The SWEIC early years leads attends all workstream meetings to support and progress pre-5 SWEIC priorities. The SWEIC early years lead officer continues to attend the Scottish Government's Deferral Working Group, feeding back to the strategic early years' leads as required. This supports their local authority work. She is a participant in Scottish Government focus group to be involved in joint work to support the extension of eligibility to 2-year-olds with a care experienced parent.

This session in conjunction with the GIRFAL workstream there has been a focus on early years' assessment and moderation as highlighted in the SWEIC plan. The SWEIC early years officer continues to work with a range of colleagues to create a bespoke programme to address this which is more relevant than ongoing QAMSO work. This will be used independently by managers and head teachers to enhance identified professional development needs within their schools and settings.

Two 8-session SWEIC Play Pedagogy programme were delivered this session. These professional learning opportunities run on a monthly basis with participants committing to this on a regular basis.

The aim of Programme 1 was to enhance a shared understanding of the concept in the Early Years curriculum, increase confidence in implementing this and address the needs of participants. This course was a re-run of last session's delivery given the demand and currently has 138 members on the Team. The second course for the more experienced practitioner, runs alongside it and explores key aspects of play pedagogy with a more in-depth approach. This requires an element of practitioner enquiry which will be shared upon conclusion. Aiming to build capacity and grow our own, participants from last session's programme 1 have presented at this. Cross-RIC links have also been utilised with colleagues from the Northern Alliance Early Years team contributing while the SWEIC seconded officer in turn, presented a session within their programme.

Both play pedagogy programmes have been highlighted as good practice to the Scottish Government.

In response to practitioner demand, an early years' play pedagogy ASN focus group has been established. This space allows practitioners to share practice, network and discuss concerns / issues and solutions. It is the aim of the group moving forward to work collaboratively to plan and produce professional learning to support practitioners.

Partnership with Education Scotland

SWEIC continues to be well supported by the Education Scotland Regional Advisor who works closely with the Strategic Officers and the SWEIC QIM. The Senior Regional Advisor leads the Education Scotland Regional Improvement Team and works closely with officers in the SWEIC. Each of the SWEIC workstreams have representatives of the Regional Improvement Team working with them as workstream members. A number of the SWEIC

webinars and online events have been led or supported by the members of the SWRIT during session 2022/23 which is increasing opportunities for partnership working.

Additional Groups

A number of additional groups are continuing to add to collaborative capacity across the South West and support the workstreams where applicable. The groups include for example staff focused on Additional Support Needs, Psychological Services, Information and Communications Technology, Early Years, Staffing, and Community Learning and Development. The growth in the number of these groups very much demonstrates the willingness to work collaboratively across the South West and beyond. The impact will it is hoped increasingly focus on better outcomes for children and young people. Over the course of the development of the 2022/23 plan this list will continue to grow to include more staff/curriculum networks and opportunities for youth participation.

Resources

Funding is provided to the SWEIC by Scottish Government. This has facilitated much of the workstream activity along with the secondments of experienced senior staff to lead and support the progress of the workstreams. The funding has created additional capacity which has added significantly to the pace of progress.



