



# **Scottish Professional Learning Network**

## ***“Collaborations in Professional Learning”***

**Moray House School of Education and Sport**

**Wednesday 2<sup>nd</sup> October 2019**







# Collaborative Professionalism

*“Collaborative professionalism is about how teachers and other educators transform teaching and learning together to work with all students to develop fulfilling lives of meaning, purpose and success.”*



Hargreaves & O'Connor (2018)





“Unity is  
strength...when there  
is teamwork and  
collaboration,  
wonderful things can  
be achieved.”

**- Mattie Stepanek**

# CONNECTING CLASSROOMS

## Discover the power of Learning for Sustainability

Supporting collaboration across  
local and global learning communities



In collaboration with:



# Setting the scene

## Overview

1. **A vision for the planet, for Scotland and for learning**
2. **Professional learning with Connecting Classrooms through Global Learning**

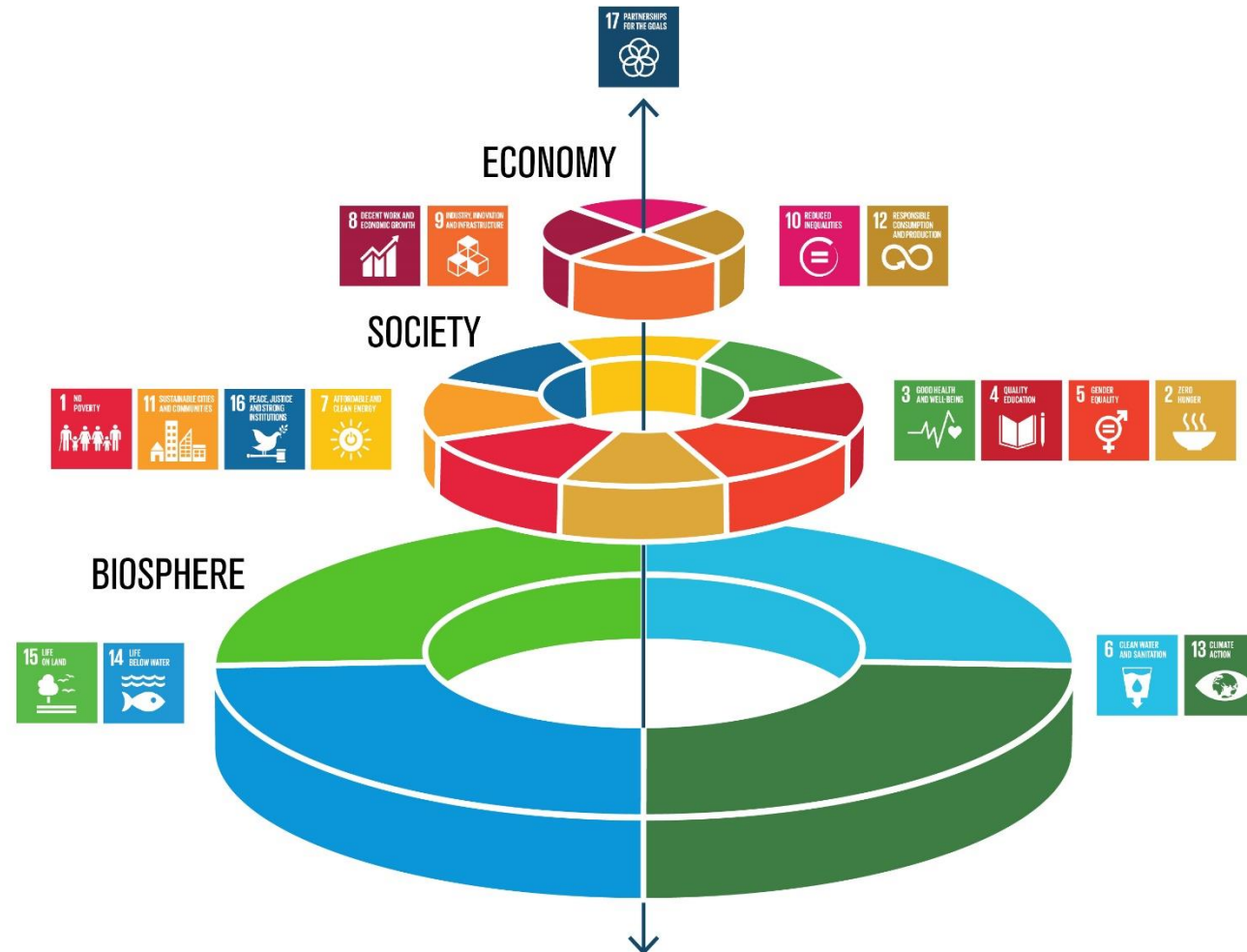
# 1. A vision for the planet, for Scotland and for learning...



# A vision for the planet



# A vision for the planet



# A vision for Scotland



Find out more about our [National Performance Framework](#)

# A vision for learning

## Goal 4:

**Ensure inclusive and quality education for all and promote lifelong learning:**

- **4.7:** “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development; including, amongst others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”



# A vision for learning

## Learning for Sustainability in our educational settings:

- An **entitlement** for all learners
- Every practitioner, school and education leader to demonstrate it in their practice
- Every school to have a whole-school approach to it
- All school buildings, grounds and policies to support it.
- A national, strategic approach to embed it.



