Item 2

28th September 2023

Glasgow City Council

Education, Skills and Early Years City Policy Committee

Report by Executive Director of Education Services

Contact: Jean Miller, Head of Service North Ext:

Collaboratively Supporting Improvement in Education

Purpose of Report:

To inform the committee of the range of activities colleagues engage in collaboratively to support improvement across our schools.

Recommendations:

The note the range of activities taking place across Glasgow schools.

Ward No(s): Citywide: ✓

Local member(s) advised: Yes ☐ No ☐ consulted: Yes ☐ No ☐

***PLEASE NOTE THE FOLLOWING**:*

Any Ordnance Survey mapping included within this Report is provided by Glasgow City Council under licence from the Ordnance Survey in order to fulfil its public function to make available Council-held public domain information. Persons viewing this mapping should contact Ordnance Survey Copyright for advice where they wish to licence Ordnance Survey mapping/map data for their own use. The OS web site can be found at <http://www.ordnancesurvey.co.uk> "

If accessing this Report via the Internet, please note that any mapping is for illustrative purposes only and is not true to any marked scale

1 Background and Policy

1.1 Across Education Services there are a range of activities taking place which have a focus on supporting improvement and which involve our colleagues working collaboratively. This report will highlight some of activities which are presently making an impact at. Our Supporting Improvement policy is presently under review to ensure that, moving forward, our new policy articulates the links between current national and local frameworks, policies and initiatives; focusing on continuous improvement within Education. It will continue to have Self-evaluation as the first step in the process of achieving self-improvement in our establishments.

1.2 Self-evaluation activity undertaken within and across schools, often in partnership with all stakeholders, is the responsibility of all staff. It is at the heart of school improvement and in Glasgow increasingly we focus on collaborative activities to ensure that colleagues are able to share effective practice and learn from peers, often with the latest research at the heart of activities.

1.3 In our new 'All Learners All Achieving' document one of our Grand Challenges is to develop a Networked Learning Organisation. These activities are fundamental to achieving this and feedback from colleagues is very positive about the impact of engagement and how it can improve outcomes for children and young people. When we build the capacity of our establishments and support 'learning organisations' we empower our teams to react more quickly to change external environments, embrace innovations, and improve learner outcomes.

2 Collaborative Supporting Improvement Activities

2.1 In the past session we have had a focus on developing 'Collaborative Improvement' with an emphasis on learning and teaching to support schools. We have developed a Framework for Collaborative Improvement which is built on seven action orientated dimensions and Glasgow's nine features of highly effective learning. The OECD described what makes a learning organisation as follows:

- Developing and sharing a vision centred on the learning of all students
- Creating and supporting continuous learning opportunities for all staff
- Promoting team learning and collaboration among all staff
- Establishing a culture of inquiry, innovation and exploration
- Embedding systems for collecting and exchanging knowledge and learning
- Learning with and from the external environment and larger learning system
- Modelling and growing learning leadership

Glasgow's framework for Collaborative Improvement embeds these dimensions to ensure every establishment is supported to become a learning powered organisation.

2.2 Glasgow's Framework for Collaborative Improvement is focused on allowing practitioners to share what works best. The collaboration is between the school, central officers and peers across the city. It promotes partnership working to ensure that we achieve identified, sustainable improvements for children and young people while supporting leaders to shape their context with dynamic learning leadership. The school decides on the area they wish to focus on and then the core team, who will be part of the two day visit to schools, meet to explore and discuss evidence related to the 'Big Question' and then discuss planning and agree activities. Core teams involve an officer from the Education Improvement Service and peer Headteachers and Deputes. Following the two day visit the schools prepares an Action Plan which has teaching 'sprints' (based on Simon Breakspear research) and longer term goals. The first Collaborative Improvements have involved primary schools and are now involving secondary, and will increasingly involve secondary subject departments. The impact of the CI as a supporting improvement tool is evident in the number of schools who have signed up to be involved in the process. In October 2022 there were two initial schools. Very quickly another four schools expressed an interest, then another six, then eight and we now have forty signed up for this session.

2.3 There are thirty Learning Communities across Glasgow and the headteachers of our LCs meet monthly to discuss key issues and support improvement across our school. A key focus for this session is to develop our 'One Team' model across the city to facilitate great collaboration and cooperation. The development of One Team Model Glasgow begins with the identification of core lead colleagues across a Learning Community who have already developed skills and expertise aligned to an area of the Learning & Teaching Framework; Glasgow's Pedagogy' (now Learning and Teaching Champions) and colleagues who are digital leaders, literacy & challenge leaders of learning, Health & Wellbeing coordinators and Additional Support Needs Coordinators, all of whom have been undertaking work to improve outcomes for learners for some years now. We will harness the expertise of colleagues in a more cohesive way to support colleagues within their LC and other LCs.

