



**Education
Scotland**
Foghlam Alba

An empowered system: making collaboration work

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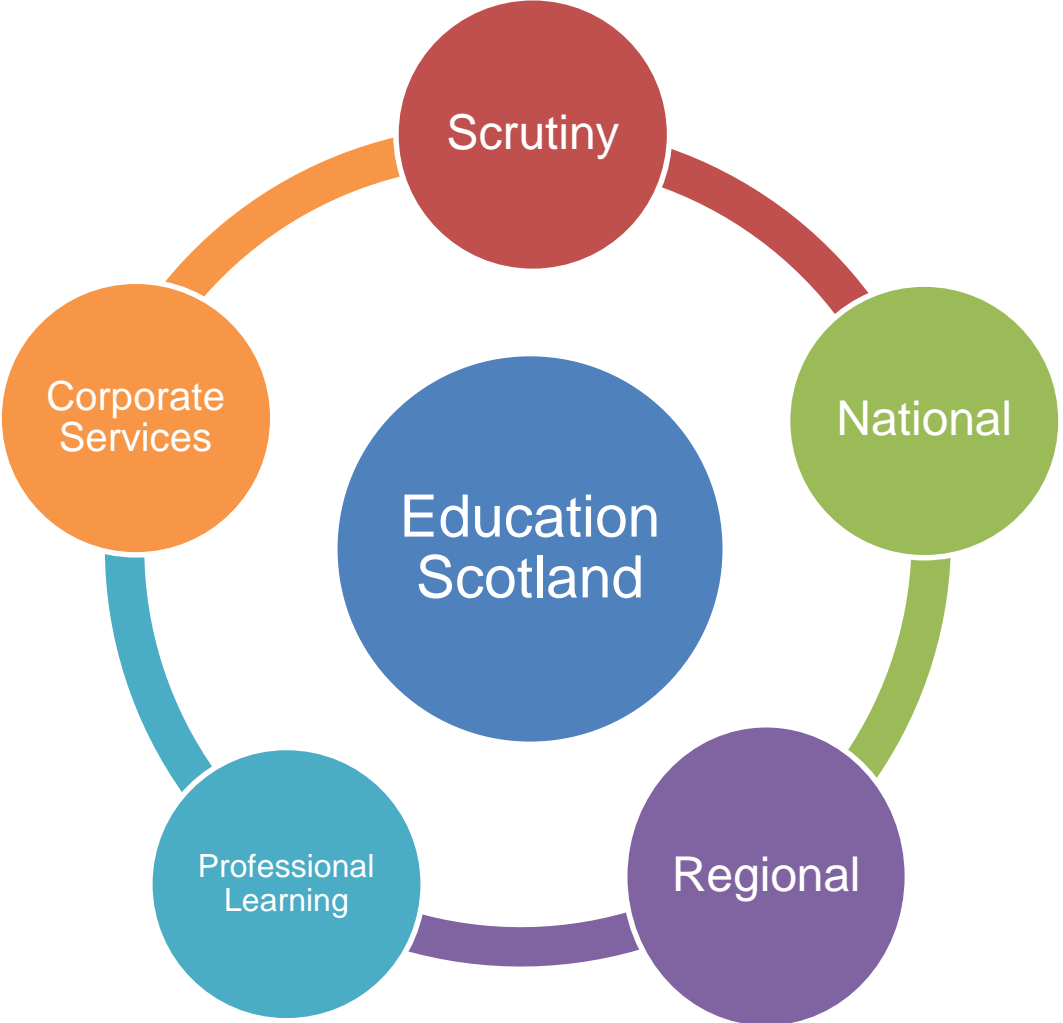
For Scotland's learners, with Scotland's educators