- Find out more about Learning for Sustainability on the [National Improvement Hub](#)
- View the new [Scottish Government Learning for Sustainability Action Plan](#)



# Real-life learning for the 21<sup>st</sup> century

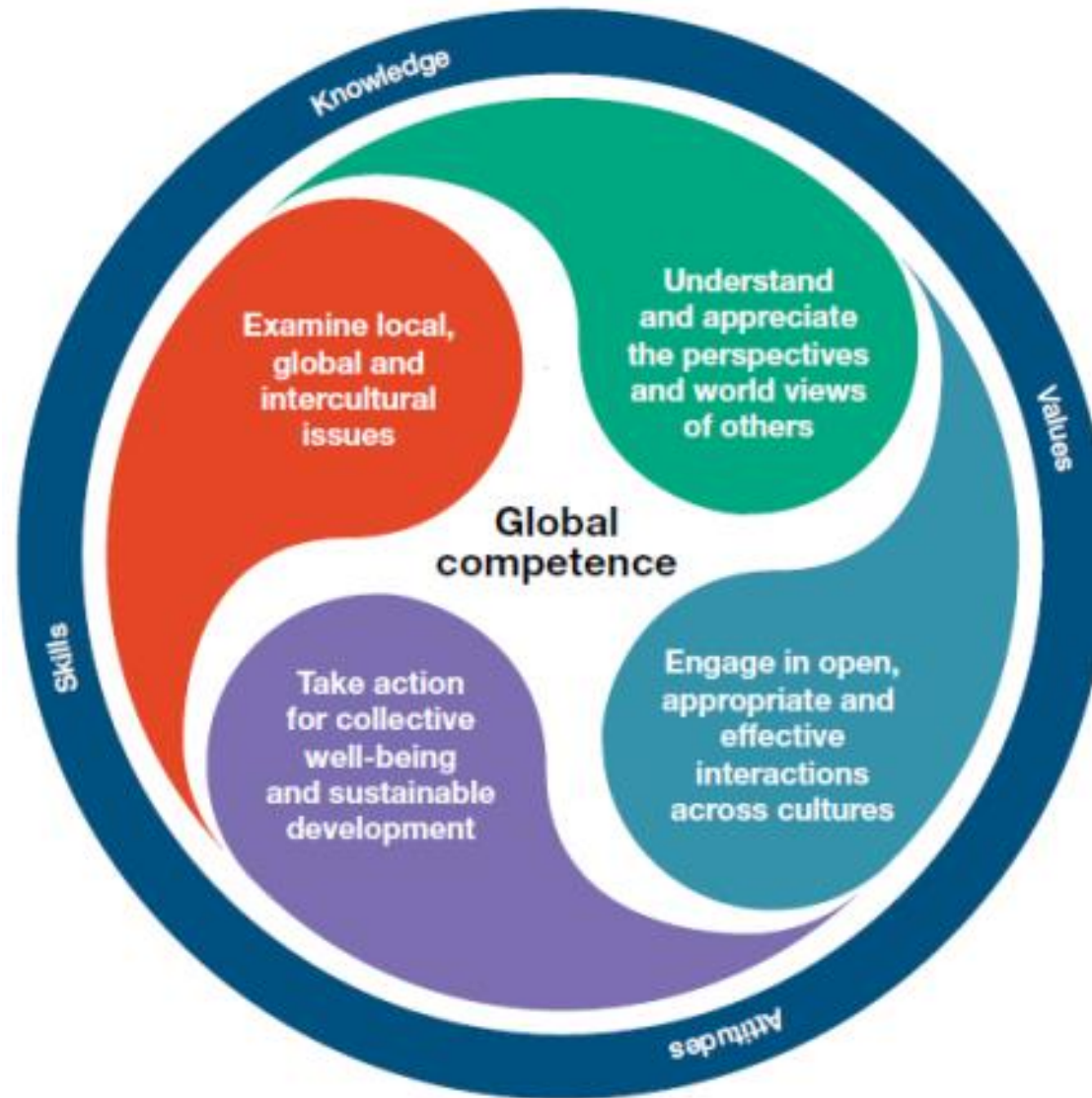




# Joining the dots



# Global competences



## 2. Professional learning with Connecting Classrooms through Global Learning

# What's it all about?

## Connecting Classrooms through Global Learning is an exciting new programme that:

- Supports schools to collaborate locally and globally on and learn about the big issues that shape our world
- Offers free support, professional learning and funding to support teachers and students to enhance the confidence, skills, knowledge, values and attitudes they need to thrive in our increasingly interconnected world
- Empowers positive change as part of a whole-school approach to Learning for Sustainability.

