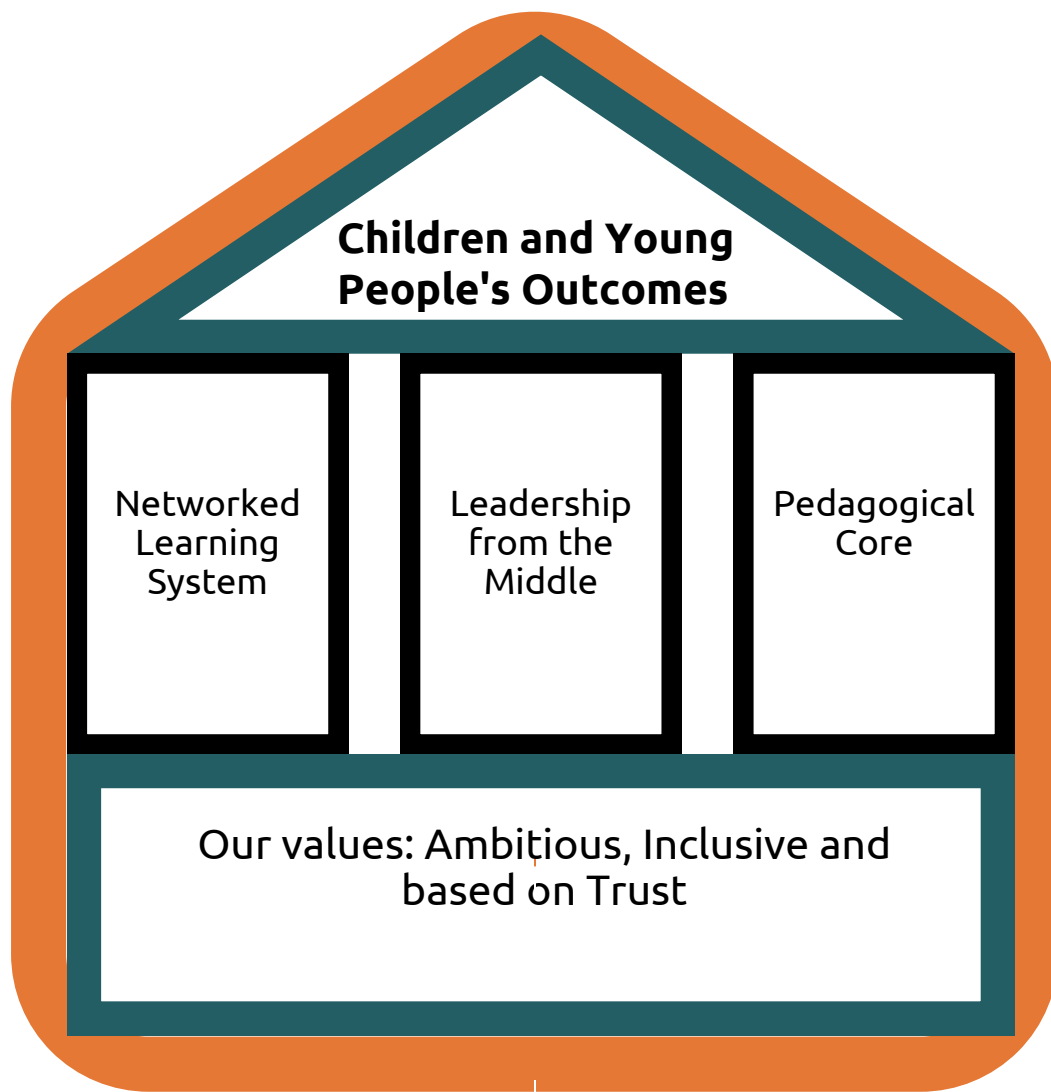


Towards a World Class Learning System



A · D · E · S

ADES Framework for
Improvement



ADES Framework for Improvement

The Association of Directors of Education in Scotland (ADES) is committed to working with key stakeholders to provide all children and young people with a world class educational experience. As our commitment to the children and young people of Scotland, we want to:

- maximise the potential of all children and young people, giving them the best possible start in life, nurturing their talents, listening to their voices and supporting them to take their place in society;
- raise educational achievement, progress and wellbeing for all, and actively advocate and intervene on behalf of those children with additional needs who require more support;
- deliver a dynamic sector-leading curriculum and assessment process which gives young people the knowledge, skills and certification to contribute in a local, national and global society;
- develop an education workforce of the highest quality;
- work in partnership with families and local communities; and,
- contribute to improving Scotland's international standings in education.

INTRODUCTION

ADES is fully committed to developing a world class education system in Scotland.