Moving Forward – next steps

The SWEIC Team - from Spring 2023

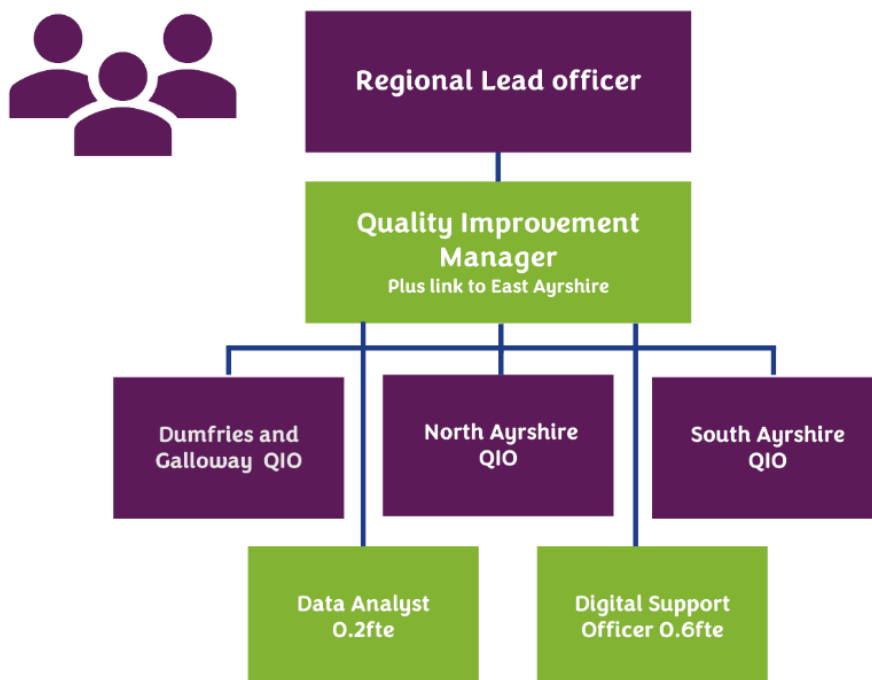
In creating a new structure, it is proposed that each local authority appoints for the South West Improvement Collaborative, (SWEIC) a Quality Improvement Officer (one for each authority where QIM is not from) to take forward the work of the SWEIC plan. The funding for the QIO post would be provided through the SWEIC grant and would support a level of joint working across the SWEIC/LA with the former taking more of the allocated time. This new structure would mean many of the previously appointed posts would no longer be needed and other positions would no longer require the time allocated to them so would be reduced.

The main role of the SWEIC QIOs would assist the RIC Lead and RIC Quality Improvement Manager in leading the work of the South West Educational Improvement Collaborative to improve educational outcomes. As a QIO/Workstream lead, the QIOs will be working in an innovative and growing networked learning system. They will link with all four local authorities which make up the South West Educational Improvement Collaborative and their key partners but will be aligned to one of the local authorities.

They will contribute to a wide-ranging portfolio of strategic and operational support and will be involved in driving the regional collaborative response to key national and local priorities.

The QIOs will each lead a significant area of the SWEIC plan as a workstream lead working closely with stakeholders across the SWEIC. They will play a lead role in monitoring performance and impact, supporting and delivering continuous professional learning and collaborative opportunities across the South West to support improvement and outcomes for children and young people.

The SWEIC Team – from Spring 2023



Appendix 1: High Level Critical Indicators

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	2021/22 Value	Stretch Aim/ Target
% of Children Meeting Developmental Milestones 27–30month review	78	82	83	83	82	79.9	**80
% 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	66.9	**70.5
% 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	57.8	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	75.8	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	18	16
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	74	78	78		69	75.7	**78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy SIMD 20% most disadvantaged	66	72	70		59	68.4	75
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy SIMD 20% least disadvantaged	84	87	89		81	84.4	88
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	16	13
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	84	88	86			83.2	**86
% 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			74.8	84

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	2021/22 Value	Stretch Aim/ Target
% 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 ^a			91.5	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 ^a			16.7	10
% of S3 pupils achieving third level or better in numeracy	85	90	90			86.4	**89
% of S3 pupils achieving third level or better in numeracy SIMD 20% most disadvantaged	75	85	83			76.8	84
% of S3 pupils achieving third level or better in numeracy SIMD 20% least disadvantaged	95	95	96 ^a			94.1	96
Percentage point difference (pp) of S3 pupils achieving third level or better in numeracy Gap between most and least disadvantaged	20	10	13 ^a			17.3	11
% of leavers achieving 1 or more awards at SCQF Level 6 or better	64.1	64.9	63.97	65.82	68.61	65.1	*71
% of leavers achieving 5 or more awards at SCQF Level 6 or better	33.7	31.9	32.65	36.33	38.52	35.9	**40.16
% of school leavers achieving SCQF Level 5 in Literacy	80.5	80.8	81.25	80.9	83.25	80.9	**82.0
% of school leavers achieving SCQF Level 5 in Numeracy	70.3	69.6	68.05	70.62	71.62	70.1	**70.7
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		73		**78
Attendance Rates – All Pupils	93.0		92.66		91.8		**92.0
Attendance Rates – LAC status Pupils	91.0		87.0		90.0		**88.0
Initial School Leaver Destinations (% in positive destinations)	94.1	94.2	94.38	94.3	95.8	96.7	95
% Participation Rates for 16-19 year olds	91.0	91.1	90.5	91.0	91.5	92.4	93*
% 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

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	2021/22 Value	Stretch Aim/ Target
% 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 Avg**

Appendix 1: High Level Critical Indicators (cont...)

