

Glasgow's Improvement Challenge



2023-2024
Leadership of Change
Session 1



Aims:

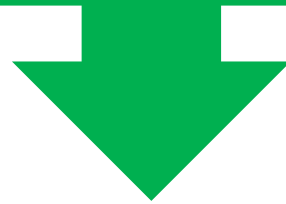
To look at the Scottish Attainment Challenge

To reflect on the role of the LPA: Universal Provision and Targeted Interventions

To clarify expectations for the HGIOIP



Scottish Attainment Challenge (SAC)



"There is clear evidence of a persistent gap in attainment between pupils from the richest and poorest households in Scotland. This gap starts in preschool years and continues throughout primary and secondary school."

Edward Sosu & Sue Ellis

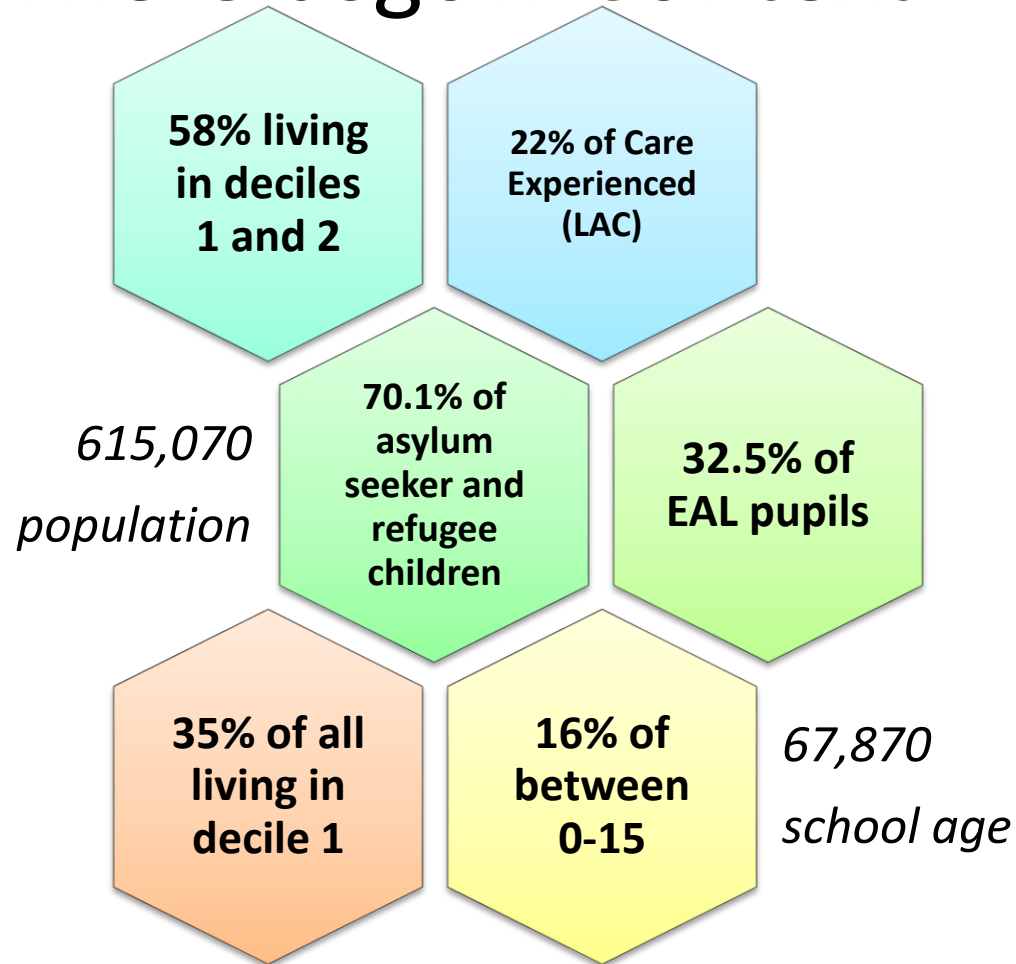
Joseph Rowntree Foundation



LEL Literacy Group 2015



The Glasgow Context

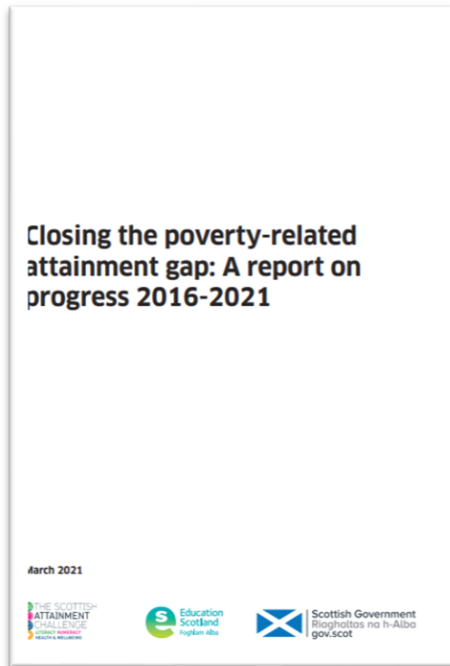


“Scottish education exhibits many strengths. It values equity as well as excellence. It has an excellent standing internationally. It is investing effort and resources to narrow attainment gaps, working with and strengthening the teaching profession.”

