

## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education, Culture and Sport</b>
DATE	<b>23 February 2012</b>
DIRECTOR	<b>Annette Bruton</b>
TITLE OF REPORT	<b>Closing the Gap - Raising Achievement</b>
REPORT NUMBER:	<b>ECS/12/004</b>

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### **1. PURPOSE OF REPORT**

This report provides an overview of the strategic approaches taken in Aberdeen City to maximise achievement in all of our young people.

### **2. RECOMMENDATION(S)**

It is recommended that Committee:

1. notes the content of this report
2. monitors the outcomes of this strategy through the Education, Culture and Sport Performance Reports

### **3. FINANCIAL IMPLICATIONS**

There are none at this stage. Following the review of Inclusion it is expected there will be a need to redesign the service and realign resources.

### **4. OTHER IMPLICATIONS**

There are no direct implications arising from this report. The measures ensure linkage to the Single Outcome Agreement, the Administration's Policy Statement - Vibrant, Dynamic and Forward Looking and to the ECS Service Improvement Plan. Improvements in the services provided by Education, Culture and Sport impact positively on communities across the City.

### **5. BACKGROUND/MAIN ISSUES**

Successful education systems are founded on the belief that every child or young person matters and can achieve. Raising attainment, together with

providing achievement and inclusion, are at the heart of schools' and education authorities' work.

Systems that have successfully raised attainment exhibit wide community and family support for the value of education, in:

- Enabled, visionary leaders and effective and professional practitioners, who
  - believe that every child has the capacity to continue to learn
  - create an appropriately supportive but challenging learning environment, based on good relationships which make it safe for children to learn.
  - use proven, structured classroom strategies
  - are willing to learn new, research-based methods
  - continuously develop their professional skills and knowledge
  - continuously challenge their own beliefs and practices and are restless for improvement
- Learners who
  - are engaged and motivated by the context within which they learn and by the learning
  - aspire to the highest levels of achievement are well supported to develop social and emotional competencies.
  - are well supported by their families or carers
- Parents/carers who are:
  - Included
  - confident in the capacity of their children and young people to succeed at school
  - engaged, motivated and aspirational for their children
- Appropriate evidence and data used rigorously to:
  - monitor and support learners' progress and to understand their learning
  - enable leaders to identify key performance issues and to adopt interventions that are appropriate to each school's context
  - ensure accountability, in every part of the education system for every child's or young person's learning

In developing a strategy for Aberdeen City that seeks to close the achievement gap, we have developed a range of approaches which embrace those of successful systems. Taken together all of our approaches are designed to have a positive impact on the achievement of our young people. Some of these initiatives are at an early stage whilst others such as the work on Integrated Children's Services are more advanced. The approaches include work on the following initiatives:

5.1 **Total Place.** A Total Place approach involves local public services working together to deliver better value services to citizens by focusing on joint working and reducing waste and duplication. There is also an emphasis on early intervention to save public money down the line by preventing complex social problems. There are three Total Place pilots underway in Aberdeen focusing on

Educational Achievement (Northfield), Community Safety (Torry) and Care for Older People (City-Wide). A working group has been convened that includes representatives from Grampian Police, NHS Grampian, all Primary Schools in the Northfield ASG, Northfield Academy, Community Groups and Skills Development Scotland. The main focus areas for the Northfield initiative are Early Years, Mental Health & Wellbeing and Transitions. The group will be looking to implement projects that work throughout the whole family with the intended outcome that the aspirations of the whole community are raised.

Through this initiative, Aberdeen City Council have introduced the *Roots of Empathy* project into P3 classes in the Northfield ASG. This project involves the fostering and development of empathy in the children through interaction with a mum and baby in class over nine visits throughout the school year.

