

**South Ayrshire Council**

**Report by Director of Education  
to Cabinet  
of 26 September 2023**

---

**Subject: South West Educational Improvement Collaborative (SWEIC) – Delivery Plan 2023/24**

---

**Purpose**

1.1 The purpose of this report is to seek Cabinet approval to agree and publish the South West Educational Improvement Collaborative (SWEIC) Delivery Plan 2023/24.

**2. Recommendation**

2.1 **It is recommended that the Cabinet:**

2.1.1 **approves the SWEIC Delivery Plan 2023/24 (Appendix 1); and**

2.1.2 **agrees that the SWEIC Delivery Plan is published on all four Councils' websites for members of the public and other stakeholders.**

**3. Background**

3.1 The Scottish Government established six Delivery collaboratives across Scotland towards the end of 2017. South Ayrshire forms part of the South West collaborative along with East Ayrshire, North Ayrshire and Dumfries and Galloway. Each collaborative submitted their first plan to Education Scotland in January 2018. This plan is the sixth SWEIC Delivery Plan to be submitted.

3.2 During 2022/23, the South West Educational Improvement Collaborative (SWEIC) made very good progress implementing the Delivery Plan.

3.3 Feedback from online professional learning and network events are very positive with participants appreciating the time and space to collaborate with colleagues, sharing their practice and potential solutions to challenges. This has impacted positively on school improvement as staff now have wider networks in which to collaborate, sharing and deepening their expertise.

3.4 The Delivery Plan 2023/24 is supported by a grant from the Scottish Government amounting to £548,221. This grant will fund seconded officers who will support collaborative work and fund e-learning and professional learning activities. The plan has been submitted to Education Scotland in draft however it is subject to approval by the four Councils who form part of the collaborative.

## **4. Proposals**

- 4.1 It is proposed that the Cabinet agrees the Delivery Plan 2023/24 (Appendix 1).
- 4.2 It is proposed that the SWEIC Delivery Plan is published on all four Councils' websites for members of the public and other stakeholders; the plan is made available in other languages should it be requested and the plan is made available on the intranet site for staff.

## **5. Legal and Procurement Implications**

- 5.1 There are no legal implications arising from this report.
- 5.2 There are no procurement implications arising from this report.

## **6. Financial Implications**

- 6.1 There are no funding implications for South Ayrshire Council and in the event of less funding being given than is sought, the collaborative will operate within the funding made available. Dumfries and Galloway Council are the host authority for funding.

## **7. Human Resources Implications**

- 7.1 SWEIC seconded posts are employed in the local authority where the member of staff lives or currently works. Additional temporary posts will only be created within the funding made available by Scottish Government.

## **8. Risk**

### **8.1 *Risk Implications of Adopting the Recommendations***

- 8.1.1 There are no risks associated with adopting the recommendations.

### **8.2 *Risk Implications of Rejecting the Recommendations***

- 8.2.1 The risks associated with rejecting the recommendations are the South West Educational Improvement Collaborative will be less effective without the plan in place and the associated funding bid for resources to operate the collaborative.

## **9. Equalities**

- 9.1 The proposals in this report have been assessed through the Equality Impact Assessment Scoping process. There are no significant potential positive or negative equality impacts of agreeing the recommendations and therefore an Equalities Impact Assessment is not required. A copy of the Equalities Scoping Assessment is attached as Appendix 2.

## **10. Sustainable Development Implications**

- 10.1 ***Considering Strategic Environmental Assessment (SEA)*** - This report does not propose or seek approval for a plan, policy, programme or strategy or document

otherwise described which could be considered to constitute a plan, programme, policy or strategy.

## 11. Options Appraisal

11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

## 12. Link to Council Plan

12.1 The matters referred to in this report contribute to Priority Two of the Council Plan: Live, Work, Learn and Outcome One: To provide quality education and lifelong learning.

## 13. Results of Consultation

13.1 There has been no public consultation on the contents of this report.

13.2 Consultation has taken place with Councillor Stephen Ferry, Portfolio Holder for Education, and the contents of this report reflect any feedback provided.

13.3 Consultation has taken place with SWEIC Strategic Officers, Lead Officers and Seconded Officers and other associated groups and the contents of this report reflect any feedback provided.

