SEIC

SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes

REGIONAL IMPROVEMENT PLAN

August 2023-24

SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes

CONTENTS

Foreword

As Executive Director of Children, Young People and Partnerships in Midlothian Council and strategic lead for the South East Improvement Collaborative (SEIC), I am delighted to present the SEIC Regional Improvement Plan for 2023-24. This plan reflects the achievements of session 2022-23, as well as looking ahead to next steps in our collaborative work across the South East.

Regional work for the year ahead will continue to add value to the improvement work underway in each local authority and to focus on the shared areas of need that have been identified across the South East. This will enable collaboration within and across schools and Early Learning and Childcare settings from all five partner authorities, as well as with regional teams and a wide range of partners. This fifth iteration of the SEIC plan continues to embrace our vision of **Working Together, Empowering All, and Improving Outcomes.**

In this exciting phase of educational change and reform in Scotland, it has never been more important to collaborate with others, to share ideas and solutions and to maximise our resources. We look forward to continuing to work together in the year ahead.

EXECUTIVE SUMMARY

Our SEIC RIC vision is to work together, to empower colleagues and help improve outcomes across the City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders Councils. This Phase 5 plan includes evaluation of the work that has taken place in 2022-23 and also sets out next steps for session 2023-24. The strategic goals that continue to shape and influence the work of the SEIC plan are: driving high quality learning, teaching and assessment, use of digital technologies to enhance learning, and supporting inclusion, equity and wellbeing. In session 2023-24, collaborative working across the region will build on the work of last session, with a focus on two shared priority areas:

- **Literacy: P2-4 Writing**
- **Learning pathways and positive destinations**

Delivery of the SEIC work is directed by the Board (Executive Directors, HTs and partners) and is overseen by the Implementation Group (Senior Officers). The priority areas are actioned through the five elements of the SEIC Empowered System (see below). Universal supports are available throughout the session, promoted through local and regional communications and within the SEIC website. The main SEIC supports come in the form of a series of bespoke SEIC 'Connector' support programmes, enabling collaborative learning with a clear focus on improving outcomes for learners. A variety of SEIC Networks provide opportunities for collaboration on common areas of focus and need, and the sharing of approaches, ideas and practice.

SEIC Phase 5 Model

The Empowered System is a unique feature of SEIC and is made up of five key elements, all designed to enable collaboration and to build the capacity of colleagues working in a range of educational settings. Each of the five aspects provide opportunities for leaders, teachers and practitioners in all areas of the system to work together, share practice, and deliver improvement.

Pedagogy Pioneers – empowering high performing practitioners within all sectors to share with peers their practice and resources, helping build capacity, consistency and confidence

SEIC Associates – empowering leaders across the system to contribute to quality improvement processes and providing peer to peer supports

Research Schools/Early Learning & Childcare Centres – empowering settings to engage in supported research to enhance outcomes for children and young people

Improvement Through Partnership – empowering educators and a range of partners to work together to improve outcomes for learners across the region
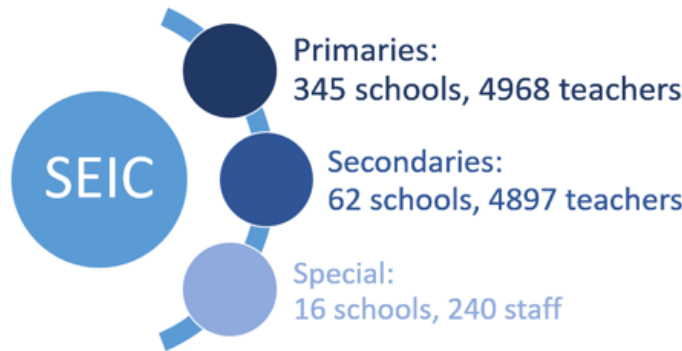
Learning Schools/Early Learning & Childcare Centres – empowering colleagues in the South East to collaborate within and across settings, sharing learning from effective practice, supporting other settings where this practice is an area of identified improvement

SEIC

CONTEXT The infographics below provide key statistics at May 2023, regarding geography, demography, social context and service provision for the South East region. In addition to the challenges recognised in the social context data (for example, SIMD and free school meal registrations), the region has significant groups living with hidden social disadvantage. Rural poverty and a range of multiple interconnected factors are particularly challenging issues.
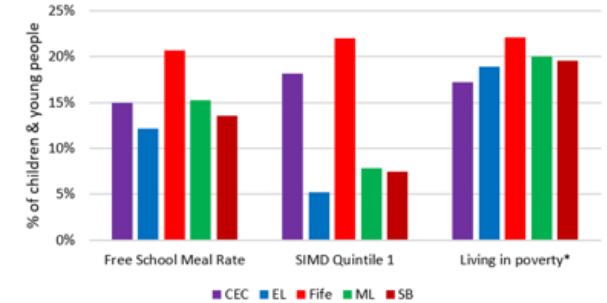
SEIC children & young people
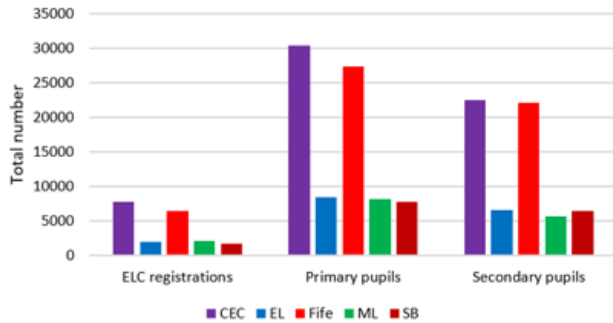
Children & Young People	CEC	EL	Fife	ML	SB	Total
ELC registrations	7765	2073	6452	2196	1704	20190
Primary pupils	30376	8498	27367	8147	7758	82146
Secondary pupils	22527	6594	22095	5699	6538	63453