Work is also ongoing to ascertain the viability of creating an Aberdeen "Big Noise", based on the successful model in Stirling, which is an initiative to motivate young people through music. The Stirling "Big Noise" project is itself based on the Venezuelan "Sistema" project. Sistema Scotland is a charity set up in the belief that children can gain huge social benefits by playing in a symphony orchestra. It uses music making to foster confidence, teamwork, pride and aspiration in the children taking part - and across their wider community. The Stirling project has been evaluated by the Scottish Government and it has been shown that it has had a social impact in the community, with positive influence on the behaviour, confidence and self-esteem of the young people participating.

The Total Place group are also considering further projects and opportunities for collaborative working to improve aspiration and attainment in Northfield throughout the next few years.

## 5.2 **Curriculum for Excellence**

The new curriculum developed under Curriculum for Excellence is in the early stages of implementation. It is therefore too early to state definitively if it has made a difference. However early indications are that more innovative teaching approaches are being taken and increased collegiate time to discuss, understand, share and apply standards will be highly beneficial in raising achievement. In addition there is an increased emphasis on pupil choice and the radical overhaul of the senior phase of learning. All of these are strategies that are likely to improve educational outcomes for young people.

### – **City Campus**

The range of curricular options available to pupils in the senior phase of Curriculum for Excellence (S4-6) has been enhanced by

provision of a range of centrally delivered Advanced Higher courses and English to Speakers of other Languages at Higher, Intermediate 1&2 and Access. These will complement courses offered in individual schools and those delivered by partner organisations, such as Aberdeen College.

Schools are increasingly entering into both formal and less formal consortium arrangements with one or more partner schools, delivering a wider range of academic and applied learning curricular options.

A common curricular structure for the senior phase is to be implemented in all secondary schools and it is likely that almost all pupils will take six main subjects in S4.

The enhanced use of digital technology will be developed over the coming sessions and many courses will be delivered, at least in part, using a range of innovative methodologies.

These opportunities should lead to increased motivation for pupils who can undertake courses more suited to their needs and aspirations. This, in turn, is likely to improve attainment and achievement.

– **Assessment, monitoring and tracking, reporting to parents/carers and Profile of Achievements**

**Assessment**

The purpose of assessment within the learning and teaching context is to measure progress, to identify next steps in learning and to meet learners' needs and in so doing raise attainment and achievement.

To take this work forward a number of development groups have been established including:

- Assessment Leaders Group – comprising one teacher from every school
- Assessment Co-ordinators Group – comprising one teacher from each Associated School Group
- Assessment Strategy Group – includes all members of the Assessment Co ordinators Group and seconded development officers from the central team.

In addition, links have been established at a local level with other strategic groups including the Literacy Group, PT Subject networks and DHT forum and staff are working together to ensure consistency in application of the standards.

A programme of staff development activities is being provided to help build teacher confidence in the use of a range of assessment strategies including:

- Assessment is for Learning - formative assessment – through sharing with pupils what they are going to learn and how they will know if they have been successful and by providing high quality feedback to help them understand what they need to do next to improve;
- Using standardised materials to measure value added;
- Using National Assessment Resource materials for moderation purposes in order to achieve consistency and a shared understanding standards;
- Engaging in professional dialogue with colleagues through moderation activities in order to develop professional knowledge and confidence in the application of the standards.

Led by the work of the above groups, staff are starting to moderate learning at a variety of levels including class, department, subject network, whole school and across associated school groups. It is through the professional scrutiny of work and engagement in professional dialogue that teachers will develop confidence in their judgments and validate the accuracy of each school's internal moderation procedures. It will also provide assurance that all schools are consistently applying national standards, raising expectations and securing further improvement in attainment.

### **Monitoring and Tracking**

A small group of staff have worked in partnership with staff from Pearson Frontier and have customised a system within **e1**, our new schools management information system, to support the tracking and monitoring of pupil attainment and achievement.

This system has recently and successfully been piloted in a small number of schools and is now ready to be used in all schools. A programme of staff training has been developed and a roll out schedule is due to start in January 2012 with staff from all schools to be trained by March 2012.

Led by Aberdeen City Council, an Inter Authority group comprising staff from the four Local Authorities using e1 has recently been established to develop this work further.