## 14. Next Steps for Decision Tracking Purposes

14.1 If the recommendations above are approved by Members, the Director of Education will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

<i>Implementation</i>	<i>Due date</i>	<i>Managed by</i>
Confirm approval of plan with Education Scotland	30 September 2023	Director of Education
The plan will be uploaded to the Council website and The Core	31 October 2023	Director of Education

**Background Papers**    None

**Person to Contact**    **Lyndsay McRoberts, Director of Education**  
County Buildings, Wellington Square, Ayr, KA7 1DR  
Phone 01292 616627  
E-mail [Lyndsay.mcroberts@south-ayrshire.gov.uk](mailto:Lyndsay.mcroberts@south-ayrshire.gov.uk)

**Date:** 14 September 2023



# South West Education Improvement Collaborative

## Delivery Plan 2023-3024

(Draft)

## Learning, Teaching & Assessment

Priority	Actions	Outcomes	Responsible	Delivery Timescale
1. Adaptive Learning and teaching in a BGE context	<p>1.1 Work with Education Scotland RIC delivering Adaptive Learning and Teaching programme in eight schools across the four local authorities.</p> <p>1.2 Online resources developed and signposting to support differentiation/adaptive learning and teaching.</p> <p>1.3 Case studies from schools taking part highlighted on the SWEIC Glow Blog/website.</p> <p>1.4 Work with Education Scotland to develop the programme for secondary teachers delivering BGE and pilot with eight schools.</p>	<p>1.1 Primary teachers have evidence-based strategies to enable them to engage all learners.</p> <p>1.2 A platform for sharing high quality resources and effective strategies will be established.</p> <p>1.3 Collaboration between schools will increase as the pilot schools share good practice.</p> <p>1.4 As above for the secondary sector.</p>	<p>Pamela McCallum NA Nicola Hendry ES Sian Neil ES Jackie Blair SA Robert McCallum EA Gail Elder EA</p> <p><i>Other delivery stream representative still to be confirmed.</i></p>	<p>Sept 23 - May 24</p> <p>Dec 23</p> <p>May 23</p> <p>Jan 24 for commencement Sept 24</p>
2. Creating meaningful tasks and planning for high quality assessment upper primary and secondary – initially in maths and numeracy	<p>2.1 Professional learning over six sessions for secondary maths teachers and upper primary sessions based on the book ‘Mathematical Tasks, The Bridge Between Teaching and Learning.’</p> <p>2.2 Practitioners will be offered the opportunity to engage with critical research</p> <p>2.3 Practitioners will become ‘Leaders of Learning’ for this approach.</p>	<p>2.1 Practitioners will become skilled at creating meaningful, engaging tasks which allow learners to apply skills, explore and develop mathematical thinking.</p> <p>2.2 Research will provide an evidence base for this approach.</p> <p>2.3 Practitioners from each authority will become leaders of learning, increasing both capacity in and collaboration between authorities.</p>	<p>Pamela McCallum NA Nicola Hendry ES Sian Neil ES Jackie Blair SA Robert McCallum EA Gail Elder EA Nanette Brotherhood, ES Numeracy Network</p>	<p>Sept 23 – March 24</p> <p>Oct 23 – May 24</p> <p>May 24</p>

	2.4 Case studies and resources will be available on the Glow blog/website.	2.4 A platform for sharing high quality resources and effective strategies will be established.	<i>Other delivery stream representative still to be confirmed.</i>	May 24
3. To develop the expertise already in our authorities and build capacity within our workforce, specifically at 1 <sup>st</sup> Level in relation to a child centred pedagogical approach.	<p>3.1 A cohort of 1<sup>st</sup> level practitioners identified from across the authorities to take part in the initiative.</p> <p>3.2 Practitioners will engage with reflective self-evaluation to critically examine their practice around key themes.</p> <p>3.3 Practitioners will work with Education Scotland and SWEIC, to develop and then lead, professional learning based on evidence of good practice.</p> <p>3.4 Practitioners will become Leaders of Learning for SWEIC.</p> <p>3.5 Case studies and resources will be available on the Glow blog/website.</p>	<p>3.1 Teachers feel valued and recognised for their good practice.</p> <p>3.2 Collaboration between the cohort, sharing ideas and resources from across the SWEIC.</p> <p>3.3 Capacity for delivering high quality professional learning is established through the Leaders of Learning.</p> <p>3.4 Capacity for delivering high quality professional learning is established through the Leaders of Learning.</p> <p>3.5 A platform for sharing high quality resources and effective strategies will be established.</p>	<p>Pamela McCallum NA Nicola Hendry ES Sian Neil ES Jackie Blair SA Robert McCallum EA Gail Elder EA</p> <p><i>Other delivery stream representative still to be confirmed.</i></p>	<p>September 23- March 24</p> <p>September 23- March 24</p> <p>Ready for offer, March 24</p> <p>March 24</p>