SEIC

Primaries: 345 schools, 4968 teachers

Secondaries: 62 schools, 4897 teachers

Special: 16 schools, 240 staff

SEIC measures of deprivation

SEIC Data	CEC	EL	Fife	ML	SB
Free School Meal Rate	14.9%	12.1%	20.6%	15.3%	13.6%
SIMD Quintile 1	18.1%	5.2%	22.0%	7.8%	7.5%
Living in poverty*	17.2%	18.9%	22.1%	20.0%	19.5%

* after housing costs

Looked-After Children & Young People
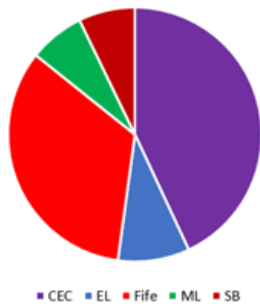
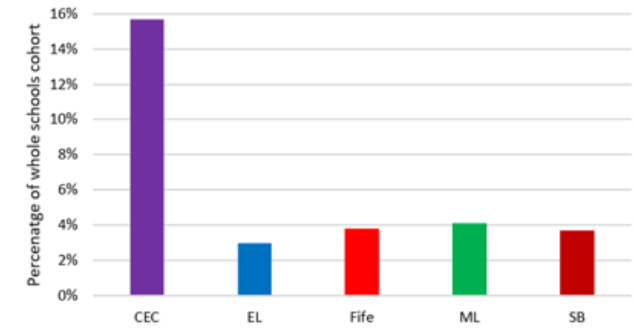| CEC	EL	Fife	ML	SB	Total
1047	222	817	172	175	2433

18.4% of Scotland's Looked-After Children & Young People live in the SEIC

SEIC: English as an Additional Language

CEC	EL	Fife	ML	SB	SEIC
15.7%	3.0%	3.8%	4.1%	3.7%	8.1%

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SEIC VISION

Working together, empowering all, improving outcomes

RATIONALE

The rationale behind regional collaboration continues to be a key element in the evolving future of Scottish Education. The aim of all RICs is to provide support for improvement for leaders, teachers and practitioners through teams of professionals drawn largely from local authorities and schools. RICs in Scottish education became operational in January 2018 although some local authorities were formally collaborating before this date. Recent publications and research have highlighted the benefits and the need for collaboration to support our system at all levels, to provide the best possible outcomes for our children and young people. The establishment of RICs was not about creating new formal bodies, but was about developing different ways of working, bringing together capacity from across an area and beyond, to add value through collective efforts.

The South East Improvement Collaborative (SEIC) recognises that the accountability for improvement remains with each local authority and that SEIC's role is to provide added value through collaboration. By working collaboratively at establishment, local authority and regional level, we are able to accelerate progress in agreed priority areas, impacting positively on colleagues working within the region and contributing to improved outcomes for learners. SEIC work takes into account the Scottish Government's National Improvement Plan of December 2022 and the collective responsibility of tackling inequity and ensuring continuous improvement for children and young people

HOW WE WORK

Through collaboration, the five local authorities agree priorities and delivery mechanisms for the SEIC work, set within a yearly regional improvement plan that reflects and compliments individual local authority planning. The agreed priorities are based on needs within the region and therefore are likely to reflect many school and Early Learning and Childcare improvement plans. Being part of the South East Improvement Collaborative provides a wider system of support and simple ways of finding out about interesting and effective practice across a much wider area, and connecting with a far wider group of colleagues facing similar challenges, with similar hopes and aspirations. Two regional teams, the South East Improvement Collaborative (SEIC) Team and Education Scotland's South East Improvement Team (SEIT), alongside a range of partners working within the region, contribute to the range of improvement supports already available to educational settings within their local authorities.

REFLECTING BACK – EVALUATION OF SEIC PLAN 2022-23

In school session 2022-23, the main regional work was delivered through the SEIC Empowered System. Five SEIC partnership working groups were responsible for delivering improvements relating to the agreed areas of focus. In addition, a range of well-established self-sustaining SEIC Networks, set their own areas of focus, sharing practice and responding to shared need. The groups and networks involved representatives from the five SEIC local authorities, from a range of partners working in the region, including the University of Edinburgh and links with both the SEIC and SEIT Teams. Universal and bespoke supports were offered to settings across the region throughout the session, with regular evidence gathering using a key set of approaches. Progress and impacts relating to the main SEIC supports are detailed below, with highlights from the evaluative activities undertaken throughout the session.

EVALUATIONS **Improvement Through Partnership**

This element of the SEIC Empowered System involves improvement projects supported by a variety of partners. In school session 2022-23, this work had a focus on learning pathways and positive destinations. Partners included Skills Development Scotland (SDS), Developing the Young Workforce (DYW) the Scottish Curriculum & Qualifications Framework (SCQF) Partnership, Community Learning & Development (CLD) and Education Scotland's Curriculum Innovations Team.