# What support is available?

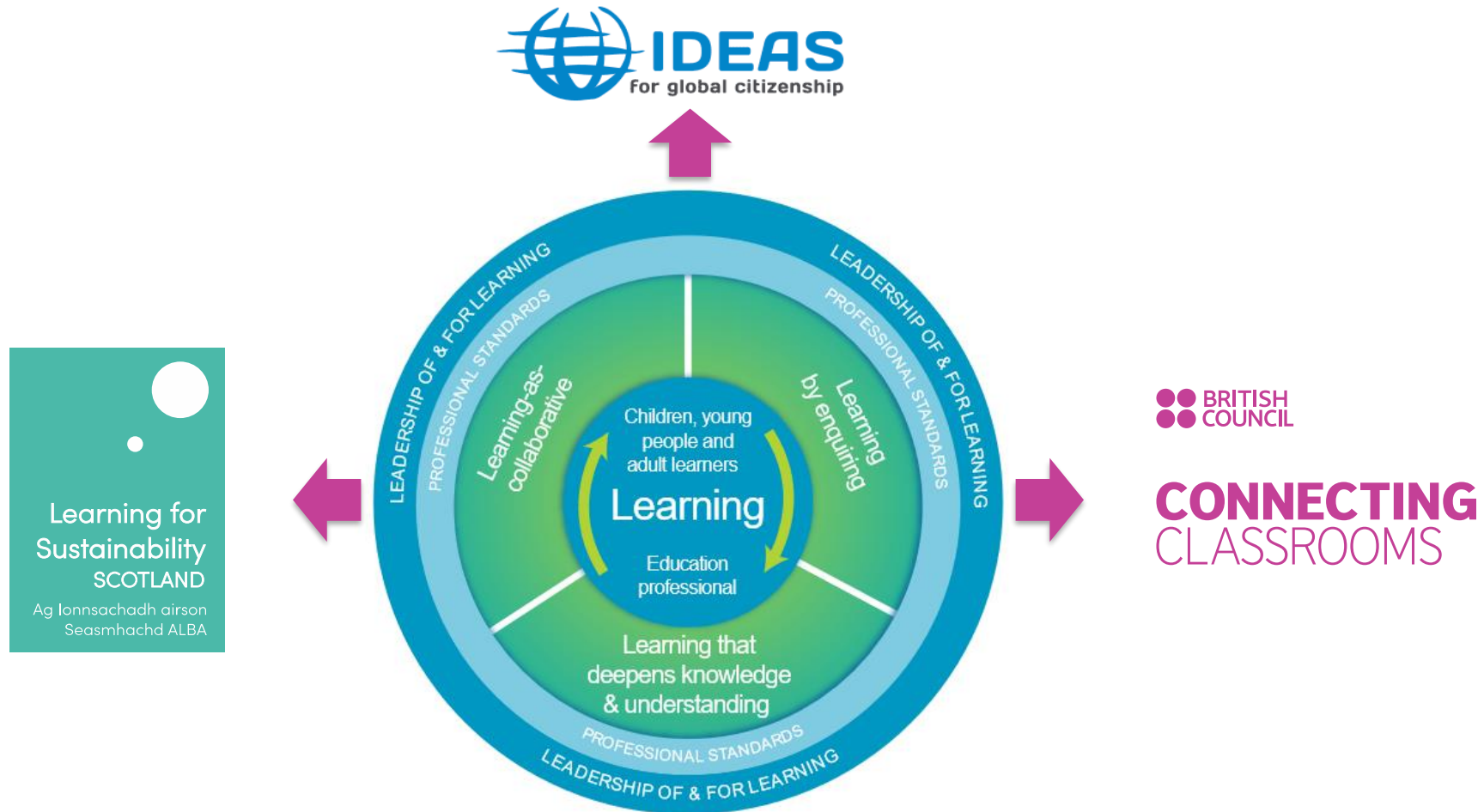
## 1. Professional Learning

- **Fully-funded professional learning:** delivered in a way that suits practitioners and their settings

## 2. Local and international partnerships

- **Free support from local experts** across Scotland
- **Free classroom resources** to support projects themed around the UN Sustainable Development Goals (SDGs)
- **Generous funding** to facilitate international visits, events and training: up to £3,000 for one-to-one partnerships and £35,000 for cluster partnerships: which includes funds to cover a cluster-co-ordinator's time.
- **Recognition leading to accreditation** through the British Council International School Award.

# Our professional learning





## CONNECTING CLASSROOMS

	 <p>Learning for Sustainability SCOTLAND Ag Innseachadh airson Seasmhachd ALBA</p>	 <p>IDEAS for global citizenship</p>
<b>Course</b>	✓ Making Connections through Learning for Sustainability	✓ Learning for the SDGs ✓ Developing and maintaining equitable schools partnerships
<b>Format</b>	Fully online course for individuals, or a whole-setting blend of face-to-face and online learning	Face-to-face, plus webinar; or a whole-setting blend of face-to-face and online learning
<b>Who is it for?</b>	Early years, ASN, primary and secondary practitioners	Early years, ASN, primary and secondary practitioners
<b>Levels</b>	Intermediate (Level 2), advanced (Level 3) and advanced plus (Level 4)	Intermediate (Level 2) and advanced (Level 3)

<http://learningforsustainabilityscotland.org/connectingclassrooms/professionallearning/>

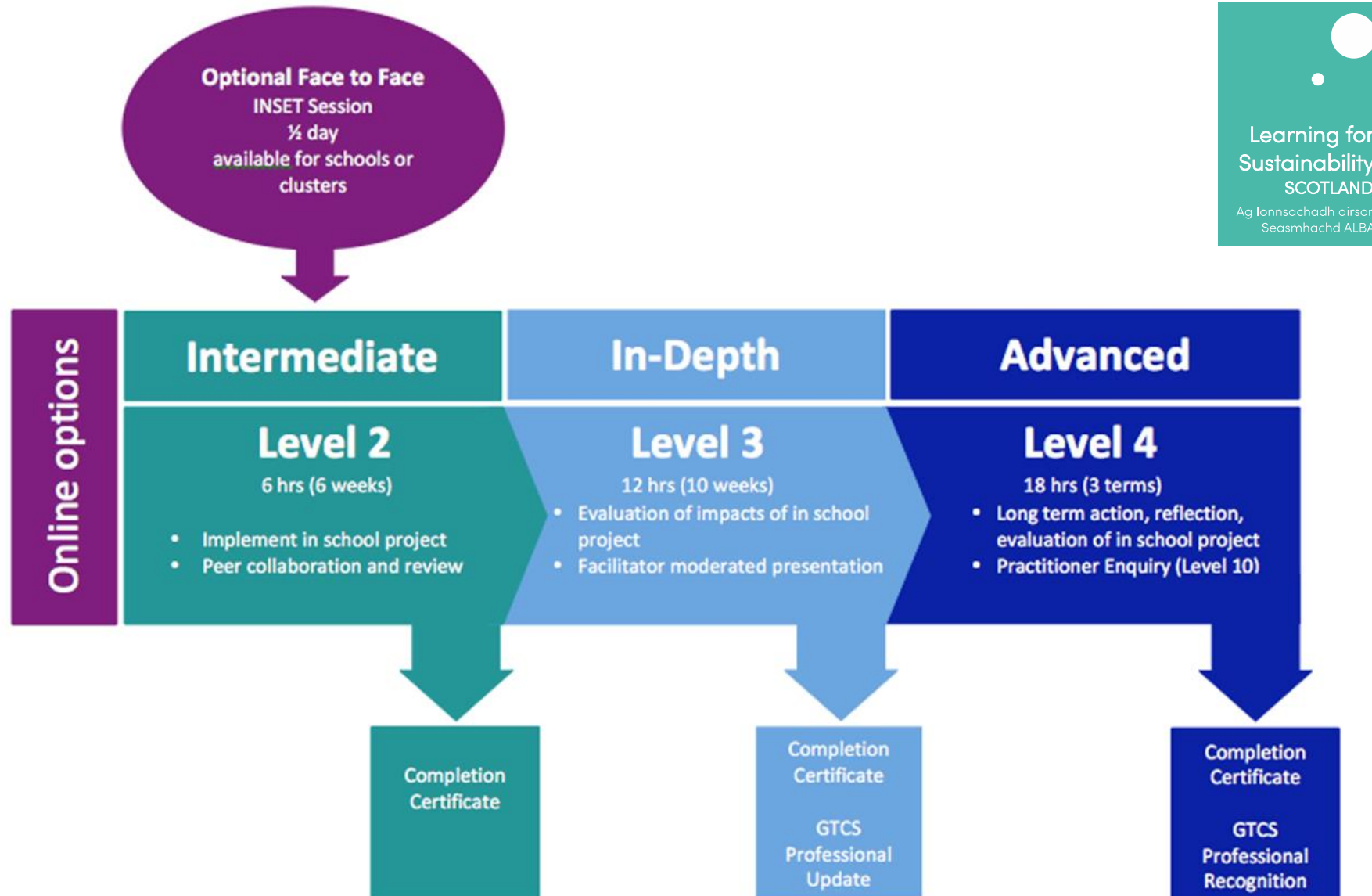
# Making Connections through Learning for Sustainability