## Equity and Inclusion

Priority	Actions	Outcomes	Responsible	Delivery Timescale
4. Development of an attendance and Inclusion Hub as part of the SWEIC digital resource to support schools in reducing barriers to learning.	1.5 Further development of a resource library on the SWEIC website based on a needs analysis of school leaders. 1.6 Develop and collate exemplars of practice with Links to existing Education Scotland resources and examples of excellence from each Local Authority. 1.7 Support schools in making better use of attendance data at school level by providing reference resources and guidance. 1.8 Training modules developed and virtual seminars on reducing barriers to participation offered to colleagues.	1.5 A more streamlined virtual resource that is easy to access and meets the needs of colleagues in supporting Equity and Inclusion. 1.6 Raise awareness of focussed interventions to increase attendance, wellbeing and engagement and participation, with sharing of excellence practice as a pivotal aspect. 1.7 A more holistic understanding and addressing barriers to attendance and inclusion at school level based on data. 1.8 Training modules and seminars attendance fully booked and positive response from participates.	George Webb D&G Jess Burnett D&G Lindsay Bull EA Mark Conway ES Gwyneth Fairbairn D&G Chris Flanagan ES Laura Fugaccia D&G Graham McGinn EA Gayle Ferguson SA Kimberley Keenan SA Angela Cassells NA  <i>Finalise delivery stream members with the 4 LAs</i>	Sept 23 - May 24  Dec 23- May 24  Sep 23- May 24  Oct 23 -May 24
5. Continue to increase school participation in the Rights Respecting Schools programme to help embed the UN Convention on the Rights of the Child (UNCRC) into our	2.5 Support schools by raising awareness of the Rights Respecting Schools Award and UNCRC by working with each Local Authority to increase participation. 2.6 Work in partnership to shape policy and practice and build a shared understanding of how we get it right for every learner, developing a more consistent approach. 2.7 Develop high quality training opportunities on UNCRC and RRS award	2.5 Practitioners at all levels across SWEIC are aware of the statutory duties of UNCRC and how its incorporation impacts on their work. 2.6 Addressing practice in children and young people’s involvement and how we understand, promote, and protect children’s rights. Collaborate with Together (Scottish Alliance for Children’s rights) 2.7 Training resources well utilised on SWEIC website, with high participation rate across all Local Authorities.	George Webb D&G Nicola Sykes ES Jess Burnett D&G Lindsay Bull EA Chris Flanagan ES Scott Mulholland SA Angela Cassells NA June Stefani SAC	Oct 23- May 24  Oct 23 – May 24  Dec 23 – May 24

schools' curriculum.	across all four local authorities and share examples of good practice.			
<p>6. Support school leaders to embed the 5 foundations of the promise within their curriculum by the end of 2024.</p> <p><i>1. Knowing about and caring for care experienced pupils.</i></p> <p><i>2. Specific tracking of attendance and achievement as part of school improvement planning incl early identification of support.</i></p> <p><i>3. Engagement and participation in lessons and wider school activity.</i></p> <p><i>4. Ending exclusions.</i></p> <p><i>5. Positive destinations</i></p>	<p>3.6 Support all schools to embed the foundations of the promise through workshops and seminars designed around the 5 foundations. Aligning The Promise goals to the 3 national drivers - The Morgan Review, UNCRC &amp; The Promise</p> <p>3.7 Link with Education Scotland and the 4 local authorities to support school leaders in developing improvement plans to correlate with The Promise and share examples of good practice.</p> <p>3.8 Data gathering on how each Local Authority is delivering on The Promise to ensure clarity on roles and responsibilities and improved partnership working. Support in using the data to improve equity and inclusion.</p>	<p>3.1 Ensure we play our part to keep the promise for care experienced children and young people by analysis data on attendance, exclusion, and participation (Including leaver destinations)</p> <p>3.2 Model School Improvement Plan's that address the changes needed to keep The Promise.</p> <p>3.3 Analysis how each Local authority are using data linked to the 5 foundations, development of a dashboard of data across partner agencies including Social Work Education, youth services and other linked LA departments.</p>	<p>George Webb D&amp;G Lesley Hillan-Fowler EA Jess Burnett D&amp;G Lindsay Bull EA Chris Flanagan ES Angela Cassells NA Gayle Ferguson SA Gwyneth Fairbairn D&amp;G Laura Fugaccia D&amp;G</p>	<p>Oct 23- May 24</p> <p>Sept 23-Dec 23</p> <p>Oct 23 – May 24</p>