An empowered system

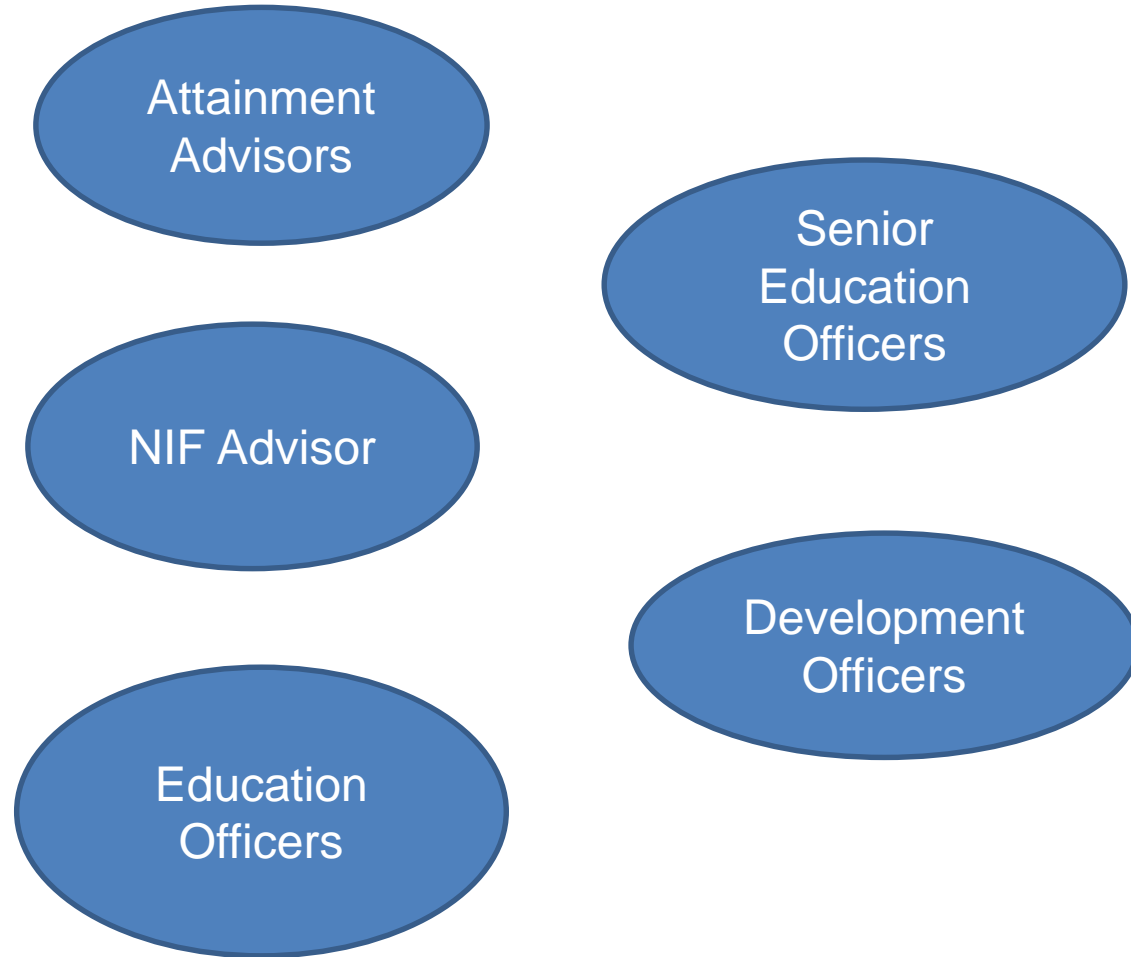


“An empowered system is one that grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners. Empowerment and collaboration for improvement happen at all levels in an empowered system.”

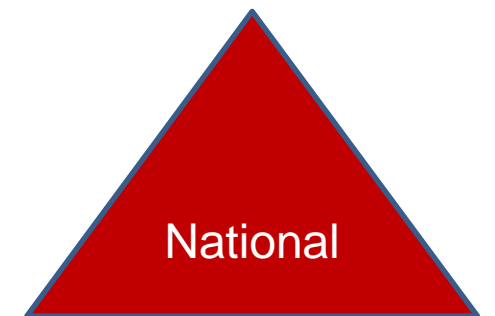
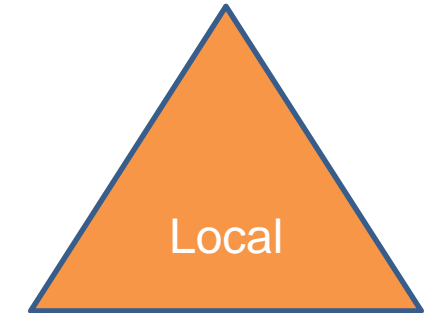
Support to maximise impact



Regional Improvement Teams



- **Literacy**
- **Numeracy**
- **HWB**
- **Inclusion**
- **SAC**
- **NIF**
- **STEM/DYW**
- **CLD**
- **Digital L & T**
- **Curriculum Areas**



The Regional Directorate within Education Scotland

- Education Scotland is the national team which works regionally – we are working to develop the balance of national and local demands within an empowered system.
- To do this, we must work at the skills and attitudes which support effective collaboration.
- In collaborative working, not only clarity of purpose but courtesies are essential. In a distributed leadership model this is even more crucial.
- We are working with schools, local authority teams and Regional Improvement Collaboratives, through a process of negotiation, to establish the right support for the system. This is hard work!
- Context is paramount – behaviours, political and financial situations all effect collaborative practice.