### **Reporting to parents/carers**

Draft guidance has been prepared to support school staff develop a range of procedures to report to parents and carers on pupil progress. A draft Authority report format for pre-school and primary pupils has been developed and is ready to be used this session.

This format has been designed as a summary report which in the future will become an integral feature of the e1 tracking and monitoring system. Future work in this area will focus on the production of a secondary report format for use in session 2012-13.

### **Profile of Achievements**

All P7 pupils are required to complete a P7 Profile by the end of session 2011-12 which recognises their achievements at the end of their primary years. This Profile is designed to capture their last and best achievements, to recognise, record and celebrate them.

A small group of P7 teachers have prepared a Profile format in partnership with staff from the central Assessment team and this will be used by all P7 pupils this session.

All learners will include brief evaluations of their learning and information of levels attained and progress made in each of the curricular areas, their personal achievements and awards gained within and out of school and their aspirations for the future. These profiles will provide a focus for pupils to share and celebrate their learning achievements with a wider audience and to use them during transition activities with secondary staff.

In addition, all S3 pupils will be required to have an S3 profile by the end of session 2012-21013. This is currently in development.

- **Literacy Strategy** - We are putting in place a city wide literacy strategy which aims to provide a basis for making improvements in literacy outcomes of our young people. The approach is principally intended to facilitate educational establishments in delivering Curriculum for Excellence and raising the attainment of all our learners. However it will inform part of the wider city discussion on the means to improving the literacy of all our citizens.

Expected outcomes of the literacy strategy are:

- o Raised attainment in literacy of all young people in educational establishments and increased confidence in literacy at all ages;
- o Improved prominence and quality in the teaching of literacy
- o Literacy embedded as a key component of all areas of the curriculum;
- o Improved literacy among parents leading to improved support at home for our young people; and
- o Multi faceted approach to supporting literacy across the city

- 5.3 **School Attainment Reviews.** The annual attainment review meetings take place as soon as possible after the SQA statistical information is available to schools. The meetings, which were originally for secondary school management teams, focus on school attainment and SQA exam results using the annual Standard Tables and Charts (STACS). These meetings give our Directorate and the senior teams in schools an opportunity to take a closer look at STACs attainment and to hear first-hand some of the real issues behind both the data and the school's own improvement journey.

In September of 2011 we introduced a new model of School Attainment review. The new approach extended the meeting to include all schools in the Associated School Group. Primary Head teachers were invited to the meetings which offered the opportunity for primary colleagues to present their own attainment data and to highlight some of the pertinent issues and improvement actions.

The rationale for this new approach was to build on the learning journey of the young person from age 3 – 18 and in recognition that all of the schools make a significant contribution to a young person's achievements.

Guidance was offered for Primary schools in advance of the meetings.

Some common themes and issues emerged from the discussions and action plans are currently being drafted and will be agreed with schools to address these issues.

#### 5.4 **Performance Reviews of Schools - Validated Self Evaluation**

Aberdeen City Education, Culture and Sport service is committed to raising standards and quality of across all services. As part of our Validated Self Evaluation (VSE)<sup>1</sup> in 2010 a commitment was made to introduce a new model of school review. This process will contribute to the ongoing support and challenge that the service provides to schools. It is part of the statutory duty that is placed on the Council by the Standards in Scotland's Schools etc Act 2000<sup>2</sup>. The Act places a duty on each local authority for quality improvement and states that *'An education authority shall endeavour to secure improvement in the quality of school education which is provided in the schools managed by them; and they shall exercise their functions in relation to such provision with a view to raising standards of education'*.

Aberdeen City Council Education, Culture and Sport service is introducing a proportionate and collaborative model of validated self-evaluation which will support schools in taking improvement forward, moving from good to great. We have much that is good and very good in our schools in Aberdeen City. Our aspiration is now to move to excellence across all practice and experiences in schools.