Universal SEIC supports included inputs to and facilitation of nineteen SEIC Secondary Subject Networks. The networks provided the opportunity for nominated Subject Network Leads to collaborate across a wider geographical area, with colleagues teaching the same subject area, enabling greater sharing of practice, approaches and resources. Universal offers also included access to online resources provided through West OS, which teachers working within the South East contributed to. SEIC also linked with Wales and Northern Ireland, organising regular themed conferences and enabling collaboration across the three nations. Bespoke SEIC supports in school session 2022-23, included the new SEIC Learning Pathways & Positive Destinations Connector programme. 13 secondary schools (Connector Schools) from across the region took part in regular networking and improvement activities. The SEIC Connector model offered regular collaborative opportunities for key staff throughout the session, using a range of reflective tools, resources and exemplars to create a strong framework of support, to help deepen understanding and to plan next steps. Further engagement with schools happened via drop ins and 1-1 sessions, including in-person school visits by regional officers in order to provide bespoke help and support at individual school level. Two SEIC Learning Schools offered visits to the Connector schools, enabling sharing of learning relating to this area of focus. Evidence of progress and impacts were gathered in a variety of ways. On-going feedback gathered from the Connector schools showed that 94% of participants felt the content of learning inputs was relevant to their context. 76% reported that their knowledge had increased or improved, whilst 82% agreed they were benefitting from collaboration with peers from across the region. By June 2023, all respondents had reached or partially reached the outcomes they set themselves at the start of the session.

> *"The SEIC LPPD Programme afforded us a worthwhile opportunity for cross-authority networking. It created a platform to share ideas, experiences and good practice. Hearing about other schools' approaches to the curriculum has provided a strong basis for discussion within our own schools. Additionally, external speakers, such as Education Scotland and SCQF, have been beneficial in supporting in-school planning and has influenced priorities for the session ahead." Fife Secondary DHT*

EVALUATIONS CONTINUED

Learning Schools

This element of the SEIC Empowered System enables collaboration across settings in the South East with a shared area of focus, sharing learning from effective practice and supporting settings with their identified improvement area.

Universal SEIC supports included the opportunity for schools and early years settings in the region to connect through new SEIC HT Trios, supported by colleagues from the SEIT and SEIC Team. By the end of school session 2022-23, 43 Headteachers/ELC Managers were involved in trios. SEIC HT Trios provided colleagues with time for critical reflection, exchanging ideas, learning from each other, and making change happen in their settings. HTs were able to request training and bespoke support from the regional teams. Support materials were created and made available on the SEIC website. Trios arranged when, where and how often they met as a trio, and decided their own focus. Cohort meetings for all Headteachers involved were organised so that they could come together at points throughout the year and there were regular surveys to enable participants to shape the SEIC HT Trios approach. Almost all participants who responded to the most recent progress survey indicated they wish to continue in their current Trios in 2023-24. Almost all said the biggest barrier to meeting last session was finding a shared diary slot, and other challenges such as covering for staff absences or illness and strikes. 90% of participants said being part of a SEIC HT Trio helped them feel more connected with colleagues in other local authorities, 80% said they were able to take part in collaborative activities that supported continuous improvement.

> *"It's been a really tough time of late and it is brilliant to have colleagues from another place who have a slightly different perspective to share."*

> *"I think it helped me examine my practice. As we discussed and supported each other, it helped us to examine how we dealt with certain things and how we would change or modify this."*

Bespoke SEIC supports included the SEIC Digital Connector programme. This work supported 20 schools improve their use of digital technologies to enhance learning. Through engagement with the Digital Schools Award Scotland framework, this Connector offered advice, support and regular professional learning for key staff to deepen understanding and take next steps in their improvement journeys. The Connector model was strengthened in its second year to provide a greater focus on 1-1 support and the creation of clear outcomes to define impact. The opportunity to engage in a structured learning visit to an awarded Digital School, through our three identified SEIC Learning Schools, enriched the model further. 91% of participating schools strongly agreed their knowledge had increased or improved due to engagement with the Connector model. In terms of ongoing impact, 28% of schools who responded plan to submit evidence to achieve the Digital Schools Award by June 2023, 42% by October 2023 and 30% by December 2023. The work of the SEIC Digital Connector will continue to be built on through national developments in moving forwards.

> *'The SEIC Digital Connector has supported us to reflect on our digital journey and to know what our next steps are. We have used the Digital Schools Award Framework to self-evaluate our progress. The Connector sessions have been warm and welcoming and have helped us to keep going! We have appreciated the practical support and opportunities for 1-1 conversations when needed.' Midlothian Primary School DHT*

EVALUATIONS CONTINUED

Learning Schools Continued

Bespoke SEIC supports included the Raising Attainment in Literacy Connector programme. Partners across the SEIC and SEIT teams provided bespoke supports to 20 schools across the region, seeking to raise attainment in literacy. Initial school based audits informed the content of the bespoke professional learning elements of the regular connector sessions. Space was provided within each session for collaboration and discussion relating to the area of focus. Over the course of each connector session from Aug-March, 74% of participants agreed that they benefitted from collaboration as part of the Connector programme. Recordings of the Connector sessions were made available along with professional reading and additional signposting to resources and research. Participants engaged positively with these materials and cited them as supporting improvement in school. 62% of those attending agreed/strongly agreed that the content was relevant for their context and 72% reported that their knowledge had increased or improved as a result of attending the sessions. 1:1 improvement discussions and school visits to discuss progress towards achievement of identified outcomes, further enhanced relationships and the support available to schools. This feedback regarding engagement with the regional work is positive in the main and will be built upon further to ensure continual refining and improvement for future support offers.

More data relating to the Literacy Connector, including a set of case studies, is available within the SEIC website, helping share details of the learning, progress and impacts experienced by settings involved.