**In the context of Learning for Sustainability and the UN Sustainable Development Goals:**

- Reflect on how to develop the skills and values required of teachers and learners to live in an interdependent world
- Critically consider practical approaches to learning and teaching for Learning for Sustainability
- Apply in practice and reflect on the impact of approaches to Learning for Sustainability at an individual, whole school and global level
- Develop confidence in teacher leadership for Learning for Sustainability and engage in peer learning opportunities through an established practitioner network



## CONNECTING CLASSROOMS



# Learning for the Sustainable Development Goals



## In the context of Learning for Sustainability and the UN Sustainable Development Goals:

- Support teachers in developing their confidence, knowledge, and skills to bring the 17 UN Sustainable Development Goals (SDGs) alive in the classroom and beyond.
- Explicitly linked to Curriculum for Excellence: as well as the national and international contexts which support young people to critically engage in real-world issues.
- Delivered at Levels 2 and 3.

# Learning for the Sustainable Development Goals



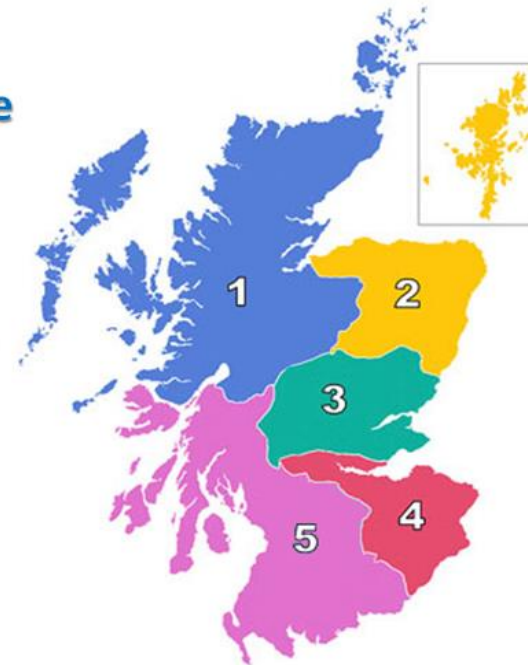
1 Highland One World Centre

2 Montgomery DEC

3 One World Centre Dundee

4 ScotDEC

5 WOSDEC



# Our impact

*"This valuable learning can be easily integrated into the existing curriculum thus enhancing the learning and teaching experience in many ways."*

*"The project I initiated as a result of the course has been a great way of involving families and the community in the pupils' learning."*

*"As a result of the training I undertook, the children in my class have enjoyed the activities I facilitated and felt more informed. Many made changes at home as a result. They realised they could take small actions which, together, create bigger change."*

*"Brilliant course facilitated by very knowledgeable staff who knew how to integrate SDGs into the curriculum. I feel very much more confident in delivering SDGs as part of sustainability in my educational setting."*



## Our professional learning

## 'Smart and beautiful projects'

## Connecting Classrooms and attainment



Schools in North West Sutherland hosted partner teachers from Eastern Rift Valley in Kenya



Mae  
@maemackay\_

Spent the last few days at Juliet Johnston, our partnership school in Ghana. Our teachers have been working together on the 17 @GlobalGoalsUN 🇸🇪 🇸🇩





# CONNECTING CLASSROOMS



**connectingclassrooms@ifsscotland.org**

**[www.learningforsustainabilityscotland.org/connectingclassrooms](http://www.learningforsustainabilityscotland.org/connectingclassrooms)**

In collaboration with:





# CONNECTING CLASSROOMS



Discover the power of Learning for Sustainability

In collaboration with:



THE UNIVERSITY  
of EDINBURGH



**Maria Walker**  
Strategic Director for  
Regional Working,  
Education Scotland

*“Making collaboration work”*



Education  
Scotland  
Foghlam Alba



# Regional Working

**Making Collaboration Work**

For Scotland's learners, with Scotland's educators



# The Regional Directorate within Education Scotland

- Education Scotland is the national team which works regionally – we need to develop that balance of national strategy and local expectations within an empowered system
- To do this, we must work at the skills and the attitudes which support good collaboration
- In collaborative working, not only clarity of purpose but courtesies are essential. In a distributed leadership model this is even more essential.
- We are working with both LAs and RICs, through a process of negotiation, to establish the right support for the system. This is hard work!
- Regional Teams differ in size, geography and political composition. One size does not fit all
- Context is paramount – behaviours, political and financial situations all affect collaborative practice

# The Role of the SRA

- Manage the designated Regional Team in a way which reflects the size and geography
- Model and develop collaborative practice within Education Scotland and with partners
- Establish and maintain strong working relationships with Regional Improvement Collaboratives and with LA Directors/CEOs
- Support the development of an empowered system at school, authority and regional level through deploying Education Scotland colleagues in a way which builds capacity
- Take responsibility for the implementation of national programmes within their area e.g. SAC, STEM and National Improvement Framework obligations
- Undertake liaison and development of any strategic issues on behalf of the Regional Directorate
- Understand and work within the complexities of the national/regional focus of the work

# Making it work – what do we know so far?

- Collaboration takes confidence – personal and system wide
- There has to be an understanding of power relationships as well as intent/purpose
- It is inevitable that collaboration begins with easier, less controversial tasks but in a national area such as this, impatience is a factor
- There are structural ways in which the RICs can be successful but some of the more “professionally led” areas may turn out to be stronger
- This will not work unless there is whole system approach – professional learning at all levels is key

# Some Questions for Professional Learning

How do we achieve a whole system, interrelated approach to collaboration at a regional and local level?

How do we address the inequalities of resource at local level? How do we achieve “virtuous partnerships”?

What would you like to see from Education Scotland to support professional learning in an empowered, collaborative system?