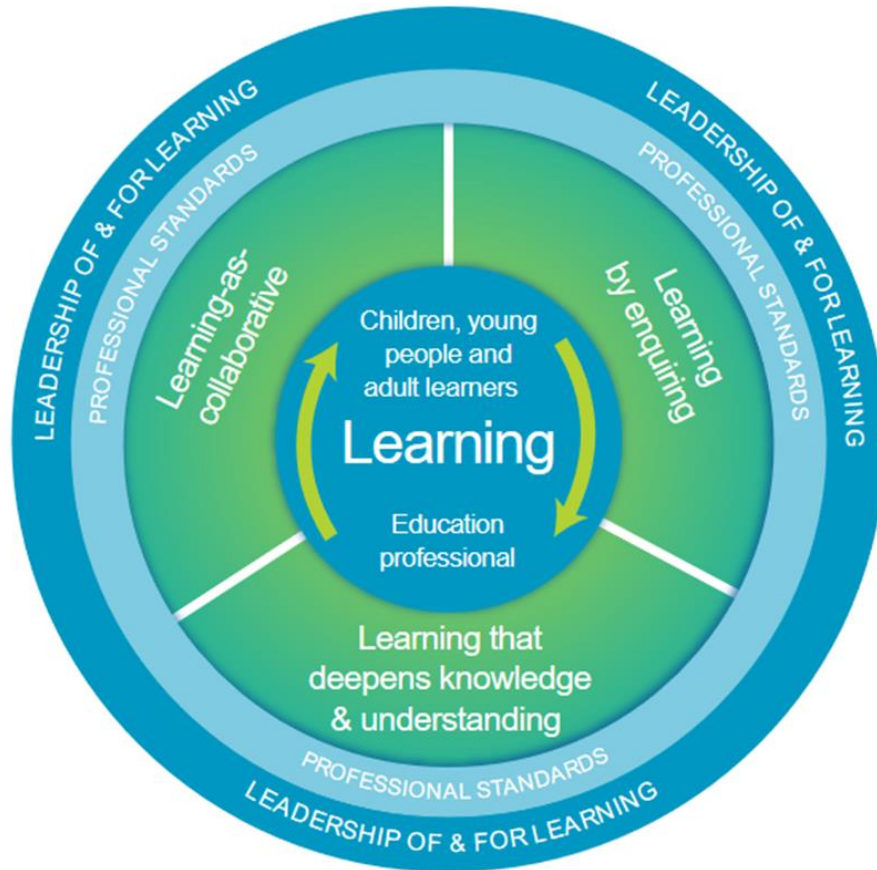
So – what is the actual work that we do?

- Tailored and targeted curricular and pedagogical support to schools
- Supporting colleagues to use data better in their work
- Sharing what works best across Scotland and in local contexts to improve literacy, numeracy and Health and Wellbeing
- Making sure that our work adds value and builds on teachers' skills
- Talking about, modelling and developing the conditions required for empowerment and collaboration.

Making it work – what do we know so far about empowerment and collaboration?

- Empowerment and professional confidence are symbiotic – both at a personal level and system wide.
- Empowered teachers will want to collaborate. However, in collaborative situations, we all have to be aware of power relationships.
- Collaborative activity does not replace professional skills development and must have clarity of intent.
- It is inevitable that collaboration begins with easier, less controversial areas but we have to move past that to actually use the whole system to affect change.

What does an empowered system mean for your professional learning?



Professional learning must focus on the education professional as a learner and how this is related to, and impacts upon the learning of children, young people and adults.

The model underpins all aspects of our work on professional learning and leadership.

Your professional learning

- Knowing your context
- Navigating the landscape
- Owning the learning
- Leading the learning



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