"I feel much more confident that I am covering all the stages of writing and the children are beginning to be able to identify mistakes or missing aspects in their writing." East Lothian Class Teacher

"It has been fed back from our staff who are participating in the connector sessions the positive impact their interventions are having on children's vocabulary and their confidence using this in a meaningful way." Midlothian PT

"Almost all learners have shown improvements in reading and spelling." Fife Class Teacher

EVALUATIONS CONTINUED

Pedagogy Pioneers

This element of the SEIC Empowered System involves empowering high performing practitioners within all sectors sharing with peers their practice and resources, helping build capacity, consistency and confidence.

Universal SEIC supports involved the enabling of peer to peer collaboration with practitioners across all sectors in the South East region. Colleagues were able to access a range of webinar sessions created by 12 Pedagogy Pioneers for session 2022-23. Through virtual one off webinars, Pioneers shared practice beyond their school and local authority to support system wide improvement. These webinars were pre-recorded and uploaded onto the SEIC website as part of a developing pedagogy library. In school session 2022-23, all Pedagogy Pioneers felt empowered by the experience they gained through this element of the Empowered System. A total of 1078 bookings were made by colleagues across the region for the webinar sessions this year, with an average of 71 attendees per session.

Bespoke SEIC supports were provided for 24 schools through the SEIC Play Pedagogy Connector by colleagues in the SEIC & SEIT Teams and key supporters within the local authorities. The 24 schools from across the region took part in regular collaborative learning and improvement activities. Regular Connector session were delivered, during which specific input was provided, bespoke to the attendees and based on data gathered in initial audits and evaluations at the end of each Connector session. Data gathered shows that 93% of participants felt the Connector sessions were relevant for their context, 78% felt they had improved their knowledge and skills, with 75% stating that taking part in the programme helped them benefit from collaboration. Connector Schools visited the three identified SEIC Learning Schools, learning from the practice and experience of colleagues who were originally Play Pedagogy Pioneers.

By the end of the school session, all schools taking part in the Connector programme reached or partially reached the outcomes they set themselves at the start of the session. 95% of the cohort stated that their engagement with the regional work had supported improvement in their setting with 97% of settings reporting that improvements had had a positive impact on learners. A set of case studies can be accessed on the SEIC website, to help share the details of the learning, progress and impacts relating to this work.

> *"The learning visit was one of the most impactful and valuable experiences for us as we could see theory in action. We could see different approaches to observations and clear links between play and skills being developed, supported by visuals. Time on the course to reflect on our journey so far, in terms of play, was also beneficial and reassuring."* Fife Primary School

EVALUATIONS CONTINUED

Research Schools

This element of the SEIC Empowered System involved engagement in supported research to enhance outcomes for children and young people.

Universal SEIC supports included access to online resources through Impact Wales and the World Education Summit for all settings in the South East Region in session 2022-23.

Bespoke SEIC supports included the continued SEIC Research Schools/ELCs programme. In school session 2022-23, 'Cohort 4' of Research Schools/ELC's supported 14 schools and settings (including 2 High Schools, 10 Primary Schools and 2 Early Learning & Childcare settings) with 288 practitioners involved. The programme offered a wide range of support including professional learning in practitioner enquiry, engaging with research, partnership working including with the University of Edinburgh and Education Scotland, and bespoke sessions for individual schools. Focussed optional drop in sessions were an addition to this year's programme to support practitioners at various points through the enquiry process. Senior Leadership and Enquiry Lead support included an input on coaching skills and regular check-ins throughout the year. Recordings of online sessions and a range of resources were hosted on the SEIC website for those involved in the programme. The majority of practitioners and Senior Leadership Teams across the schools and settings involved, completed audits pre and post programme to enable the development of bespoke sessions and to evaluate progress and impacts. Evaluations from Research Schools sessions indicated that: 94% agreed or strongly agreed that the content had been relevant, and 84% agreed or strongly agreed that their knowledge had increased or improved. More data relating to Research Schools, including a set of case studies, is available on the SEIC website, helping share details of the learning, progress and impacts experienced by settings involved.

"Working with the Research Schools programme has been a huge help this year in supporting all staff to undertake professional learning and practice improvement. Being able to talk through steps with Jenny really took away anxiety from both teachers and SLT. Having that link made SEIC a real entity for support and sharing and one we would be keen to explore further." Fife Primary School

How did you use the World Education Summit 2022?

World Education Summit feedback "Used to access current theory and practice to support SIP and prepare teams for inspection, used to enhance coaching network within school and within our collaborative enquiry." Midlothian DHT

How would you rate the World Education Summit 2022 (5 being excellent)
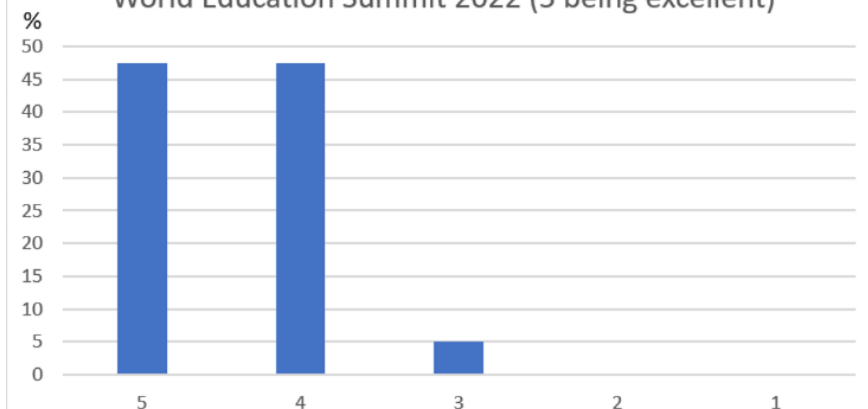
EVALUATIONS CONTINUED

