

East Renfrewshire
Educational Psychology
Service

Career Long Professional Learning

Theme One: Learning and
Teaching

Activity Descriptor: World Cafe

Date: Wednesday 1st Feb 2017

Time: 13.00 – 15.30

Venue: Isobel Mair School

VSE Briefing Paper

Theme One Key Question

What impact is our contribution to practitioner enquiry and professional learning with schools having on learning and teaching, particularly for our most vulnerable pupils?

Background

What information, knowledge and data do we have?

Building Capacity through Career Long Professional Learning (CLPL)

As a strategy for supporting inclusive practice, East Renfrewshire Educational Psychology Service seeks to provide ongoing professional learning opportunities to teaching staff through an 'Advisors Approach'. One representative from each Early Learning and Childcare Centre, Primary and Secondary school is invited to attend ongoing training in a particular specialist area:

- Dyslexia
- Autism Spectrum Disorder (ASD)
- Learning Centres (Social, Emotional and Behavioural Needs)

An 'Advisor Approach' for supporting children with dyslexia in schools was reported as good practice in a Scottish research review by Reid, Deponio & Davidson Petch, (2005) and was adopted to support dyslexic learners in East Renfrewshire. Positive evaluations from staff led to the 'Advisor Approach' later being implemented for Autism Spectrum Disorder.

Dyslexia and ASD

Advisors from across the authority meet monthly as a group with an Educational Psychologist for training on a variety of topics, information sharing and peer support. Advisors then assume a supportive role in their school to deliver training to staff, share information and provide support where required. Forums have also included presentations from pupils which have been well received by Advisors.

Evaluation Data

Between 2012 and 2016, **ASD Advisors** consistently reported that the training and information received at Forums would have a positive impact on their practice and on the pupils they support. Advisors commented on the benefit of the Forums:

- *This forum is extremely valuable in keeping ASD advisors up to date with current thinking/practice around ASD*
- *This is my first ASD advisors meeting; it was so useful and has really helped me in my new role!*

Similarly **Dyslexia Advisors** reported that the training provided was useful and that practice would change as a result of the input. Comments related to the provision of ongoing support included:

- *Looking at the resources/activities used to support children currently in the school. Share list of memory skills activities with teachers at school.*
- *I will share the list of 'Activities to develop memory skills with staff and parents of children who have problems with memory.'*

Learning Centres Practitioners

Practitioners attend termly meetings as a group coordinated and led by an educational psychologist. Training is provided by the Educational Psychology team on a variety of topics related to nurture and attachment. Opportunities are provided for sharing good practice and resources. Practitioners are responsible for leading Learning Centres in their school for small groups of children with additional support needs related to nurture.

Evaluation Data

The most recent evaluation of Learning Centre Training highlighted increases in Practitioners' ratings regarding knowledge of Learning Centres. Practitioners commented on the benefit of training for leading groups and also for the potential to disseminate information to other staff members:

- *Increased knowledge and understanding will help me run my own group in an effective manner but also be able to offer CPD to teaching staff and SLT to increase their understanding of nurture.*
- *I have gained knowledge about the positive impact learning centres have on individual children and on the wider school. I will feel more confident in advising less knowledgeable staff about nurture.*

While the role of the Learning Centre Practitioners currently differs slightly to that of ASD and Dyslexia Advisors, the above comments highlight the opportunity for Learning Centre Practitioners to have increased involvement in the promotion of wider whole school nurture approaches and as such adopt a similar advisor role.

Ongoing evaluation of Forums and Practitioner Events has confirmed that this approach is effective as a mechanism for promoting skill development among staff. However, we are keen to further investigate the role of the EPS in improving teaching and learning for vulnerable learners through this approach.

Activity Outline, Rationale and Outcomes

What are we doing?