**Lesley Walker**

Lead Specialist, Professional Learning &  
Leadership Team, Education Scotland

*“Strengthening Professional Learning and  
Leadership Capacity”*

# Professional Learning and Leadership (PLL) team in Education Scotland

- SCEL now merged with Education Scotland
- Increased capacity - locally, regionally and nationally
- New brand and communications
- Continued engagement through learning programmes
- Refreshed online resource:

[www.education.gov.scot/professionallearning](http://www.education.gov.scot/professionallearning)



# **Regional Collaborations in Professional Learning: RIC Overviews**



**Scotland's  
Regional  
Improvement  
Collaboratives**





# **South East Improvement Collaborative**

**Christine Rednall**

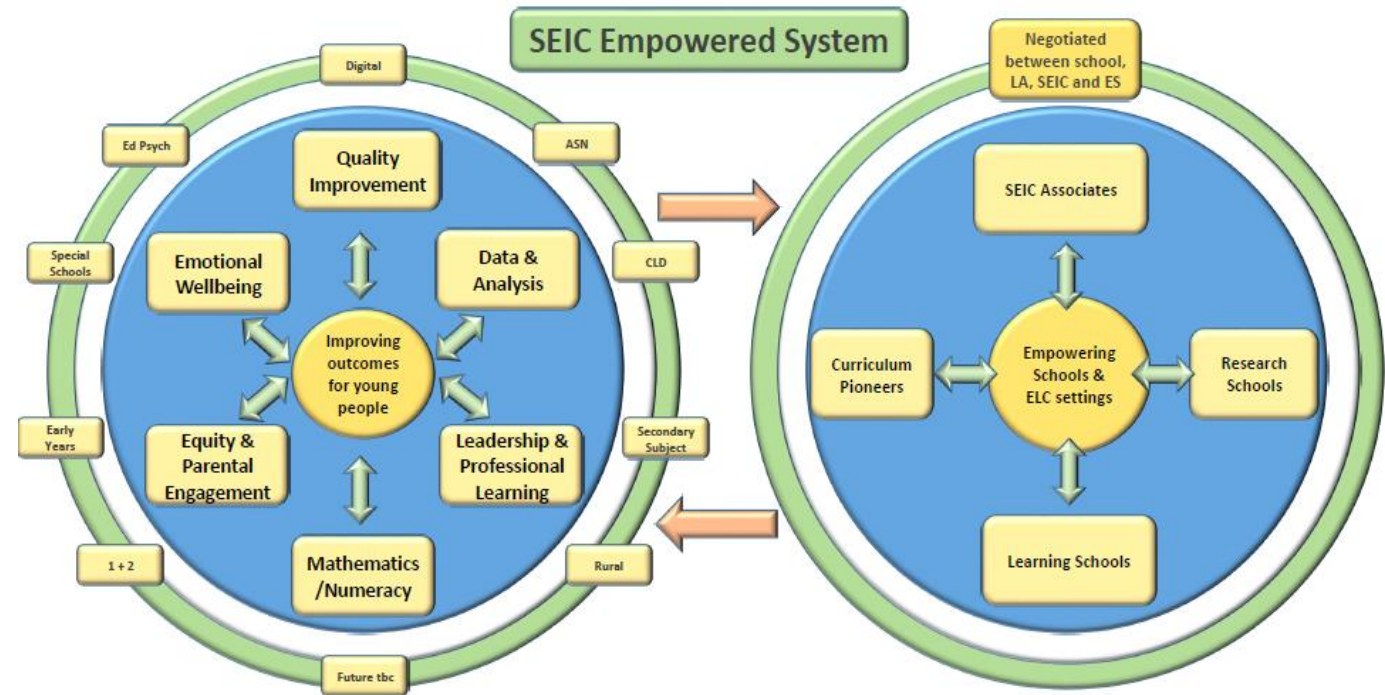


# SOUTH EAST IMPROVEMENT COLLABORATIVE

*Working together, empowering all, improving outcomes*

## Leadership and Professional Learning Work stream - Key Activities to date

- In Service Day: Facilitation and Organisation  
11 key events & e-collaboration pack
- CLPL Gap Analysis Audit
- Connect: A Programme for Depute Head Teachers (in collaboration with Education Scotland)
- Creation of a Rationale for Research Schools Framework, which is underpinned by SEIC Empowered System





# Northern Alliance

Olwen Fraser

# Professional Learning Overview



## 1. Emerging Literacy

Whole school literacy, language and communication toolkit used for supporting teachers

Online professional learning modules developed

500 primary schools involved in professional learning offer around emerging literacy

## 2. Early Years

Project Assurance toolkit developed to support local authorities evaluate progress towards 1140 and next steps are to focus training on quality of provision

## 3. CLD

Digital Skills training

Family learning packs developed and training in place for practitioners to use

## 4. 1+2

Online CLPL developed for all eight local authorities to use

# Professional Learning Overview (cont)



## 5. Poverty/Closing the Gap

Suite of workshops under development at present to be rolled out across RIC

## 6. Sustaining Education

Training and development provided across RIC on carrying out suitability assessments of learning estate

## 7. Learning Hub

Creation of a Learning Hub, in partnership with University of Aberdeen and based there, providing and promoting opportunities for collaborative learning. Learning formally and informally, the Hub will provide opportunities to shape, enhance and transform learning



# **Tayside Improvement Collaborative**

Michelle Lewis





# Tayside Regional Improvement Collaborative (TRIC)

## What we have achieved in Year 2

*'Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.'* \*

\* A shared priority area from the Tayside Plan for Children, Young People & Families 2017-2020, Tayside's Integrated Children's Services Plan

Tayside's Learning & Attainment group (Priority Group 2) responds to two planning frameworks: Tayside's Integrated Children's Services Plan and the TRIC Plan. The impact of the collective work in year 2 has extended to a significant number of practitioners across Tayside from class teachers to middle leaders and senior leaders. This impact is the result of effective leadership of the 5 five workstream areas:

### 1 Learning and Teaching (Practitioner enquiry with a focus on feedback)

This project increased teacher knowledge and skills in practitioner enquiry and the pedagogy of effective approaches to feedback to learners. We increased the professional capacity of teachers by collaboration across partner authorities through professional learning communities and the creation of a Tay Pedagogy Hub. Face-to-face information sessions laid the foundations for collaborative enquiry groups – and this has been supported by the General Teaching Council of Scotland. Practitioners have undertaken their enquiries with support from our online community (Tay Pedagogy Hub) and evaluated their project. These evaluations have demonstrated success with very positive comments from practitioners, Head Teachers and Education Scotland. An event for sharing professional learning from the project was held to highlight the positive impact of this workstream.