SEIC Associates

This element of the SEIC Empowered System involved leaders from across the system contributing to quality improvement processes to support colleagues across the South East region. A re-connector session was delivered for the existing SEIC Associates in cohorts 1 & 2 at the start of the year. Promotion across the region to identify a third cohort of SEIC Associates took place in January 2023. As a result SEIC Associates have expanded and by the end of school session 2022-23, included 43 Associates from all 5 local authorities. SEIC Associates are senior leaders and include cross sector representation. Ongoing support has been provided to enable SEIC Associates to work alongside improvement teams in their own and other local authorities as part of quality improvement processes. All SEIC Associates agreed or strongly agreed that their knowledge had increased or improved due to involvement in school visits and the training provided to support them in their role. 93% agreed or strongly agreed that they benefited from collaboration with peers from across the region. In terms of ongoing impact, SEIC Associates supported 27 schools during school visits over the course of session 2022/23. Feedback highlighted that SEIC Associates particularly valued professional learning around evaluative writing with qualitative feedback, indicating significant learning and benefits for the individuals involved as well as the settings they were visiting and the Local Authorities themselves.

SEIC Networks

In session 2022-23, a wide range of SEIC Networks continued to provide opportunities for collaboration on common areas of focus and need, and the sharing of approaches, ideas, and practice. All SEIC Networks are self-sustaining which means they are able to set their own agenda, pace, and areas of focus. Last session, networks regularly shared news of their developments with colleagues across the region, including universal professional learning sessions, resources and materials through regular SEIC updates and the SEIC website. Networks have members from each of the five SEIC local authorities and collaborative developments are often tailored to meet local needs and are shared through local forums and communications.
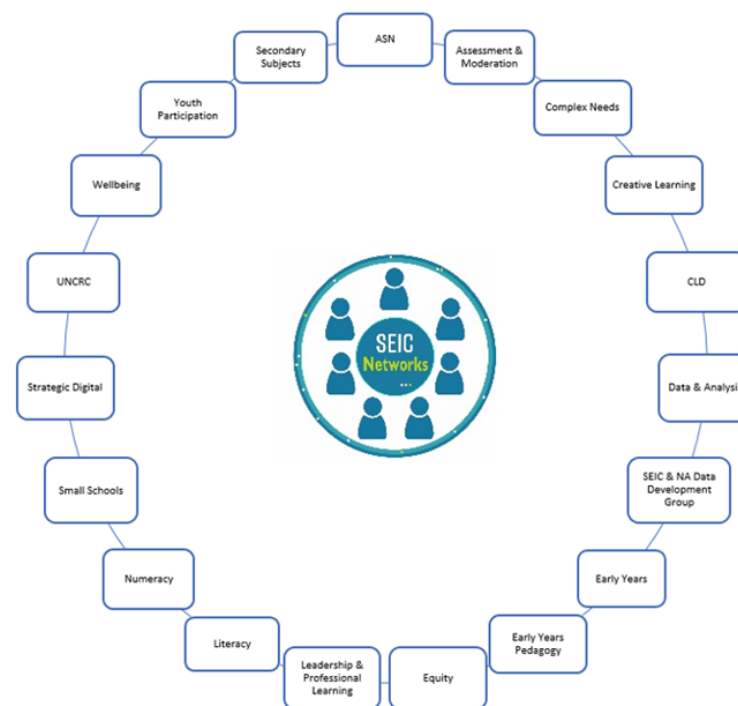
LOOKING AHEAD – SEIC PLAN 2023-24

Over the last few years, a series of national papers have been published that have set in motion the educational reform ahead. Key messages that directly shape the SEIC Plan and work ahead include:

Putting Learners at the Centre: Towards a Future Vision for Scottish Education, Ken Muir Report, March 2022, principles include

- Article 29 UNCRC underpinning all work - I have the right to an education which develops my personality, respect for others' rights and the environment
- greater coherence and simplification of the policy and support landscape
- a reorientation of resource to provide place-based, responsive, bespoke support for teachers and practitioners
- an enhanced focus on ensuring high quality learning and teaching and increased collaboration among practitioners
- increased trust and confidence between local authorities, schools and national bodies
- greater resourcing and attention placed on ensuring the needs of individual leaners are met
- the improved collation, sharing and use of data and intelligence to support continuous improvement

Review of the Regional Improvement Collaboratives, Scottish Government, December 2021

"From this review, there is evidence that RICs are having an impact on developing the skills of school staff, delivery of lessons, skills and consistency around assessment and moderation, leadership and improvement planning skills, collaboration between local authorities, and online learning opportunities for pupils."

The Scottish Attainment Challenge – Framework for Recovery and Accelerating Progress, March 2022

"Regional Improvement Collaboratives (RICS) continue to bring local authorities together to secure excellence and equity in education – including contributing to the mission of the Scottish Attainment Challenge – by:

- Providing educational improvement support to practitioners through dedicated teams of professionals, drawing on local authority and Education Scotland staff and others;
- Providing focus across partners through a joint regional plan and work programme, aligned to the NIF and to regional and local priorities; and
- Facilitating and creating the conditions for impactful collaboration working between practitioners, schools and system leaders, including professional learning, innovation and the sharing of best practice."

**National Improvement Framework Priorities, Dec 2022**

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

Areas of Focus for 2023-24 – CASE FOR CHANGE

Self-evaluation at SEIC level, utilising available data and the direction of local and national policy have provided the basis for collaborative work for session 2023-24. Two key areas of focus have been identified as shared priorities that local authorities have agreed as the main areas of collaboration across the region: literacy and learning pathways & positive destinations.