CfE Additional Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	2021/22 Value	National 2021/22
Percentage of pupils achieving early level or better in P1 for Reading	82	81	82		73	76.8	79.4
Percentage of pupils achieving first level or better in P4 for Reading	75	75	78		67	73.7	76
Percentage of pupils achieving second level or better in P7 for Reading	73	78	79		68	76.1	79.3
Percentage of pupils achieving third level or better in S3 for Reading	88	90	90			86.4	88.4
Percentage of pupils achieving fourth level or better in S3 for Reading	51	51	53			51.2	54.4
Percentage of pupils achieving early level or better in P1 for Writing	78	78	79		70	74.7	76.9
Percentage of pupils achieving first level or better in P4 for Writing	69	72	72		59	66.1	69.7
Percentage of pupils achieving second level or better in P7 for Writing	67	73	73		61	68.9	72.9
Percentage of pupils achieving third level or better in S3 for Writing	87	89	89			85	87.3
Percentage of pupils achieving fourth level or better in S3 for Writing	49	51	50			48.6	51.8
Percentage of pupils achieving early level or better in P1 for Listening and Talking	86	88	87		82	84.5	86.1
Percentage of pupils achieving first level or better in P4 for Listening and Talking	82	82	85		76	82.6	84.5
Percentage of pupils achieving second level or better in P7 for Listening and Talking	80	83	85		77	84.2	85.7
Percentage of pupils achieving third level or better in S3 for Listening and Talking	89	91	90			87.4	89.3
Percentage of pupils achieving fourth level or better in S3 for Listening and Talking	51	52	54			52.2	55.1
Percentage of pupils achieving early level or better in P1 for Literacy	75	75	76		66	71.5	74
Percentage of pupils achieving first level or better in P4 for Literacy	65	67	69		55	63.5	67.2
Percentage of pupils achieving second level or better in P7 for Literacy	70	68	71		58	66	70.6
Percentage of pupils achieving third level or better in S3 for Literacy	84	88	86			83.2	85.5
Percentage of pupils achieving fourth level or better in S3 for Literacy	42	43	46			45.9	47.7
Percentage of pupils achieving early level or better in P1 for Numeracy	85	86	84		78	81.9	83.6
Percentage of pupils achieving first level or better in P4 for Numeracy	73	73	75		63	72	74.9
Percentage of pupils achieving second level or better in P7 for Numeracy	70	74	75		66	73.8	75.7
Percentage of pupils achieving third level or better in S3 for Numeracy	85	90	90			86.4	89.1
Percentage of pupils achieving fourth level or better in S3 for Numeracy	51	55	59			58.5	59.3

Appendix 2: Collaborative Opportunities delivered this session reflecting the vision of the SWEIC