Training has been provided for staff involved in the review process and two of our schools Oldmachar Academy and Kingsford Primary School have agreed to pilot the new review process. The pilots will take place in January 2012 after which the new model of review will be rolled out to all schools.

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<sup>1</sup> HMIE (now Education Scotland) carried out a follow up inspection in 2010 which took the form of a validated self evaluation.

<sup>2</sup> <http://www.hmso.gov.uk/legislation/scotland/acts2000/20000006.htm>

The purpose of the school review is to:

- Support the improvement of learning and teaching, raise attainment and achievement and help to gain a clear understanding of standards and expectations across Aberdeen City schools;
- Contribute to the drive in ‘closing the gap’ ensuring all children and young people reach their potential;
- Recognise, share and celebrate improvement and success;
- Ensure best practice is shared across Aberdeen City and beyond;
- Support schools through validating their internal self-evaluation processes and outcomes;
- Develop a culture of welcoming and nurturing external and internal validation of school improvement;
- Increase the confidence of establishments in their ability to self-evaluate and to plan and implement school improvement;
- Increase the capacity of staff to work collaboratively and in a collegiate way to evaluate the impact of their practice on learners;
- Identify areas for further development;
- Focus intervention and support appropriately and effectively; and
- Ensure that the priorities identified as action points for schools are reflected in the action identified in the school improvement and service improvement plans.

**5.5 Review of inclusion.** A “Strategy for Inclusion” currently exists (developed in 2004/5) and it includes an Inclusion Policy and a Strategic Action Plan setting out four Priority Actions:

Priority Action 1: To produce a set of school standards for inclusion to be used as a self-evaluation tool and to encourage the sharing of good practice between and across associated school groups.

Priority Action 2: To support and develop the skills of all multi-agency staff in implementing increasingly inclusive practice in line with the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004.

Priority Action 3: To work towards all services in Education, Social Services, Health and Voluntary Sector, working in partnership, with parents/carers to develop increasingly inclusive practice.

Priority Action 4: Ensure there is a co-ordinated plan for inclusive provision.

The majority of tasks set out within the action plans for each of the four priorities have been and continue to be addressed. This strategy has led to significant outputs, for example, the



implementation of Additional Support for Learning Act 2004; the GIRFEC agenda and implementation; the new complex needs school project.

Whilst much has been achieved in promoting inclusion, there remain areas where the service needs to make further progress. In last year's validated self-evaluation (VSE) we identified 12 areas for improvement and review which were endorsed by HMIE::

- Finalise our review of inclusion and develop a refreshed Strategy.
- Develop a more robust outcomes-based approach to the improvement of additional support needs services/provision, with a stronger focus on the collection and intelligent use of performance, attainment and achievement data to ensure all learners achieve their full potential.
- Redevelopment of Cordyce as a centre of excellence for young people with social, emotional and behavioural needs.
- Review of the "second starts" process to ensure a more successful integration of excluded pupils.
- Evaluate additional support needs bases as part of the ECS' general school improvement approach.
- Finalise our positive behaviour strategy, including audit of schools' behaviour policies and sharing of good practice.
- Alignment of CPD and capacity building with Scottish Teachers Education Council's (STEC) Framework for Inclusion.
- Establishing a more thorough process to gather pupil and parent/carer views of services and to use those views to inform and improve service delivery.
- Explore and develop the emerging model of learning partnerships and hubs in order to further improve the experiences and outcomes for all learners, but particularly those with additional support needs.
- Development of a commissioning strategy for additional support needs service/provision, including seeking greater opportunities for joint working with the Third Sector.
- Ensure additional support needs are reflected in our approach to the implementation of Curriculum for Excellence.
- Improve our reporting of attainment and achievement for pupils with ASN and for our special schools.

A systematic review of the inclusion strategy will now be undertaken and a Steering Group chaired by the Director of ECS will oversee this programme of work which consists of 7 work streams covering the 12 areas listed above and other related issues:

- 5.6 **Achieving their potential.** A group has been formed within ACC to consider a range of approaches which will impact on the ability of young people to achieve their potential. Aberdeen has relatively

high numbers of Looked After Children and although school rolls have decreased in recent years the number of school pupils who are looked after has increased. Achieving their potential outcome is a high level priority for looked after children and looked after and accommodated children.