LITERACY:

The data below represents pupil performance across the SEIC over the past years. It demonstrates pupils' literacy achievement in P1, P4, & P7 has decreased in recent years. It is important to note that no performance data was collected in year 1 of the global pandemic and the second year of data may not be completely reliable.

SEIC CfE Literacy P1/P4/P7 combined
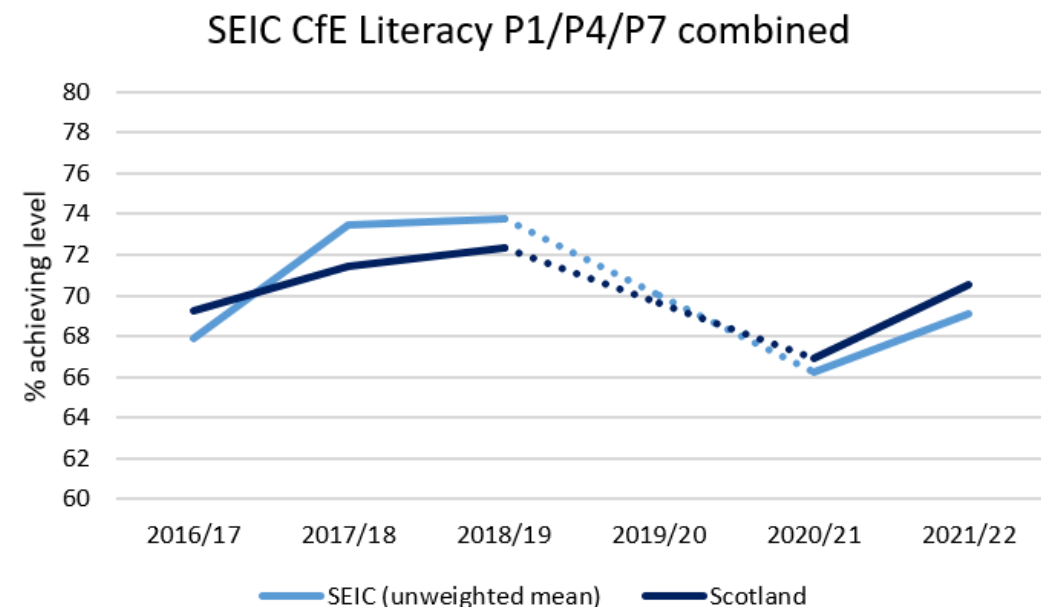
Year	SEIC	Scotland
2016/17	67.9	69.2
2017/18	73.5	71.4
2018/19	73.8	72.3
2019/20		
2020/21	66.2	66.9
2021/22	69.1	70.5

Curriculum for Excellence Levels

The trend data for P1, P4 & P7 shows that SEIC has performed slightly below national level for the last two years having previously been above the national level in 2018/19. Although 2021/22 shows a 2.9 percentage point improvement on 2020/21, levels remain below those reached in 2018/19 (pre-pandemic). Analysis shows that the area which has been impacted most across the region is Writing, particularly at First Level. This data supports the aim of SEIC to increase literacy achievements. Our RIC will continue to add value through universal and bespoke supports, enabling collaborative opportunities to identify and share effective pedagogical and curricular approaches that can support recovery relating to P2-4 Writing.

LEARNING PATHWAYS AND POSITIVE DESTINATIONS:

The data below represents the proportion of school leavers entering a positive destination from schools across the SEIC region.

Graph 1 shows the trend in positive destination data for the SEIC region compared to the national data. Note that the SEIC figure has improved for two successive sessions, from the dip in 2019/20, and is now actually above the pre-pandemic high recorded for 2018/19. This compares favourably with a slight drop nationally from 2020/21 to 2021/22. Although the SEIC data remains below the national data, the gap is down to a tenth of a percentage point.

Graph 2 shows the 2021/22 data broken down by three key destinations: employment; further education; and higher education, for the SIEC region and nationally. In addition, it shows the breakdown for leavers living in SIMD Quintile 1. We note the difference in the picture for SIMD Quintile 1 leavers in relation to higher education, where there is a considerable gap between the overall SEIC average and the corresponding figure for SIMD Q1 nationally.

Graph 1

SEIC leavers by main destination, 2021-22
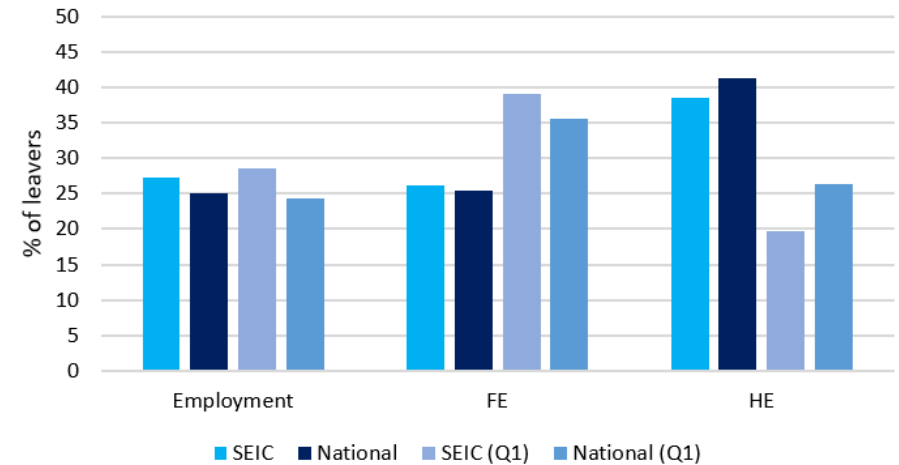
Establishment	Employment	FE	HE
SEIC	27.3	26.2	38.5
National	25.1	25.5	41.3
SEIC (Q1)	28.5	39.0	19.7
National (Q1)	24.3	35.6	26.4