Curriculum				
Priority	Actions	Outcomes	Responsible	Delivery Timescale
<b>Curriculum Design and Learner Pathways</b>				
1. Develop a clear understanding of Curriculum Design and support the development of Learner Pathways	1.1 Provide 'Curriculum Design' Professional Learning for all school leaders across the SWEIC	1.1 Leaders are skilled to effectively design and implement curriculum.	Gail Monaghan (SWEIC) Nicola Crawford (ES) Lorraine Ross (ES) Klaus Mayer (ES)  (Additional workstream members to be added)  Gavin Pitt (SA) David Maxwell (D&G) ? Kenny Pullan (D&G) ?	Sept 23 – May 24
	1.2 Provide 'Curriculum Design' Professional Learning for all educators across the SWEIC	1.2 Leaders and educators report having a deeper understanding of best practice and innovative approaches to curriculum design.		Jan 24- Mar24
	1.3 Strengthen creative leadership across the SWEIC and create a framework for 'Teaching Creativity' to be piloted in at least 2 schools per authority	1.3 Pupils are inspired to think creatively, and classroom environments encourage curiosity and problem solving.		October 23 Pilot by June 24
	1.4 Design a practical resource/toolkit to support leaders to design their curriculum with the local context in mind and learners at the centre	1.4 Leaders can design curricula that are tailored to the specific needs, culture and context of their local communities. Learners' interests and aspirations are taken into consideration.		April 24
	1.5 Pilot the SWEIC Curriculum Design toolkit in at least 2 schools per authority before the end of the session	1.5 Learning outcomes are improved and the curriculum is meaningful to all learners.		Jun 24
	1.6 Create 'Professional Reading Recommendations' resource for all educators across the SWEIC in relation to curriculum design and learner pathways	1.6 Educators are up to date with the latest research, best practice and innovative approaches in curriculum design and learner pathways.		Dec 23
2 Ignite the joy of learning in the BGE through the design, implementation and evaluation	2.1 Engage primary and secondary schools across the SWEIC in the Daydream Believers project 'Solar Punk Island'	2.1 Schools foster a holistic and integrated approach to learning. Pupils develop a sense of curiosity, engagement and enthusiasm for learning		Sept 23
	2.2 Schools to share their PBL journey across the SWEIC	2.2 Increased collaboration between teachers within own schools, authorities and across the SWEIC.		Jan – May 24
				Jun 24

of Project Based Learning	2.3 Further develop Solar Punk Island project in response to local context (e.g. Ayrshire Growth Deal)	2.3 Pupils engaged in the project recognise the relevance of the skills being developed in relation to their local community		
Digital Futures				
3. Empower educators to navigate the current digital landscape with confidence and proficiency.	<p>3.1 Develop comprehensive 'Digital Skills Pathways' to provide educators with the necessary knowledge and tools and relevant to their own role/sector.</p> <p>3.2 Collate examples of digital practice across subject-specific areas and compile a 'digital book' resource to share across the SWEIC.</p>	<p>3.1 Education staff can perform tasks related to their role more efficiently. They report increase in confidence in utilising digital tools and have achieved the minimum expectation within the pathway.</p> <p>3.2 Educators feel inspired and empowered to adopt innovative digital practice in their classroom. Pedagogical techniques and digital skills are improved within classrooms. Educators network with others across the SWEIC to learn from each other and contribute to the advancement of digital education in their respective subject areas.</p>	<p>Gail Monaghan (SWEIC) George Milliken (ES) Brian Clark (ES) Susan Lauder (NA) Lynn Robertson (SA) Amanda Pickard (SA) Donna Kirkwood Emery (EA) Laura Fugaccia (D&amp;G) Rosslyn Lee (NA)</p>	<p>May 24</p> <p>April 24</p>
4. Provide educators with the knowledge and skills to comprehend AI technology	<p>4.1 Deliver A.I. professional learning for education staff to further develop an awareness and understanding of how it can be used in learning and teaching and reduce workload</p> <p>4.2 Create 'Professional Learning' resource for all educators in relation to A.I. with signposts to relevant learning</p>	<p>4.1 Education staff gain a deeper understanding of AI technology and its applications in education. They can streamline administrative tasks and reduce their workload.</p> <p>4.2 Educators feel equipped with the knowledge and skills necessary to effectively utilise AI within the profession. They can leverage AI technology in a responsible and informed manner.</p>		<p>Jan 24</p> <p>May 24</p>