We are using a World Café Approach to gather and analyse the views of a wide range of stake holders. We are specifically interested in investigating the role of the Educational Psychology Service in developing the capacity of education staff through Career Long Professional Learning (CLPL) in order to improve teaching and learning particularly for the most vulnerable pupils. We will record the discussions through a visual graphic which will support the development of an action plan.

Why have we chosen this activity?

The World Café approach allows a large number of people to be involved in the joint exploration of critical issues and questions. As participants move between tables and meet new people, new ideas, themes and perspectives are generated and exchanged creating the opportunity for more indepth discussion and consideration of an action plan.

What is the evidence base for this type of activity?

World Café Conversations have been used successfully across a variety of settings. The process has been well evaluated in terms of increased participant engagement, knowledge and understanding and generation of more cohesive action plans in comparison to other large group discussion methods e.g. Burke and Sheldon (2010); Fullarton & Palermo (2008)

The *Scoping and Scanning Cycle* (Education Scotland, 2016) is advocated as good practice in the course of self-evaluation for self-improvement specifically where the aim is to empower transformational change and leadership.

What key questions do we intend to answer in this activity?

1. How good is the leadership of the Educational Psychology Service in building capacity in staff through CLPL?
2. How does Educational Psychology Serviced led CLPL contribute to learning and teaching particularly of vulnerable pupils?
3. How does Educational Psychology Serviced led CLPL contribute to building capacity in the wider teaching staff?
4. How does Educational Psychology Service led CLPL support the implementation of GIRFEC in educational establishments?

Activity Facilitators	
Name	Role
Andrew Nelson	Activity Lead
Natalie Fitzsimmons	Activity Lead
Ainsley McGoldrick	Activity Lead

Participants	
Name	Role
Annie McGauley	Depute Head Teacher
Jan Girven	Community Learning and Development Worker (Literacies)
Hazel Barnes	CCC Teacher (Outreach)
Marie Kelly	Education Consultant
Julie Roberts	Depute Head Teacher
Kate Spalding	Senior Educational Psychologist
Julie Oswald	Principal Teacher
Fiona Ingles	Education Development Officer
Fiona McLachlan	Principal Teacher
Rosemary Riley	Speech and Language Therapist
Audrey Bonini	Support for Learning Teacher
Chris Atherton	Senior Educational Psychologist
Annie Smith	Senior Educational Psychologist
Gillian Friel	Principal Teacher
Laura McPherson	Acting Depute Head Teacher
Clare Creighton	Quality Improvement Officer
Claire Green	Local Area Coordinator
Clare Grant	Class Teacher
Pamela Tear	Principal Teacher
Lorna Shearman	Class Teacher
Charlie Johnson	Quality Improvement Officer

Kirsty Gilbert	Service Manager
Lindsey Gillian	Class Teacher
Liz McCallum	Support for Learning Teacher

References
Brown and Isaacs (2005). <i>The World Cafe: Shaping Our Futures Through Conversations That Matter</i> . Berrett-Koehler Publishers; 1st Edition
Burke, C & Sheldon, K. (2010) <i>Encouraging Work Place Innovation Using the 'World Café' Method</i> . Nursing Management. 17 (7), 14-19
Fullarton, C & Palermo, J (2008). <i>Evaluation of a Large Group Method in an Educational Institution: The World Café versus Large Group Facilitation</i> . Journal of Institutional Research, 14 (1) 109-117
Hurley and Brown (2009). <i>Conversational Leadership: Thinking Together for a Change</i> . The Systems Thinker 20 (9).
Reid, G; Deponio P & Davidson Petch, L (2005). <i>Identification, Assessment and Intervention. Implications of an Audit on Dyslexia Policy and Practice in Scotland</i> . Dyslexia 11: 203–216.
Education Scotland (2016). <i>Scoping and Scanning Cycle: Transforming Lives Through Learning</i> . Scottish Government. https://www.education.gov.scot/improvement/Pages/cre27transforminglearning.aspx

Thank you for participating in this World Café Activity.