Graph 2

SEIC leavers by main destination, 2021-22
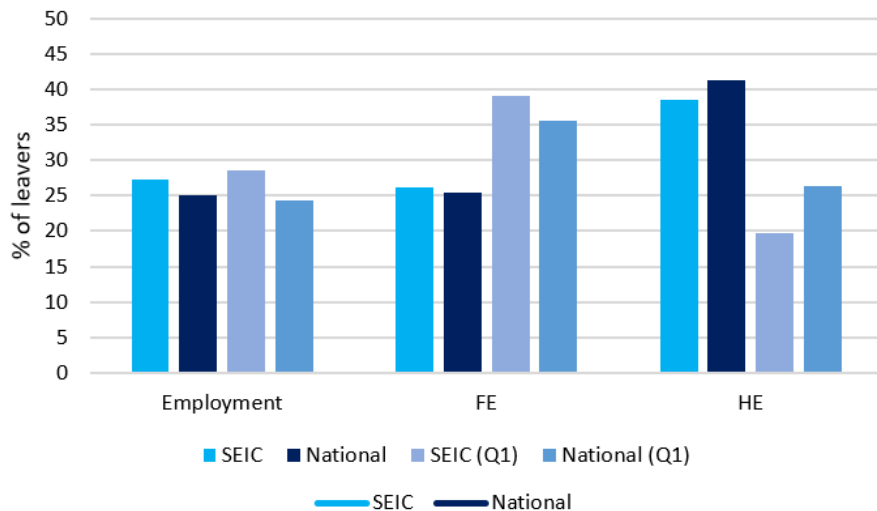
Year	SEIC	National
2016/17	93.3	93.7
2017/18	93.9	94.4
2018/19	94.9	95.1
2019/20	92.7	93.4
2020/21	94.8	95.5
2021/22	95.1	95.2

Our RIC will continue to add value by facilitating collaborative working across our RIC and with partner organisations including SDS, SCQF, CLD and Education Scotland. We will support the development of relevant, engaging curricular experiences and pathways that meet the aspirational needs and skills development of all our children and young people, as well as ensuring more consistent approaches to transition that best places them to access high quality sustained, positive destinations in training, employment, Further and Higher Education.

The SEIC Empowered System 2023-24

This enables collaboration, builds capacity and provides opportunities for leaders, teachers and practitioners in all areas of the system to work together, share practice, and deliver improvement.
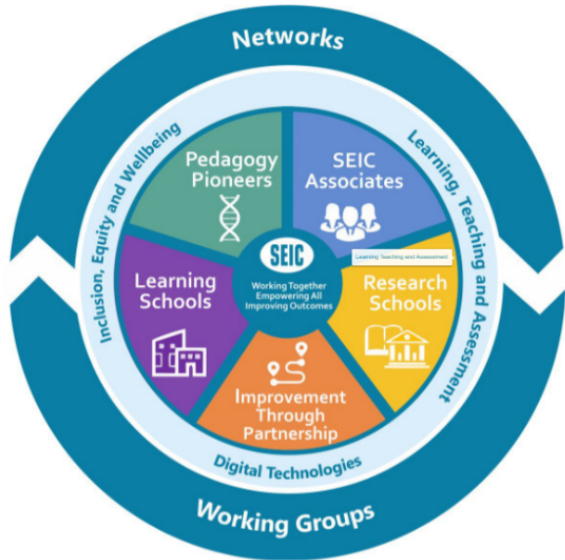
SEIC Networks 2023-24

SEIC Networks provide opportunities for collaboration on common areas of focus and need, and the sharing of approaches, ideas and practice. All SEIC networks are self-sustaining which means that they set their own agenda, pace and areas of focus.

Additional Support Needs	Assessment & Moderation	Complex Needs	Creative Learning	Community Learning & Development
Data & Analysis	Digital	Early Years (2)	Equity	Leadership & Professional Learning
Literacy	Numeracy	Quality Improvement	Secondary Subjects	Small Schools
UNCRC	Wellbeing	1+2 Languages		

Tri Nations Collaboration

A new collaboration across Northern Ireland, the South East of Scotland and Central South Wales was established in the summer term of 2022. Collaborative conferences took place in June 2022, February 2023 and May 2023, with delegates attending from across all three nations. This involved the sharing of context, practice and approaches relating to recovery across a range of themes: the use of digital technologies to enhance learning, best use of support provisions to support the most vulnerable learners, approaches to tackling the poverty related attainment gap and approaches to quality improvement. This cross nation collaboration led to the investment in professional learning for regional and central teams and also the establishment of the first Scottish cohort of the Association of Education Advisers. This means that a group of school leaders , central team and regional team officers are able to take part on bespoke professional learning through an accredited programme, helping enhance expertise and skills as they undertake their supportive and advisory roles.

Measuring Impact

A set of approaches (IMPACT - see diagram) will continue to be followed to ensure progress and impacts relating to SEIC work.

Contributors to the SEIC Plan for 2023-24 will report on progress and impacts on a regular basis, through a set of core groups, reflecting the SEIC universal and bespoke supports.

Settings involved in the bespoke supports will undertake initial auditing and a range of discovery work to find out where they are on their improvement journeys at the start of the session. This will help idenfity the specific outcomes they wish to shift by the end of the session. Supports will be tailored to help achieve these individual goals and will include effective writing of evaluative text to describe progress and impacts.