This work is being upscaled in Year 3.

Scan here to watch a short video about the work of this workstream.  
<http://bit.ly/workstream-1>



### 2 Numeracy

This workstream has focused on the dip in numeracy attainment at P4 in a number of Tayside primary schools. It has explored potential reasons for this dip through reflecting on what research says about 'effective learning and teaching approaches that promote positive attitudes and develop high expectations, confidence and resilience in maths' (Making Maths Count: Recommendation 4, Scottish Government, 2016). Teachers from 12 schools have been supported to critically examine the pedagogy in their settings, evaluate their current position in terms of the recommendation and plan and implement 'tests of change' based on their findings and context.

The group planned and delivered the first ever Tay Maths Conference which was highly successful.

Scan here to watch a short video about the work of this workstream.  
<http://bit.ly/taysidenumeracy>



### 3 School Improvement

This workstream has developed and shared a Collaborative Directory to underpin school improvement activity by increased collaboration between headteachers across the regional improvement collaborative. The Directory allows schools to share areas of effective practice and highlight those areas where they feel they would like further support in.

Self-evaluation guidance has been created and examples of evaluative self-evaluation documents gathered and shared to reflect the strengths and improvement needs of schools through moderation.

Collaborative School Visits have been supported to ensure high expectations have been shared and developed through increased participation in reciprocal visits across the RIC.

A very successful Digital Learning Festival which was planned collaboratively with all local authorities and University of Dundee and Education Scotland was held.

Scan here to watch a short video about the work of this workstream.  
<http://bit.ly/tricdigitfest>



### 4 School Leadership

The Leadership workstream has successfully implemented and completed the first Tayside Regional Improvement Collaborative Leadership and Induction Programme (LDIP) for newly appointed Headteachers from each of the three local authorities. Participants benefited from an experienced peer Headteacher as a mentor that supported building leadership capacity further in the system by providing a supportive and secure mechanism for newly appointed headteachers to seek advice, guidance and ideas.

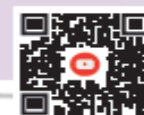
The organising group made effective use of expertise from within each local authority, including data specialists, leadership specialists and educational psychology and worked in close partnership with Education Scotland, SCEL and the Improvement Service.

The Collaborative Middle Leadership (CML) programme was planned by the TRIC and Education Scotland with participants from each local authority. The CML programme will run with a blended approach to delivery.

### 5 Curriculum Leadership

This workstream, led by Education Scotland has worked with a group of middle leaders to develop approaches to leading the curriculum in schools. The group has developed a two day training programme for fellow middle leaders.

Scan here to watch a short video about the work of this workstream.  
<http://bit.ly/imagine4workshop>