The purpose of this group is ensure coherence across the wide range of initiatives which impact on young people and to influence the development and implementation of strategies and plans in the specific areas of:

- Corporate Parenting.
- Curriculum for Excellence (school education - 3-18 curriculum, including nursery, special, primary and secondary education).
- Further and Higher Education.
- Skills Development (linked to regional economic development priorities).
- Community Learning and Development.
- Health and Wellbeing.
- Looked After Children
- Young Carers

High level priorities will include improving literacy and attainment for S4 pupils; implementing the Curriculum for Excellence; ensuring that learning and teaching is consistently high standard across all schools; refining approaches to ensure continuous improvement; increasing our pace of progress to support children and young people with Additional Support Needs; providing high quality and efficient school buildings and building work on learning communities and the approach to learning hubs.

**The Youth Work Team** has been redesigned to enable further opportunities for partnership working with schools in support of the Curriculum for Excellence. This has included the establishment of Core Youth Work posts to enable more opportunities for the delivery of accredited learning linked to: skills for learning, skills for life and skills for work. This will include the recognition of young people s achievements in the wider community using the Youth Achievement Awards and Dynamic Youth Awards

The Youth Work in Schools Team will work with a range of specialist partners, teachers and other school staff to add to existing learning activities where appropriate and to deliver additional opportunities for Senior Phase students.

Opportunities for young people at risk of a negative destination after leaving full time education will also be a priority for the Youth Work Team. This will include the provision of tailored work experience opportunities and accredited Employability Awards.

The Parenting and Family Learning focus of the **Adult Learning Team** will support families through different life stages; with a focus on families with children who are six years plus.

This will include developing initiative which will support:

- Citizens to become more involved their children's education;
- Working with Young Parents;
- Helping parents to pursue further learning and/or employment opportunities;
- Supporting Volunteering opportunities for parents;
- Helping parents to support their children with their reading, writing and number work;
- Supporting parents with transitions - secondary school, leaving school etc; and
- Personal Finance and budgeting

#### 5.7 **Integrated Children's Service including *Getting it Right for Every Child* (GIRFEC)**

The creation of an Integrated Children's Service is predicated on taking a more coherent approach to the child within the family within the community which draws upon a range of services to ensure appropriate support for our most vulnerable young people. One of the intended outcomes of this approach will be that through the range of support services the young person is better equipped to attend school and achieve their potential.

Integrated Children's Services (ICS) in Aberdeen are delivered by the Council and its partner agencies (Grampian Police, NHS Grampian and the Third Sector) in accordance with the Integrated Children's Services Plan 2011-2015. The intention is that by implementing joint working, every child and young person in Aberdeen will enjoy being young and at the same time feels safe, nurtured, healthy, active, included, respected and responsible. The plan is focused around the 'Getting it Right for Every Child' (GIRFEC) approach through which the aim is to improve outcomes for all children and young people in the city by raising achievement and attainment. We also aim to reduce inequality by ensuring a common, coordinated approach across all agencies that supports the delivery of appropriate, proportionate and timely help to all children as they need it.

The Integrated Children's Services agenda in Aberdeen is led by the ICS Partnership group, chaired by the Director of Education, Culture and Sport. This group provides the leadership and governance; set and agree ICS policy and strategy; set and agree the ICS budget; ensure effective communication at all levels and among all partners; ensure effective stakeholder engagement and remit priority work programmes to the Integrated Children's Services Management Team.

The ICS Management Team lead the operational implementation of ICS and the GIRFEC programme. The group develop and deliver the key themes and priorities as set out in the ICS plan; quality assure and performance manage ICS; develop workforce, training and development to support integrated working; consult and engage with children and families; deliver the Children's and Young People's Audit and remit priority work programmes to the five outcome groups (Getting the Best Start in Life, Achieving their Potential, Responsible & Included Citizens, Safe and Protected, Successful Transitions to Adulthood).