**South Ayrshire Council  
Equality Impact Assessment  
Scoping Template**

Equality Impact Assessment is a legal requirement under the Public Sector Duty to promote equality of the Equality Act 2010. Separate guidance has been developed on Equality Impact Assessment's which will guide you through the process and is available to view here: <https://www.south-ayrshire.gov.uk/equalities/impact-assessment.aspx>

Further guidance is available here: <https://www.equalityhumanrights.com/en/publication-download/assessing-impact-and-public-sector-equality-duty-guide-public-authorities/>

The Fairer Scotland Duty ('the Duty'), Part 1 of the Equality Act 2010, came into force in Scotland from 1 April 2018. It places a legal responsibility on Councils to actively consider ('pay due regard to') how we can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions. [FSD Guidance for Public Bodies](#) in respect of the Duty, was published by the Scottish Government in March 2018 and revised in October 2021. See information here: <https://www.gov.scot/publications/fairer-scotland-duty-guidance-public-bodies/>

**1. Policy details**

Policy Title	South West Educational Improvement Collaborative (SWEIC) – Delivery Plan 2023/24
Lead Officer (Name/Position/Email)	Lyndsay McRoberts, Director of Education lyndsay.mcroberts@south-ayrshire.gov.uk

**2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts**

Community or Groups of People	Negative Impacts	Positive impacts
Age – men and women, girls & boys	No	No
Disability	No	No
Gender Reassignment (Trans/Transgender Identity)	No	No
Marriage or Civil Partnership	No	No
Pregnancy and Maternity	No	No
Race – people from different racial groups, (BME) ethnic minorities and Gypsy/Travellers	No	No
Religion or Belief (including lack of belief)	No	No
Sex – (issues specific to women & men or girls & boys)	No	No
Sexual Orientation – person's sexual orientation i.e. LGBT+, lesbian, gay, bi-sexual, heterosexual/straight	No	No

Thematic Groups: Health, Human Rights & Children's Rights	No	No
---	----	----

**3. What likely impact will this policy have on people experiencing different kinds of social disadvantage i.e. The Fairer Scotland Duty (This section to be completed for any Strategic Decisions). Consideration must be given particularly to children and families.**

Socio-Economic Disadvantage	Negative Impacts	Positive impacts
Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing	No	No
Low and/or no wealth – enough money to meet Basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future	No	No
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies	No	No
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	No	No
Socio-economic Background – social class i.e. parent's education, employment and income	No	No

**4. Do you have evidence or reason to believe that the policy will support the Council to:**

General Duty and other Equality Themes Consider the 'Three Key Needs' of the Equality Duty	Level of Negative and/or Positive Impact (High, Medium or Low)
<b>Eliminate unlawful discrimination, harassment and victimisation</b>	Low
<b>Advance equality of opportunity</b> between people who share a protected characteristic and those who do not	Low
<b>Foster good relations</b> between people who share a protected characteristic and those who do not. (Does it tackle prejudice and promote a better understanding of equality issues?)	Low
Increase participation of particular communities or groups in public life	Low
Improve the health and wellbeing of particular communities or groups	Low
Promote the human rights of particular communities or groups	Low
Tackle deprivation faced by particular communities or groups	Low

## 5. Summary Assessment

Is a full Equality Impact Assessment required? (A full Equality Impact Assessment must be carried out if impacts identified as <b>Medium and/or High</b> )	<del>YES</del>
	<b>NO</b>
<b>Rationale for decision:</b>	

**An Equality Impact Assessment is not required on this occasion as this report is asking for elected members to note the outcome of the inspection**

**Signed :** Lyndsay McRoberts

**Director of Education**

**Date:** 6 September 2023