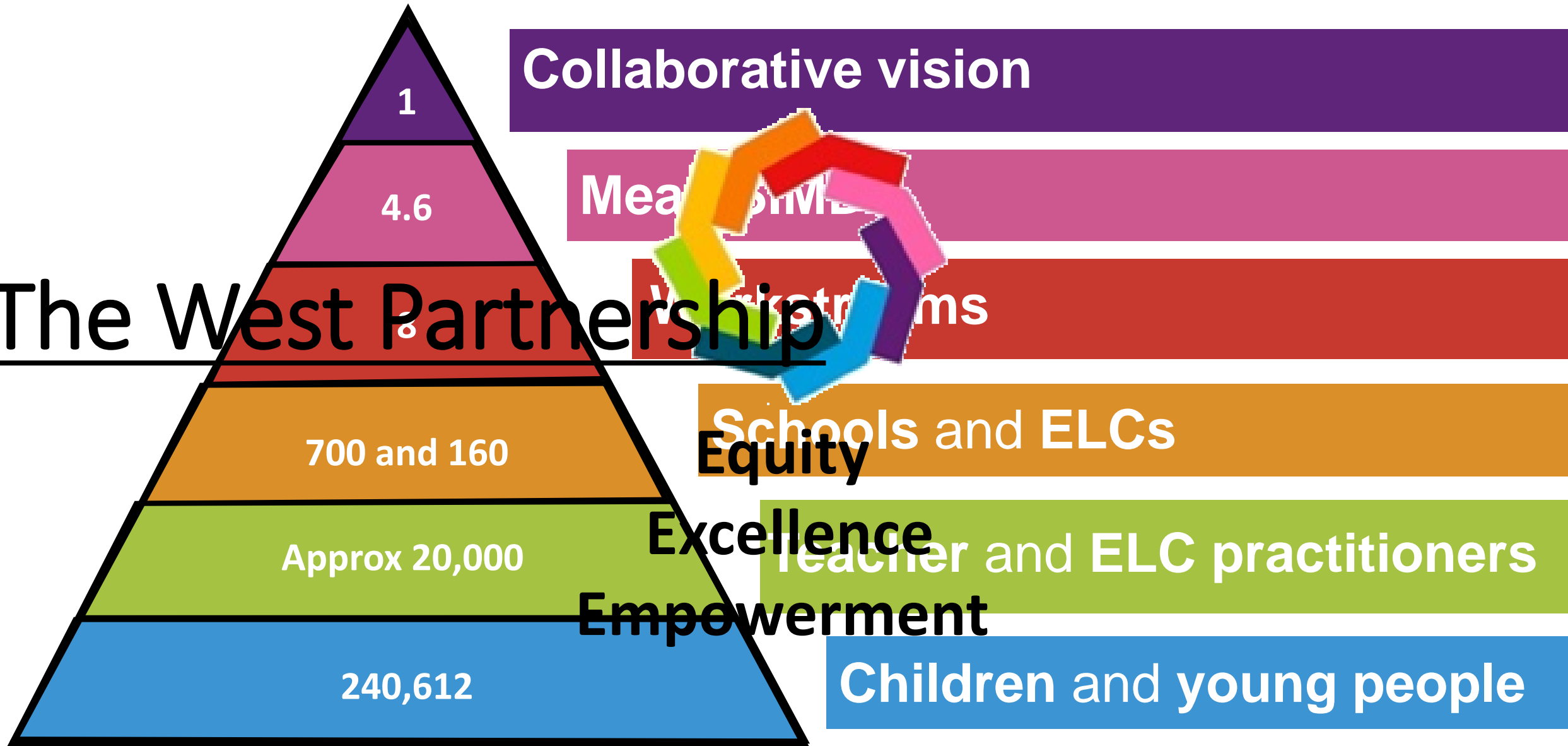




# **West Partnership**

John Stuart  
Jen Crocket

# The West Partnership



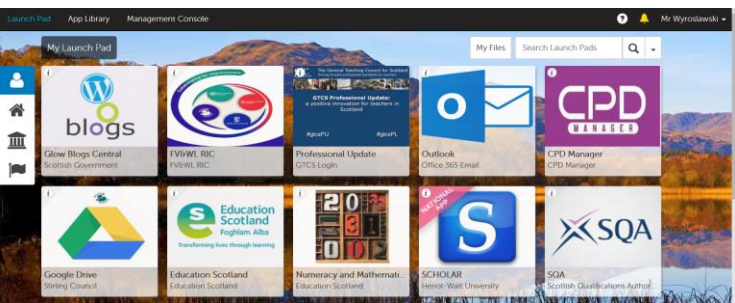


# **Forth Valley & West Lothian Collaborative**


Stefan Wyroslawski



# Forth Valley and West Lothian Regional Improvement Collaborative



Easy access to CLPL Programme  
and CPD Manager for staff



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SHARE COURSE

Course Title: Delivering STEM

Course Reference: FVWLIC8

Venue: Camelon Education Centre  
Abercrombie Street  
Camelon  
FK1 4HA

Maximum number of attendees: 40

Current number of attendees: 8

Enter the external cost per head and select the other CPD sites you wish to share this course with.

Please Note: If you stop sharing this course with another CPD Site

External Cost Per Head: £ 0.00

CPD Sites:

Please select

East Ayrshire

East Dunbartonshire

East Renfrewshire

Gateway

Gateway Education

Glasgow

Highland

Inverclyde

Moray

North Ayrshire

North Lanarkshire

Renfrewshire

Renfrewshire Social Work

West Dunbartonshire

Ability to share courses  
between and outside RIC

We can engineer the system  
to give us evidence of  
impact and data through  
PRD for future planning

Blog as hub for information  
Course materials also accessible from here

Home Welcome to the Forth Valley and West Lothian Regional Improvement Collaborative Numeracy Literacy  
Early Learning and Child Care Career-Long Professional Learning Performance Information Get in Touch

Career-Long Professional Learning  
For our CLPL Programme click below:

[CLPL-Programme-2019-2020-Update-27.09.19](#)

For information about CPD Manager click [here](#)

The Forth Valley and West Lothian Regional Improvement Collaborative  
Career-Long Professional Learning rationale

The aim of this work stream is to develop professional learning that will bring together national expertise, research and effective practice. This approach will utilise and enhance the talents of colleagues at all levels across the collaborative.

What is our data telling us?

From across our 4 authorities has been gathered and analysed. This includes:  
Annual self-evaluation of core QIs returns to Education Scotland since October 2017;  
Teacher engagement in SCEL Programmes: Towards, Into, In and Excellence in Headship;  
Induction programmes for newly appointed and aspiring HTs;  
Access to leadership development programmes for practitioners, middle leaders and HTs;  
Partnerships of engagement with Universities;  
Availability, quality and impact on improvement of Quality Assurance and Moderation support  
Programmes (QAMSOs);  
Authority programmes for probationer teachers;  
Quality and content and reach of the previous Central Scotland Partnership professional learning  
Programme; and  
Emerging themes for improvement from LA school reviews and Education Scotland HMI inspections.

How is this data helping us to plan?

WORK STREAMS – LATEST POSTS

- Career Long Professional Learning
- Early Learning and Child Care
- Events
- Literacy
- News about Forth Valley & West Lothian Regional Improvement Collaborative
- Numeracy
- Performance Information

ABOUT EACH WORKSTREAM

- Home
- Welcome to the Forth Valley and West Lothian Regional Improvement Collaborative
- Profile of Forth Valley and West Lothian Area
- Performance and Improvement
- Numeracy
- Literacy
- Developing Teachers' Professional Judgement – Reading
- Building a Reading Culture
- Developing Early Vocabulary
- Early Learning and Child Care
- Career-Long Professional Learning
- CPD Manager
- CPD Manager – step by step guide to book a course
- CPD Manager Roles, Responsibilities and Guidance
- What is the Evidence for Moderation of Outcomes


25 distinct courses in our offer based on  
consultation, analysis of data and supporting  
national priorities

Collaborating with a wide range of partners  
to deliver high quality experiences

Prototype model (session 1)

- Getting started (10min) – welcome the team and outline aims, intentions and success criteria
- Overview (30min) – overview of expectations for the sessions ahead, also an opportunity for the group to explore why we are here
- New learning (30min) – high-quality input provided for the group
- Action planning (30min) – create a clear plan about we will do before the next meeting
- Wrap up (5min) – review of aims, intentions and overall success of meeting
- Networking and farewells (15min) – opportunity to build relationships and strengthen connections

Piloting a standardised model of delivery



Forth Valley & West Lothian

Regional Improvement Collaborative

Edit profile

FVWLcollaborative

@FVWLric

[blogs.glowscotland.org.uk/glowblogs/fvwl...](#)

Joined January 2018

173 Following

971 Followers

Tweets

Tweets & replies

Media

Likes

Pinned Tweet

FVWLcollaborative @FVWLric · 23 Sep

We know that you know... but your colleagues may not!

Please support our FV&WL RIC by sharing the CLPL Programme which can be found at the link below.

All details and instructions required to sign up to courses included.

Twitter feed to promote offer  
and connect with colleagues



# **South West Collaborative**

Helen Cassidy



# SWEIC Leadership Workstream

To add value to existing leadership development across the RIC.