#### **5.8 16+ Learning Choices and Activity Agreements**

Through 16+ Learning Choices, we are committed to ensuring all young people have the opportunity to remain in learning up to the age of 18 as part of their entitlement to a senior phase of Curriculum for Excellence. All secondary schools have an identified deputy who has a lead responsibility for ensuring young people receive a 16+ offer of learning. 16+ meetings are held in all secondary schools with partners such as Skills Development Scotland, Educational Psychologists and the Youth work team to discuss young people who would be most at risk of moving into a negative destination. This approach ensures that appropriate support can be given to all vulnerable young people during their transition from formal education.

Work is also continuing in the development of offering young people who require more individual support after formal education an Activity Agreement to assist them in moving onto further education, employment or training. Activity Agreements are currently available to any young people 16-19 who would not be ready to enter other currently available provision and will link young people with local partners who have experience in working with young people who require more choices more chances. Young people who are suitable for an Activity Agreement will be identified through 16+ meetings in schools to ensure that a suitable learning agreement can be put in place before a young person reaches their statutory leaving date which will assist in raising achievement and support young people into a positive destination.

#### **5.9 Learning Partnerships**

The April 2010 Education, Culture and Sport Committee agreed the proposal to establish a network of Learning Partnerships across the City to support the implementation of the Aberdeen Learning Strategy, Aberdeen City of Learning. The committee also agreed that Learning Partnerships were to support improvements in learning outcomes, support the council's implementation of a Curriculum of Excellence and support people of all ages, abilities and backgrounds to become more involved in their own learning

and their communities development to help develop lifelong learning in Aberdeen.

The Council's policy is that lifelong learning should be directed in each community by a Learning Partnership. It is a broad partnership with head teachers, communities staff, formal learning providers, other public bodies, community volunteers and a range of learning providers: essentially, partners involved in particular projects around children, families and lifelong learning. Their outputs are reported to the City Council's Community Planning Smarter Forum. (formerly Life Long Learning forum)

The work of the Learning partnership is also central to those services which Education Scotland (HMie) inspect. The inspection regime for mainstream Secondary Schools and Community learning and Development (CLD) is now based on Learning Communities, defined by the geography of secondary schools. Recent inspection reports advocated closer working between schools, CLD and other learning providers such as libraries and voluntary sector organisations. They also recommend greater emphasis on planning and evaluation with partner agencies to make best use of existing resources for the learner and the local community; to attract new resources and to provide the best possible learning experience for all.

Learning Partnerships will contribute towards supporting and enabling the effective delivery of the Curriculum of excellence within Aberdeen as well as driving forwards progress in corporate priorities including raising educational attainment and achievement and 'Closing the Gap. The Learning Partnership involves stakeholders of learning to work together in a structured way to deliver the best learning outcomes for a Learning Community.

Since the Communities Team's establishment in autumn 2011, dedicated facilitators (Capacity Building Officers) have been assigned to develop and build the learning Partnerships. Communities Team Managers attend the Learning Partnerships to ensure a citywide cohesive approach to National and local strategic priorities

#### 5.10 **Early Years**

Aberdeen Early Years and Childcare Partnership (Getting the best Start in Life Group) deliver the Early Years Framework for Aberdeen City. The actions outlined in the framework action plan are designed to provide a coherent approach ensuring outcomes for children and families contribute to breaking cycles of poverty and inequality. The focus is increasingly on early intervention and prevention. The emphasis has been on:

- Ensuring vulnerable children under 5 have an integrated package of health care and education support which meets their needs;
- providing a free part time pre-school education place for all 3 and 4 year olds whose parents want one;
- ensuring that every family who wants it should be able to access affordable high quality childcare;
- ensuring every family with a new born baby should have an assessment of their family's needs for healthcare, advice and continuing support by a trained health professional within the first weeks of life; and provide targeted support for families with children aged 0-3, particularly the most vulnerable and deprived.

