

South East Improvement Collaborative (SEIC) Improvement Plan 2022-2023**Report by Fiona Robertson, Executive Director People and Partnerships****Report for Noting****1 Recommendations**

Cabinet is asked to note:

- i. The SEIC Regional Improvement Plan August 2022-23 (Appendix 1).
- ii. The priority areas for improvement being taken forward in partnership with members of the SEIC and the progress made towards improving professional collaboration and school empowerment across the SEIC.

2.1 Purpose of Report/Executive Summary

To provide Council with an update on the work of the South East Improvement Collaborative (SEIC) including the improvement actions set out in the SEIC Regional Improvement Plan August 2022-23.

3 Background

- 3.1** The Scottish Government's Education Governance: Next Steps report, June 2017, set out a number of changes to Scottish Education, including the establishment of Regional Improvement Collaboratives (RICs) to add value to work ongoing within education authorities to improve outcomes for children and young people and the quality of education provision.
- 3.2** A Scottish Government and Local Government Steering Group was established to scope out the design and development of Regional Improvement Collaboratives based on the policy direction outlined in the Education Governance: Next Steps report.
- 3.3** More detail on the roles and functions of Regional Improvement Collaboratives was provided in a steering group paper Education Governance: Improvement Collaboratives agreed by COSLA, SOLACE, ADES and the Scottish Government. The functions of the Regional Improvement Collaborative must support and directly contribute to nationally and locally identified priorities with the overall objective of empowering our teachers, parents, partners and communities to deliver excellence and equity for all our children and young people.
- 3.4** The Scottish Government published the Scottish Attainment Challenge Framework for Recovery and Accelerating Progress March 2022 within which it reiterated the role and responsibility of Regional Improvement Collaboratives to 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 collaborative working between practitioners, schools and system leaders, including professional learning, innovation and the sharing of best practice.

3.4 By working collaboratively, the partners within the SEIC (Fife, East Lothian, Scottish Borders, City of Edinburgh, and Midlothian Councils) have agreed a shared vision: “Working together, Empowering all, Improving outcomes” to ensure we collectively fulfil the role and responsibilities of the SEIC.

3.5 Midlothian Council continues to contribute towards the SEIC during this academic session. The SEIC Oversight Group, including the five Conveners for Education from each partner Council and the SEIC Board, continue to lead and manage the work of the SEIC. The SEIC has been successful in its application to the Scottish Government for **£1,171,746** to support the successful delivery of the Plan for the period August 2022-2023.

3.6 The revised August 2022-23 Plan has a focus on the key areas that we have identified from our analysis of data within and across each local authority. The strategic goals that continue to shape and influence the work of the SEIC plan are: driving high quality learning, teaching and assessment, including the use of digital technologies to enhance learning, and supporting inclusion, equity and wellbeing. In session 2022-23, collaborative working across the region will focus on two shared priority areas:

- Literacy
- Learning pathways and positive destinations

3.7 **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 - high performing practitioners within all sectors sharing practice, resources and building capacity through webinars, Q&A and in school supports

SEIC Associates - leaders across the system contributing to quality improvement processes and providing peer to peer supports

Research Schools/ELCs – settings engaging in supported research to enhance outcomes for children and young people, publishing findings across the SEIC

Improvement Through Partnerships – focussed improvement projects supported by a variety of partners

Learning Schools/ELCs – enabling collaboration across schools/Early Learning & Childcare settings (ELCs), sharing learning from effective practice within settings, supporting other settings where this practice is an area of identified improvement

3.8 A number of key networks have been established within the SEIC. These networks have mostly been generated through staff wishing to collaborate on key areas of their work and many of these groups existed prior to the introduction of RICs. All SEIC networks are self-sustaining which means that they set their own agenda, pace and areas of focus.

- 3.9** Elected members will note that the key priorities and associated actions are supported by education officers, senior school and central leaders from Midlothian, indicating our commitment to the partnership and its improvement plan activities.

4. Implications

4. Financial

There are no financial implications arising from this report.

5 Report Implications (Resource, Digital and Risk)

5.1 Resource

Personnel - Various officers and Head Teachers of the Council will continue to support the SEIC either as members of the governance groups, working groups and networks.

5.2 Digital

There are no digital implications arising from this report.

5.3 Risk

There are no risk implications arising from this report.

5.4 Ensuring Equalities (if required a separate IIA must be completed)

This report does not recommend any change to policy or practice and therefore does not require an Equalities Impact Assessment.

5.5 Additional Report Implications

There are no additional report implications.

APPENDIX A – Report Implications

A.1 Key Priorities within the Single Midlothian Plan

- Reducing the economic circumstances gap
- Reducing the gap in learning outcomes
- Reducing the gap in health outcomes

A.2 Key Drivers for Change

Key drivers addressed in this report:

- ☐ Holistic Working
- ☐ Hub and Spoke
- ☐ Modern
- ☐ Sustainable
- ☐ Transformational
- ☐ Preventative
- ☐ Asset-based
- ☒ Continuous Improvement
- ☐ One size fits one
- ☐ None of the above

A.3 Key Delivery Streams

Key delivery streams addressed in this report:

- ☒ One Council Working with you, for you
- ☐ Preventative and Sustainable
- ☐ Efficient and Modern
- ☐ Innovative and Ambitious
- ☐ None of the above

A.4 Delivering Best Value

The report does not directly impact on Delivering Best Value

A.5 Involving Communities and Other Stakeholders

The report does directly relate to involving communities and other stakeholders.

A.6 Impact on Performance and Outcomes

The report does directly impact on Midlothian Council's performance and outcomes

A.7 Adopting a Preventative Approach

Not applicable

A.8 Supporting Sustainable Development

Not applicable

BACKGROUND PAPERS

Appendix 1 – SEIC Plan August 2022-23