Date	Participants	PL Input/Theme
May	Numeracy Leads	Numeracy Leads – developing key concepts across the BGE which underpin mathematical thinking and reasoning from Early to Fourth Level.
May	All	Outdoor Learning Thematic Review Overview - an opportunity for practitioners to consider the key findings from the recently published National thematic review: Successful approaches to learning outdoors: A report by HM Inspectors.
Jun	Numeracy Leads	Numeracy Leads – embedding assessment in numeracy and mathematics across the BGE.
Jun	All	SWEIC Maths and Numicon Refresher.
Sep	Numeracy Leads	Numeracy Leaders: The Critical Friend Development Programme – designed to provide SWEIC Numeracy Leaders with the knowledge, skills and framework that will facilitate professional reflection on the role of a critical friend. Introduction.
Sep	Secondary Middle Leaders	Leaders of Pedagogues – programme for secondary middle leaders ready to develop their capacity and skills in leading other adults. Cohort 1
Sep	Primary and Secondary Depute Head Teachers	Depute Head Action Learning Sets – pilot of six, one hour action learning sets across the year to create a DHT network across the SWEIC.
Sep	All	Outdoor Learning – 6 inputs, each focussing on a key message from the National thematic review: Successful approaches to learning outdoors (A report by HM Inspectors). Session 1 – Partnerships.
Sep	Secondary Middle Leaders	Leaders of Pedagogues – programme for secondary middle leaders ready to develop their capacity and skills in leading other adults. Cohort 2
Sep	Class Teacher; Early Years Practitioners;	Embedding Skills Development throughout the learner journey – professional learning opportunity for practitioners who are interested in taking forward the systematic progression and recording of skills that learners develop throughout their educational journey.
Oct	All	SWEIC QAMSO Sharing Practice Session – a sharing of creative practice focusing on assessment and moderation by each local authority.
Oct	Class Teacher; Early Years Practitioners; NQT/ECT; Support Staff	Play Pedagogy Programme 1: Moving Forwards – aims to enhance a shared understanding of the place of play pedagogy in our curriculum and increase confidence in implementing this.

Date	Participants	PL Input/Theme
Oct	Numeracy Leads	Numeracy Leaders: The Critical Friend Development Programme – Understanding the context.
Oct	Secondary Middle Leaders	Leaders of Pedagogues – programme for secondary middle leaders ready to develop their capacity and skills in leading other adults. Cohort 1
Oct	Class Teacher	Enhancing Mathematical Practice within the BGE – designed to focus on the application of pedagogical approaches, including concrete, pictorial, abstract approaches, embedding active learning and formative assessment and the teaching of additional aspects of mathematics required to be taught in BGE secondary classes.
Oct	Class Teacher; Early Years Practitioners; NQT/ECT; Support Staff	Play Pedagogy Programme 2: The Next Chapter – explore common themes in play pedagogy in greater detail, provide participants with the opportunity to collaborate with colleagues, share practice and celebrate their successes.
Oct	All	Outdoor Learning – Leadership
Oct	Class Teacher; NQT/ECT; SLT/SMT	SWEIC QAMSO Sharing Practice Session – a sharing of creative practice focusing on assessment and moderation by each local authority.
Oct	Class Teacher; NQT/ECT; SLT/SMT	4 Stages of Progress: Revisit, Refresh, Relaunch – a session to share the four stages interactive resource with practitioners and to discuss its development and expansion moving forward.
Oct	All	The Inclusive Practitioner: Striving Towards Universal Provision – aims to build confidence and capacity in the delivery of universal provision in our classrooms across ages and stages through a progressive professional learning programme.
Oct	All	SWEIC EAL Blether – colleagues from Education Scotland, CLD and the EAL service give an overview of their roles and how they might support practitioners, followed by an open discussion around the challenges we are currently facing and ways we might tackle these.
Oct	Secondary Middle Leaders	Leaders of Pedagogues – programme for secondary middle leaders ready to develop their capacity and skills in leading other adults. Cohort 2
Nov	Class Teacher; Early Years Practitioners;	Embedding Skills Development throughout the learner journey – Meta-skills and skills framework
Nov	Class Teacher; Early Years Practitioners; NQT/ECT; Support Staff	Play Pedagogy Programme 1: Moving Forwards – Network input
Nov	Early Years	Financial Education: Early Years – financial education across the curriculum in Early Years.

