Collaboratively supporting improvement in Education – Update noted.

2 There was submitted and noted a report by the Executive Director of Education Services regarding the range of activities colleagues engaged in collaboratively to support improvement across schools in Glasgow, advising

(1) that Education Services' Supporting Improvement policy was presently under review to ensure that new policy articulated the links between current national and local frameworks, policies and initiatives, and focused on continuous improvement within education and continued to have self-evaluation as the first step in the process of achieving self-improvement in its establishments;

(2) that as part of the new 'All Learners All Achieving' document, one of the grand challenges was to develop a Networked Learning Organisation, of which these activities were fundamental to achieving, and feedback from colleagues was very positive about the impact of engagement and how it could improve outcomes for children and young people;

(3) that a Framework for Collaborative Improvement had been developed and was built on 7 action orientated dimensions, and that the framework embedded these dimensions to ensure every establishment was supported to become a learning powered establishment;

(4) the collaboration was between the school, central officers and peers across the city, and promoted partnership working to ensure that it achieved identified, sustainable improvements for children and young people while supporting leaders to shape their context with dynamic learning leadership;

(5) that the development of leadership across schools was fundamental to supporting improvement and that a clear leadership framework had been developed which started with empowering practitioners in their classes, through to encouraging colleagues to engage in a range of leadership development programmes; and

(6) of the collaborative activities that had taken place across Education Services to support improvement, as detailed in the report.