2.4 Groups of Headteachers and classroom practitioners are engaging in pilot programmes where an enquiry approach is used to develop Literacy[1]. Through collaboration, practitioners identify key areas for improvement specific to their professional learning and the needs of their children. By its nature, the approach (structured along lines of Teaching Sprints), has at its core ***'reflection, analysis and challenges to established thinking patterns'.***[2] Dialogue amongst schools has been enhanced, underpinned by trust. The Teaching Sprints structure of preparing, implementation and

[1] Core areas – Tools for writing, Reading Fluency
[2] OECD Professional Learning Organisations

review has incorporated regular joint planning, robust research, checkpoints and working together to construct appropriate measures. The collaborative work is vital so that research can be turned into practice, and the subsequent sharing of approaches and evaluations on a wider scale is well considered and supported. Early indications show that practitioner knowledge, confidence and skills have improved, and that learner experience has been enhanced. Glasgow's work has led to further collaboration amongst West partnership Literacy leads.

2.5 The development of leadership across our schools is fundamental to supporting improvement and we have a clear leadership framework which starts with empowering practitioners in their classes, through to encouraging colleagues to engage in a range of Leadership development programmes. Last session we had– 50 practitioners successfully completed Thinking about Middle leadership, 44 practitioners completed Thinking about Senior Leadership, 29 Practitioners recruited this session to cohort 9 of Into Headship, 32 HT mentors engaged in professional learning as part of HT mentoring programme and 27 new Headteachers involved in our Headteacher Induction programme.

2.6 The Enhanced Political Awareness Programme was opened to central officers as well as senior school leaders this session. Research on the programme was completed and a joint research paper written by Heads, Officers and University of Glasgow colleagues. This was presented to the International Study Association on Teachers and Teaching, contributing to knowledge formation in this field. It was also presented at the British Education Leadership Management Administration Society conference.

2.7 Further support for Headteacher colleagues to collaborate was offered through our Head Teacher Bitesize sessions provided by the Head Teacher in Residence at the University of Glasgow (a joint Education Services and UofG post). 61 Headteachers signed up for the seven sessions. A Moodle site with all resources was provided. Speakers included: Ines Alves and Margaret Sutherland: National Framework for inclusion, Mark Priestley :Curriculum Making, Walter Humes: Critiquing Education Policy, Janet Goodall: Parent Engagement, Khadija Mohammed: Leading Anti-Racism, Kristinn Hermannsonn: Education and the Labour Market, Kathleen Kerrigan: Maximising the Potential of Middle Leaders. Additional Head Teacher sessions were offered: Talk Scottish Education: National Discussion Session with Carol Campbell and Alma Harris (two twilight dates offered and 80 attended between the two dates), Santiago Rincon Gallardo session (twilight). Sessions provided opportunities for reflection on educational research and thinking by some of the world's leading educationalists.

2.8 During the pandemic the importance of secondary subject departments coming together and colleagues discussing assessment and moderation to ensure a consistent standard was paramount. Many of the relationships formed then have continued and are developing into curriculum network support groups and at the next February In-service day there will be

opportunities to continue with this. There have also been a range of subject specific initiatives with examples including professional learning to enhance learning experiences and curricular planning in Social Subjects. Assessment and moderation training has taken place for History, Modern Studies and Geography secondary curricular networks. A pilot social subjects transition project has taken place across Lourdes Secondary and St Paul's High Learning Communities.

2.9 There is a huge amount of collaborative support through our Career Long Professional Learning (CLPL) offers. During session 2022 – 2023 the Leaders of Learning and Teaching delivered high quality CLPL to 109 secondary and 174 primary probationers. Most attendees evaluated the sessions as being effective in supporting their professional development towards full GTCS registration and the programme encourages significant professional discussion. As well as working with probationer colleagues they support classroom practitioners across Glasgow and the pedagogy team have supported schools in hosting collaborations with a focus on one of the key features of highly effective practice; emerging themes are the quality of feedback, questioning and collaborative learning. Also, our Improving Our Classrooms (IOC), Improving Our Schools (IOS) and Improving Our Departments professional learning has continued to be refreshed, reviewed and strengthened with 143 teacher enrolments for IOC and over 400 for IOS over the session. This work includes strong partnership with the West Partnership regional Improvement Collaborative and Glasgow Caledonian University.