Date	Participants	PL Input/Theme
Nov	Numeracy Leads	Numeracy Leaders: The Critical Friend Development Programme – What does it mean to be critical?
Nov	Secondary Middle Leaders	Leaders of Pedagogues – programme for secondary middle leaders ready to develop their capacity and skills in leading other adults. Cohort 1
Nov	Primary practitioners	Financial Education: Primary Schools – financial education across the curriculum in Primary schools
Nov	Class Teacher; NQT/ECT; SLT/SMT	SWEIC QAMSO Sharing Practice Session – South Ayrshire sharing their targeted approach to reading - South Ayrshire Reads.
Nov	Secondary Middle Leaders	Leaders of Pedagogues – programme for secondary middle leaders ready to develop their capacity and skills in leading other adults. Cohort 2
Nov	Primary and Secondary Depute Head Teachers	Depute Head Action Learning Sets – pilot of six, one hour action learning sets across the year to create a DHT network across the SWEIC.
Nov	Secondary practitioners	Financial Education: Secondary Schools – financial education across the curriculum in Secondary schools.
Nov	All	Outdoor Learning – Curriculum
Nov	All	Children's Rights: What? Why? How? – An introduction to the delivery of Children's Rights.
Nov	All	Play Pedagogy 2: The Next Chapter – Planning & Observations (Workshop).
Nov	Early Years Practitioners; SLT/SMT;	A Rights Based Approach in Early Years – for early years sector to develop their understanding of rights and to raise awareness and understanding of the United Nations Convention on the Rights of the Child (UNCRC).
Nov	Class Teacher; NQT/ECT; SLT/SMT	UNCRC Train the Trainer Programme – input to equip practitioners to train fellow practitioners in the delivery of Children's Rights in schools.
Nov	Class Teacher	Enhancing Mathematical Practice within the BGE – Numeracy across learning.
Dec	Class Teacher; Early Years Practitioners; NQT/ECT; Support Staff	Play Pedagogy Programme 1: Moving Forwards – Workshops
Dec	Secondary Middle Leaders	Leaders of Pedagogues – programme for secondary middle leaders ready to develop their capacity and skills in leading other adults. Cohort 1
Dec	All	UNCRC Learner Participation in Educational Settings 3-18 – further exploring the rights of learners and how to develop the participation and involvement of all children and young people in the implementation of these in their settings and establishments.
Dec	Class Teacher; Early Years Practitioners;	Embedding Skills Development throughout the learner journey – Pedagogical practices

Date	Participants	PL Input/Theme
Dec	Secondary Middle Leaders	Leaders of Pedagogues – programme for secondary middle leaders ready to develop their capacity and skills in leading other adults. Cohort 2
Dec	Primary and Secondary Depute Head Teachers	Depute Head Action Learning Sets – pilot of six, one hour action learning sets across the year to create a DHT network across the SWEIC.
Dec	Numeracy Leads	Numeracy Leaders: The Critical Friend Development Programme – Caring Conversations: promoting engagement and critical reflection.
Jan	All	Play Pedagogy 2: The Next Chapter – Network Groups, Reflective question / Follow-up task.
Jan	Secondary Middle Leaders	Leaders of Pedagogues – programme for secondary middle leaders ready to develop their capacity and skills in leading other adults. Cohort 1
Jan	Class Teacher; Early Years Practitioners; NQT/ECT; Support Staff	Play Pedagogy Programme 1: Moving Forwards – An input on effective adult-led interactions delivered by Julie Fisher.
Jan	Primary and Secondary Depute Head Teachers	Depute Head Action Learning Sets – pilot of six, one hour action learning sets across the year to create a DHT network across the SWEIC.
Jan	All	Limitless Learning – A growth mindset themed professional learning programme that supports the application of growth mindset practice to enhance pupil engagement, attainment, health and wellbeing, confidence and resilience.
Jan	Numeracy Leads	Numeracy Leaders: The Critical Friend Development Programme – Practitioner Inquiry.
Feb	Class Teacher; NQT/ECT; SLT/SMT	The Inclusive Practitioner: Striving Towards Universal Provision – Differentiation (Primary & Secondary).
Feb	Class Teacher; Early Years Practitioners;	Embedding Skills Development throughout the learner journey – The learning environment and leveraging digital.
Feb	All	Outdoor Learning – Experiences.
Mar	Class Teacher	Enhancing Mathematical Practice within the BGE – CPA development using pictorial representations within worded problems.
Mar	Class Teacher; Early Years Practitioners; NQT/ECT; Support Staff	Play Pedagogy 1: Moving Forwards – Two workshops being offered to participants; One with an outdoor learning focus and the other on provocations.