Collectively the shifting of self-identified outcomes will contribute to the improvements made by individual schools and at local authority level.

I – initial auditing & discovery work

M – measurable outcomes

P – progress throughout session

A – achievement of outcomes

C – case studies

T – tracks & trends

Governance Structure

The SEIC Oversight Group is comprised of Education Conveners and portfolio holders, Vice Conveners and Chairs, Chief Executive Officers, and Directors of Education or Chief Education Officers from the five local authorities across the SEIC region. The group oversees the work of SEIC and provides political accountability for the collaborative's work.

The SEIC Board is formed of Directors of Education or Chief Education Officers from each of the five SEIC local authorities, a headteacher representative from each SEIC authority, the Senior Regional Advisor from Education Scotland's SEIT and representatives from Edinburgh University, CLD and Skills Development Scotland. The Board develops the Regional Improvement Plan and oversees its progress and impact.

The SEIC Implementation Group drives the agreed work of the SEIC plan alongside regional officers and within the contexts of local authorities. The group oversees the set of 5 action plans that sit below the main SEIC Plan. The group consists senior of officers from each local authority alongside representatives from the SEIC Team and Education Scotland's SEIT. This group will drive the work of the new SEIC Core Groups and will ensure the regional work is embedded at a local level.

The SEIC Trade Union Group provides insight into member's views and highlights any potential or real issues being experienced as a result of SEIC work. This group provides advice and support on ways of communicating key messages and offers of support for the benefit of their members.
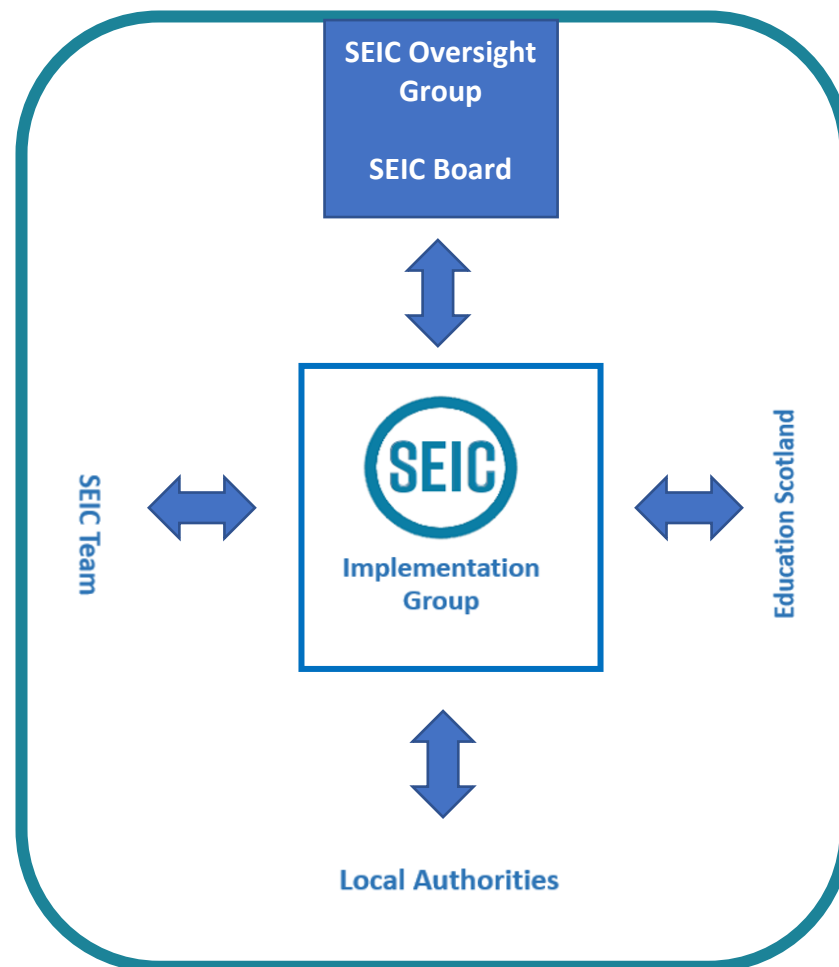
Appendix 1

Risk Register for South East Improvement Collaborative

The South East Improvement Collaborative is developing its functions and will continue to work collaboratively when looking at risk. Being aware of the key challenges allows a focus on mitigation and therefore manages effectively any risks posed.

Key Risks	Mitigating Actions
• Differing political views and understanding of SEIC at local level	• Ensure effective communication • Input locally and regionally for elected members • Local Authority Forums
• Sharing data sets	• Data sharing agreement • Use of data already publicly available
• Hybrid Staff Team (secondments & arrangements)	• Clear communication about roles, responsibilities & time commitment • Effective use of SEIC budget
• Capacity of workforce across SEIC to deliver actions in SEIC Plan	• Keep SEIC plan focussed on areas of greatest need and align the SEIC team to these areas • Sharing of key areas of work to ensure continuity and resilience
• CfE Data	• Moderation exercises to have confidence in CfE declarations
• Application of Children's Rights, specifically Article 29	• Identification of outcomes and supports that will impact on learners
• Trade Union agreements – LNCT/SNCT and working time agreements	• Develop an agreed way of working across SEIC through the professional associations group
• Further legislative changes in future	• Flexibility in SEIC plan to allow for any required changes • Clarity on communication regarding changes required
• Accountability at local authority and SEIC levels	• Clear governance structures agreed for SEIC • Clear reporting mechanisms in place at a local level