Currently the high level priorities are to:

- Revisit Pre-birth to 3 guidance, promote infant mental health and improve informal community based childcare and childcare for working parents;
- Identify health and additional support needs early;
- Promote children's rights to play and the importance of learning through outdoor and free play;
- Improve the quality of children and parent engagement in learning, service planning, community engagement and life long learning;
- Implement early levels of curriculum for excellence and improve assessment across all sectors;
- Improve standards of service using How Good Is Our model, validated self assessment approaches and pre-school quality improvement and support approach.

The top priority is to support and empower parents, in what is a very demanding role, to ensure the quality of the relationships they have with their children gives them the best possible start in life. We recognise the important role professionals who work with children have in delivering high quality services to children but also in supporting families to meet children's needs and will continue to deliver integrated support training and CPD opportunities to all levels of staff. We will continue to redesign and integrate services to meet family needs. We are confident that by supporting parents and workers effectively and providing the best possible integrated health, care, learning and play services and experiences we will give children the best start in life.

#### **5.11 Leadership Development**

Aberdeen City Education, Culture and Sport service has developed a new Leadership Framework for staff. The framework was launched at the November 2011 improvement conference. The framework is at appendix 1.

The aims and objectives of our leadership development strategy will articulate with those in our Strategy for Learning and Service Plan. The intention is to equip more individuals at all levels to meet the challenges through a leadership development programme that offers flexible and coherent pathways to leadership and that structures leadership development most relevant to the leadership of learning. Ultimately, more effective leaders will have a positive impact on learning and teaching and on young people's achievement.

Central to this is the need for us to create, grow and sustain a number of essential '*Leaders of Learning*' communities. Through the leadership programme we will:

- **create the culture** through consistent systems, processes and conditions
- **grow the culture** through the facilitation of skills-based learning, transfer of knowledge and experience, building capacity through trust and mutual support.
- **sustain the culture** through induction and involvement of new personnel, embedding collaborative practice in our improvement processes and through ongoing evaluation of our effectiveness

This will be underpinned by ongoing quality professional development to keep and further develop skills and expertise of our staff.

We will focus on:

**1. Prioritising our most important *Leaders of Learning* communities:**

We will provide appropriate development opportunities for aspiring leaders, new leaders and existing leaders at all levels in our service. This includes more rigorous recruitment and selection processes, formal induction and support, and coaching and mentoring programmes.

**2. Prioritising our most important *Leadership Partners*:**

We will continue to develop mutually beneficial partnerships with a range of local and national organisations.

**3. The development of generic core professional competencies and skills**

Key to effective leadership is the acquisition of a skills set and professional competencies. These will apply to all members of staff, in an incremental way to provide a progressive programme ranging from introductory to advanced levels.

**4. The development of a standards and outcomes based Leadership Development Framework.**

We will provide a coherent structure which includes all leadership development opportunities, centred around three progressive levels of leadership: Early Leadership, Middle Leadership and Senior Leadership. This will be available electronically, and will articulate with Professional Review & Development / appraisal processes.

The Leadership Framework will be applicable to all members of staff, regardless of the point they are at on their leadership development journey, and will consist of a range of types of professional development opportunity. (*Leadership Framework Appendix 1*).

## **6. IMPACT**

### **Legal**

The Council is required to act within the legislative frameworks as laid down by the Scottish and UK Governments.

### **Resources**

No additional resources are required at this stage. Following the review of Inclusion it is expected there will be a need to redesign the service and realign resources.

### **Other**

There are no property, equipment or Health and Safety implications arising directly from this report. This report is likely to be of interest to the public. It will affect those with children and those working in schools. It will also be of interest to those involved in lifelong learning and to other public provider partners.


## **7. BACKGROUND PAPERS**

Report to Education, Culture and Sport Committee 2 June 2011.

## **8. REPORT AUTHOR DETAILS**

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