Consultation with Head Teachers led to clear focus on opportunities to share leadership practice and collaborate.

## Areas of focus 2019-20

- **Develop Families of Schools approach in primary sector**
- **Create a framework of opportunities to share leadership practice at all levels across all sectors**
- **Develop a bespoke middle leadership development programme with a focus on the leadership of pedagogy – partnership work with Education Scotland**
- **Coaching For Success programme**





# Regional Improvement Collaborative Local Groups

Please gather with colleagues from **your own RIC area**.  
RIC representatives will share their current work through  
the lens of Professional Learning & Leadership.

**Lunch 12.15-1.00**





# Cafe Conversations

All RIC representatives will share their current work through the lens of Professional Learning & Leadership.

**Please attend 3 RIC group sessions outwith your own RIC.**



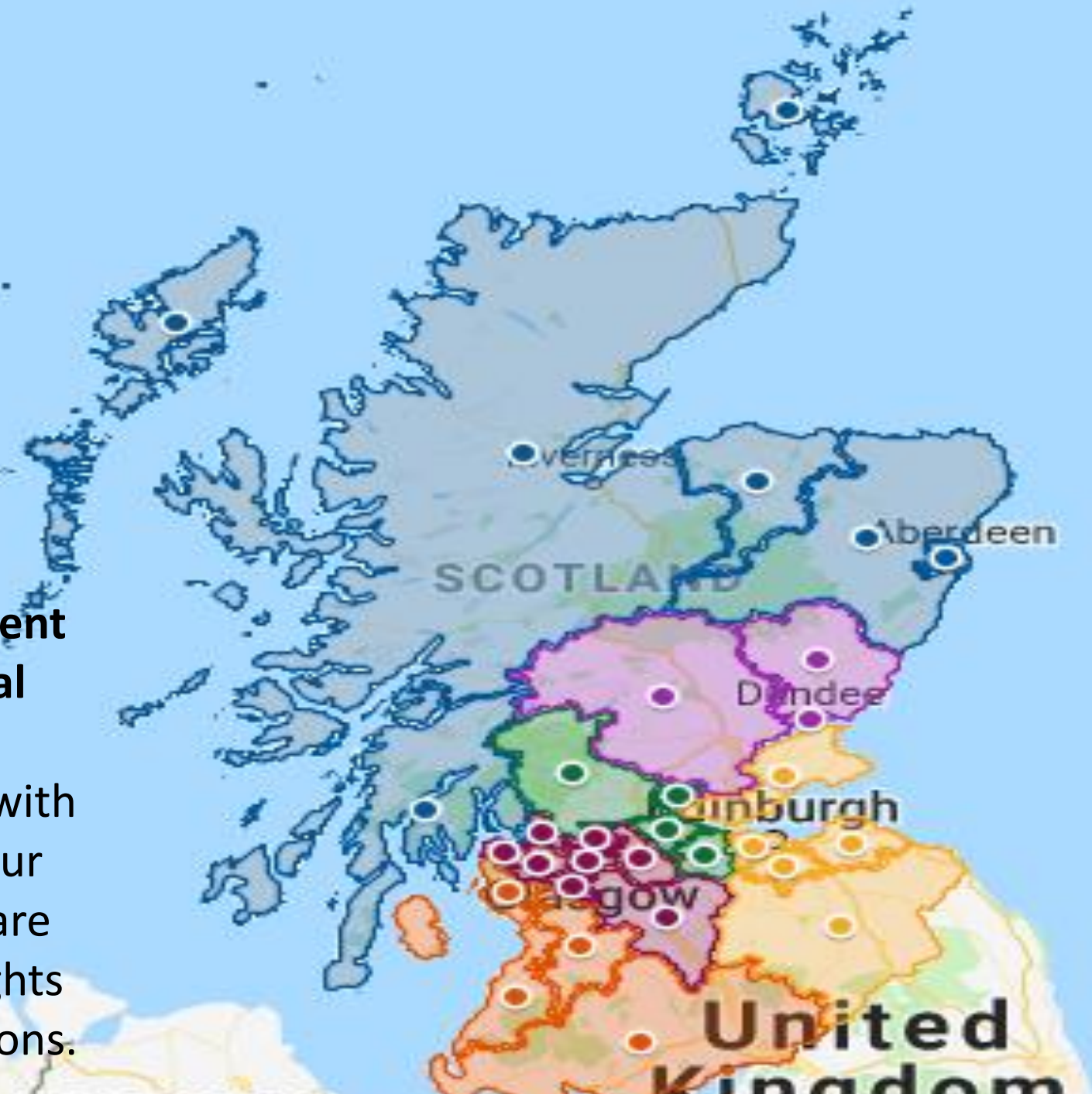
# Coffee 2.15-2.30





**Regional Improvement  
Collaborative Local  
Group Feedback**

Please gather again with  
colleagues from your  
own RIC area to share  
reflections and insights  
from café conversations.





# **Update from Scottish Government**

Fearghal Kelly



Refreshed CfE Narrative: [scotlandscurriculum.scot](https://scotlandscurriculum.scot)

Empowering Schools: <https://education.gov.scot/improvement/learning-resources/anempowered-system>

Teaching in a diverse Scotland: <https://www.gov.scot/publications/teaching-diversescotland-increasing-retaining-minority-ethnic-teachers-scotlands-schools/>

Headteacher Recruitment Working Group report: <https://www.gov.scot/publications/headteacher-recruitment-working-group-report-nextsteps/>

Independent panel on career pathways for teachers: <https://www.gov.scot/publications/independent-panel-career-pathways-teachers-final-report/>

Regional Improvement Collaboratives (RICs) interim review: <https://www.gov.scot/publications/regional-improvement-collaboratives-rics-interim-review/>

Early phase career of newly registered teachers: <https://www.gov.scot/publications/early-phase-career-of-newly-registered-teachers-minutesindex/>





# Closing Remarks

**Rosa Murray**





## **Next SPLN dates for the diary:**

29<sup>th</sup> January 2020 (Glasgow)

20<sup>th</sup> May 2020 (Venue TBC)

**Additional Meeting: 13<sup>th</sup> November**

2019 1.30pm-4.00pm – GTCS

Standards Consultation (University of  
Edinburgh)



Save the  
Date!