

AGREED DRAFT

EMPOWERING PARTNERS

Introduction

Empowerment and collaboration for improvement happen at all levels in an empowered system. Partnerships are therefore a key cornerstone of this approach. It is essential that partners play a full role in an empowered system to improve outcomes for children, young people, families and communities. In an empowered system there is the opportunity to make connections with new individuals, groups and organisations, to work in partnerships that shape and lead learning and teaching and to help all learners achieve excellence.

‘Children and young people benefit from learning and teaching through partnerships with education, employers, creative industries and cultural sectors.’

Quality Indicator 3.3 How Good Is Our School 4, Education Scotland, 2015

Partners in an empowered system include schools, local authorities, parents and carers, colleges, universities, the local community, third sector, public sector and business organisations. Partners are empowered and collaborate effectively to secure improvement in outcomes for learners.

‘The GIRFEC approach requires joined-up working - it is about children, young people, parents, and the services they need working together in a coordinated way to meet the specific needs and improve their wellbeing’

[GIRFEC principles and values](#)

Schools work consistently and effectively with the range of partners that reflects the context of the school community and the needs and aspirations of its learners. Partnership working contributes to a wider range of opportunities for achievement for children and young people.

‘As a result of our effective partnerships all our learners have access to an extended range of learning pathways through which they are developing skills for learning, work and life and securing sustainable positive destinations.’

Quality Indicator 2.7 How Good Is Our School 4, Education Scotland, 2015

Principles

In an empowered system, partnerships:

- are central to getting it right for every child and are informed by local Children’s Services Plans;
- have clarity on their purpose, aims, roles and responsibilities and there is a shared understanding between all involved;

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- jointly plan and evaluate shared programmes;
- have a shared understanding of needs and priorities which is informed by analysis of relevant local data and sustained involvement with communities of all ages, especially young people;
- share skills, knowledge and experience and take part in joint professional learning opportunities;
- ensure engagement and communication between partners is regular, structured, supportive and efficient;
- learn from good partnership working elsewhere and use this to enhance their own practice;
- provide leadership for others in terms of building, sustaining and evaluating partnership working; and
- are founded on mutual trust and respect.

Resources

- Getting it right for every child (GIRFEC): <https://www.gov.scot/policies/girfec/>
- National Improvement Framework: <https://www.gov.scot/policies/schools/national-improvement-framework/>
- 15-24 Learner Journey Review: <https://www.gov.scot/publications/15-24-learner-journey-review-9781788518741/>
- How good is our School? 4th Edition: https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf
- How good is the learning and development in our community?: https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK4_HowGoodistheLearningandDevelopmentinourcommunity/frwk4-how-good-is-the-learning-and-development-in-our-community-v4.pdf
- National Youth Work Strategy: <https://www.youthlinkscotland.org/policy/national-youth-work-strategy/>
- ALISS (A Local Information System for Scotland): <https://www.aliss.org/>