Working towards this requires coherence across all partners. ADES will support this by providing clear direction, cultivating collaboration at all levels and focusing on teaching and learning; ensuring coherence at a local level that is supported nationally. The significant number of reports and recommendations published nationally in recent years represent a significant implementation challenge for the system. ADES sees a need for change.

Our framework for improvement takes account of the learning from across our system over the last few years and builds on our 2025 vision. It is informed by the key messages and recommendations from national reports, advisors to the system as well as important local knowledge, data and intelligence on what works and what needs to be done to improve and to get the best outcomes for our children and young people. In order to deliver world class outcomes for children and young people we need to focus on three main pillars.

Firstly, an increased professional focus on pedagogy is required to ensure all children and young people can access the curriculum along with assessment approaches at all stages that ensure stages of development and progress are documented and/ or measured reliably both for individuals and more widely.

Secondly, our framework is clear about the importance of working in partnership to deliver a Networked Learning System across all local authorities, Early Learning and Childcare settings and schools that is embedded at a national level. Such a Networked Learning System needs to regularly review the curriculum to better meet the learning needs of individuals, Early Learning and school communities and ensure the development of the skills and capacities required in a rapidly changing world.

Finally, in order to achieve the aspirations set out in the ADES framework for improvement a refreshed system is required that ensures effective pedagogical leadership at all levels. A system that delivers high-quality career-long professional learning for all educators, including initial teacher education, whilst also ensuring opportunities for professional learning and development for all education staff.

The ADES vision for Children's Services remains unchanged and we believe that to take account of children's rights and to meet the needs of all our children and young people we must work across all services that support children and not work in silos.

As leaders of learning, ADES is committed to continue playing a pivotal role within the Scottish education system to bring about meaningful change and improvement for our children and young people, their families and for all those who work with them.

THREE PILLARS TO DRIVE SUSTAINABLE IMPROVEMENT

Our three key pillars (Networked Learning System, Leadership from the Middle and Pedagogical Core) outlined below, have been developed through many discussions across ADES, reflect international research and take account of the recent national reports. These form a focus for sustainable and continuous improvement across the whole system and allow us to make changes now and into the future.

NETWORKED LEARNING SYSTEM

A Networked Learning System is based on a culture of empowerment, collaboration, support and challenge with a focus on continuous improvement. It is characterised by a culture of genuine partnership working and mutual respect across all key stakeholders in Scottish education and children's services. To deliver this:

- ADES members will work with Education Scotland to facilitate opportunities for peer support and challenge using the '*How Good is our Education Authority Framework*'.
- The ADES networks will work across the system with national partners to drive system wide improvement.
- ADES will work with national partners to create a simplified policy landscape. Policies will actively reflect local and national contexts and their impact on the lives of children, young people and families.
- ADES will work with national partners to influence shared national measures to evaluate attainment and outcomes and ensure these are fit for purpose. In doing so there will be an emphasis on minimising bureaucracy through adopting wider measures that capture fully the overall system performance.

LEADERSHIP FROM THE MIDDLE

Leadership from the middle exists where subsidiarity is understood and the system is flexible enough to allow for creativity and improvement. ADES will work with partners to build relationships across levels, allocate clear roles and responsibilities, minimise duplication and create potential for impact. The education workforce should be viewed holistically as a system-wide resource requiring access to ongoing career professional learning (CLPL). To deliver this:

- ADES will work with partners to explore and expand professional learning opportunities beyond immediate localities to enable all practitioners to learn from each other, share best practice and collaborate effectively.
- ADES will influence a review of the framework for Initial Teacher Education and work with partners to deliver high quality professional learning throughout the course of a teacher's career.
- ADES will continue to work with Scottish Government and COSLA to ensure that workforce planning models meet local needs.

PEDAGOGICAL CORE

The pedagogical core exists where there is an increased professional focus on the importance of pedagogy, along with high-quality learning and teaching approaches across all sectors of education. It is underpinned by an ambitious curriculum that meets the needs of all children and young people. It is supported by relevant assessment and qualifications that enable progress and recognise and reward the achievements of all learners. To deliver this:

- ADES Networks will work with national partners and play a key role in the curriculum improvement cycle.
- ADES will work with the new national qualifications body, with schools, teachers and stakeholders to ensure that assessment approaches and the qualification system are relevant, meaningful and ensure progress for all children and young people.
- ADES networks will focus on strategic improvement in learning, teaching and wellbeing within our Early Learning and Childcare settings, schools and classrooms.
- ADES will take a lead role in the digital upskilling and digital transformation across the education system.

OUR NEXT STEPS

Through our ADES Executive, Networks, Directors' Forum and encouraging ADES representation on national Boards and working groups we want to ensure that the voices and experience of our membership are heard wherever education policy, practice and support is being developed.