2.10 Across our establishments we now have over 100 colleagues trained as Quality Assurance Assessment & Moderation Officers (QAMSOs). They support collaboration in our Learning Communities through leading and supporting assessment & moderation work across the LC resulting in increased consistency in the standard and robustness of LC moderation work. Increasing we are developing the number of secondary subject specific QAMSO's so support improvement.

2.11 One of the key learning developments for Education Services during the pandemic was the use of our digital technology to offer a new training and often collaborative tool. Our Spotlight online sessions involved 649 school staff attending 24 Spotlight Teams professional learning and support events with a variety of partners, practitioners and a few EdIS Officers. Almost all sessions were evaluated as good/excellent. These included learning on: Curriculum Frameworks, Curriculum Long Term Planning, Developing the Young Workforce, Meta-skills, Social Enterprise, Dyslexia and English as an Additional Language, Anti-Racist Clubs and Pupil Voice, Inter Disciplinary Learning, Our City as a Classroom, Repatriation Project, HMI processes, LGBT Education in Primary and Secondary. Most of these sessions gave colleagues an opportunity to collaborate in discussion. We also introduced Get-togethers In Glasgow (GIGs) which were piloted with 6 successful GIGs hosted by 5 primary schools attended by 122 school staff. Science, Technology, Engineering and Mathematics (STEM) leads have held two Teachmeet sessions across the city focusing on developing

Young STEM leaders programme. Again, another great opportunity for colleagues to meet, learn together and share together.

2.12 Our inclusion and support activities for children with additional support needs has different strands. Last session we developed a process to support the review of collated provisions (in the past referred to bases or units) in mainstream schools. Like our Collaborative Improvement framework, these involve Inclusion Quality Improvement officers, peers from other establishments and colleagues from the establishments themselves. The voice of the children and young people is a significant part of this too. At the end of the review and Action Plan is developed to support improvement. There is also a range of CLPL activities again with a focus on learning and discussion, and these include sessions on understanding neurodiversity, staged intervention and mental health and well-being. We continue to facilitate our support networks for ASL coordinators, Child protection coordinators, care experienced designated managers and Pastoral Care PTs. 125 P1 teachers have signed up for an ASN network with 80 attending initial in-person network event. Working in partnership with Glasgow Educational Psychologist Service colleagues a needs analysis was carried out. Teachers identified challenges and what they thought they needed from network to help them improve confidence and make the biggest impact on learners. This information will be used to plan a series of support and training moving forward.

2.13 Glasgow's Improvement Challenge team organise a range of activities to support practitioners particularly in the areas of literacy and numeracy. However, they also have a Depute Headteacher network which allows opportunities for DHT colleagues to meet and discuss a range of issues impacting on school improvement. They have regular meetings with Headteachers to facilitate discussions in and around the Scottish Attainment Challenge and a more recent innovation has been to facilitate Conversation Cafes. These have been particularly supportive for colleagues in relation to developing Scottish Government Stretch Aims and monitoring the achievement of these.

3 Summary

This report has tried to capture just some of the collaborative activities taking place across our Education Service to support improvement. It could have been an even longer report since there is such a significant amount of collaboration taking place. Indeed, with our commitment to a Networked Learning Organisation, it will continue to grow further. We are also committed to an empowered system at all levels and that will involve more of our colleagues leading and influencing strategic change to ensure that we are always striving to do better for our children and young people.

4 Policy and Resource Implications

Resource Implications:

Financial:	Dependent on nature of the collaborative activity
Legal:	None
Personnel:	Colleagues from schools and the Education Improvement Service and Glasgow's
Procurement:	Improvement Challenge
Council Strategic Plan:	Excellent and Inclusive Education A well governed City that listens and responds

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.	Yes, Equality Outcome 14
What are the potential equality impacts as a result of this report?	The supporting improvement collaborative activities focus on raising attainment and achievement and this will have a positive impact on the lives of all our children, young people and their families. It will ensure that they have better opportunities and lives when they leave our schools.
Please highlight if the policy/proposal will help address socio-economic disadvantage.	Improving attainment and achievement will have a significant impact on widening the socio- economic opportunities available to our young people when they choose to leave school.

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify:	N/A
What are the potential climate impacts as a result of this proposal?	N/A

Will the proposal contribute to Glasgow's net zero carbon target?	N/A

Privacy and Data Protection Impacts:

Are there any potential data protection impacts as a result of this report o	No
If Yes, please confirm that a Data Protection Impact Assessment (DPIA) has been carried out	N/A

5 Recommendations

The note the range of activities taking place across Glasgow schools.