International Council of Education Advisors (ICEA)

The shared vision of excellence and equity is defined as:

- **Excellence** through **raising attainment**: ensuring that every child achieves the highest standards in **literacy** and **numeracy**, as well as the knowledge and skills necessary to shape their future as **successful learners, confident individuals, responsible citizens, and effective contributors**
- **Equity** through ensuring every child has the **same opportunity** to succeed, with a particular focus on **closing the poverty-related attainment gap**.



Role of the LPA



PAUSE





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Role of the LPA

GIC Image of the LPA.

**Leadership
of
Learning**

Collaboration

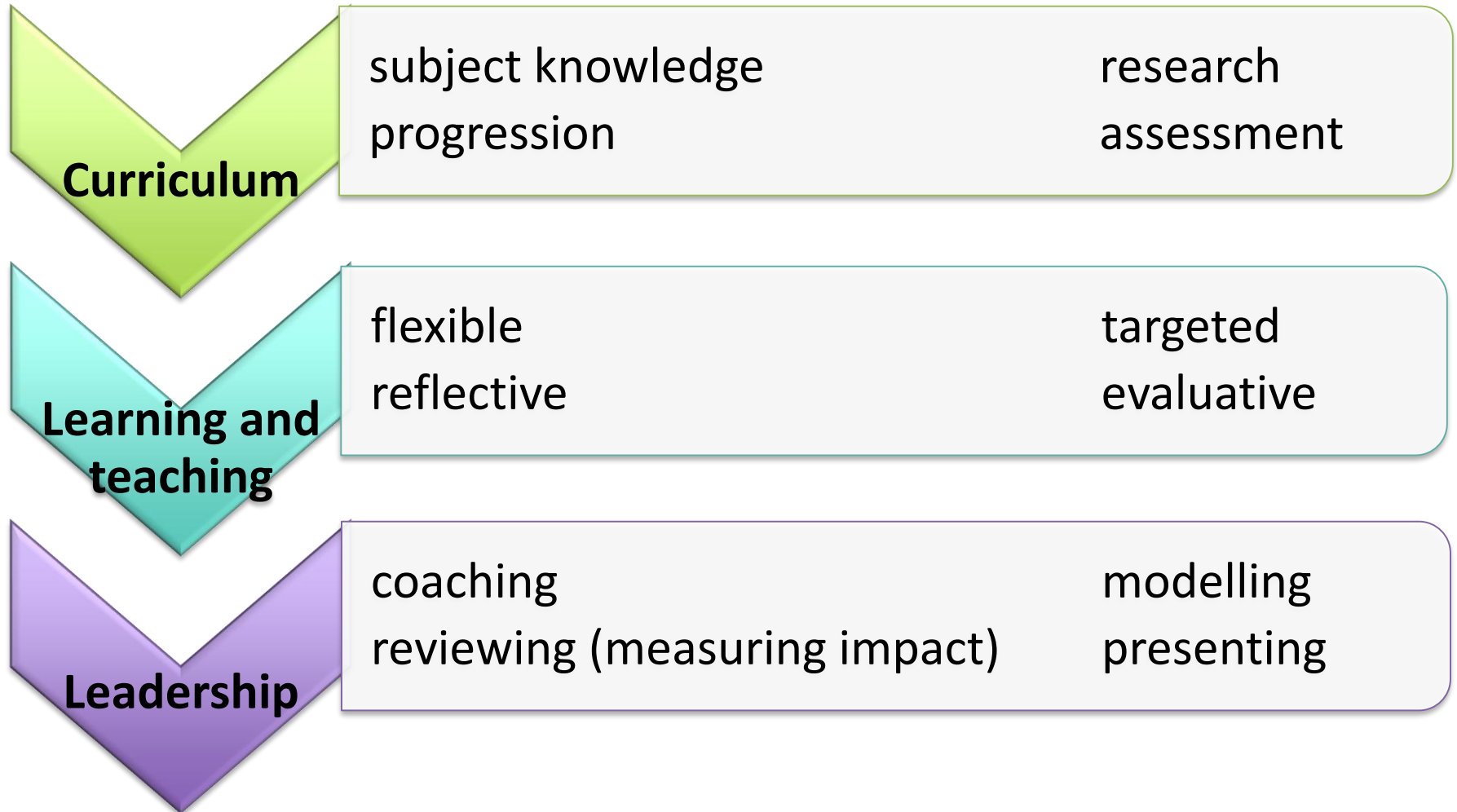
**Family
Learning**

**Measuring
Impact**

Sustainability



Summary



What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and learning we offer?	How good are we at ensuring the best possible outcomes for all our children?
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of practitioners 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning



LPA Quotes

"The training that I access as a lead practitioner is returned to the Nursery and is delivered in a format they can access and in turn this develops practitioners' confidence... It is this that is making the impact with children and families."

LPA

"I have learned that it is important to be clear, concise and transparent in the changes I am asking for and equally clear on WHY we need to make these changes as a team."

LPA

"Practitioners are developing excellent understanding of tracking progress and harnessing their observation skills to ensure that they are picking out the relevant information to inform effective strategies and next steps."

LPA



Taking Action

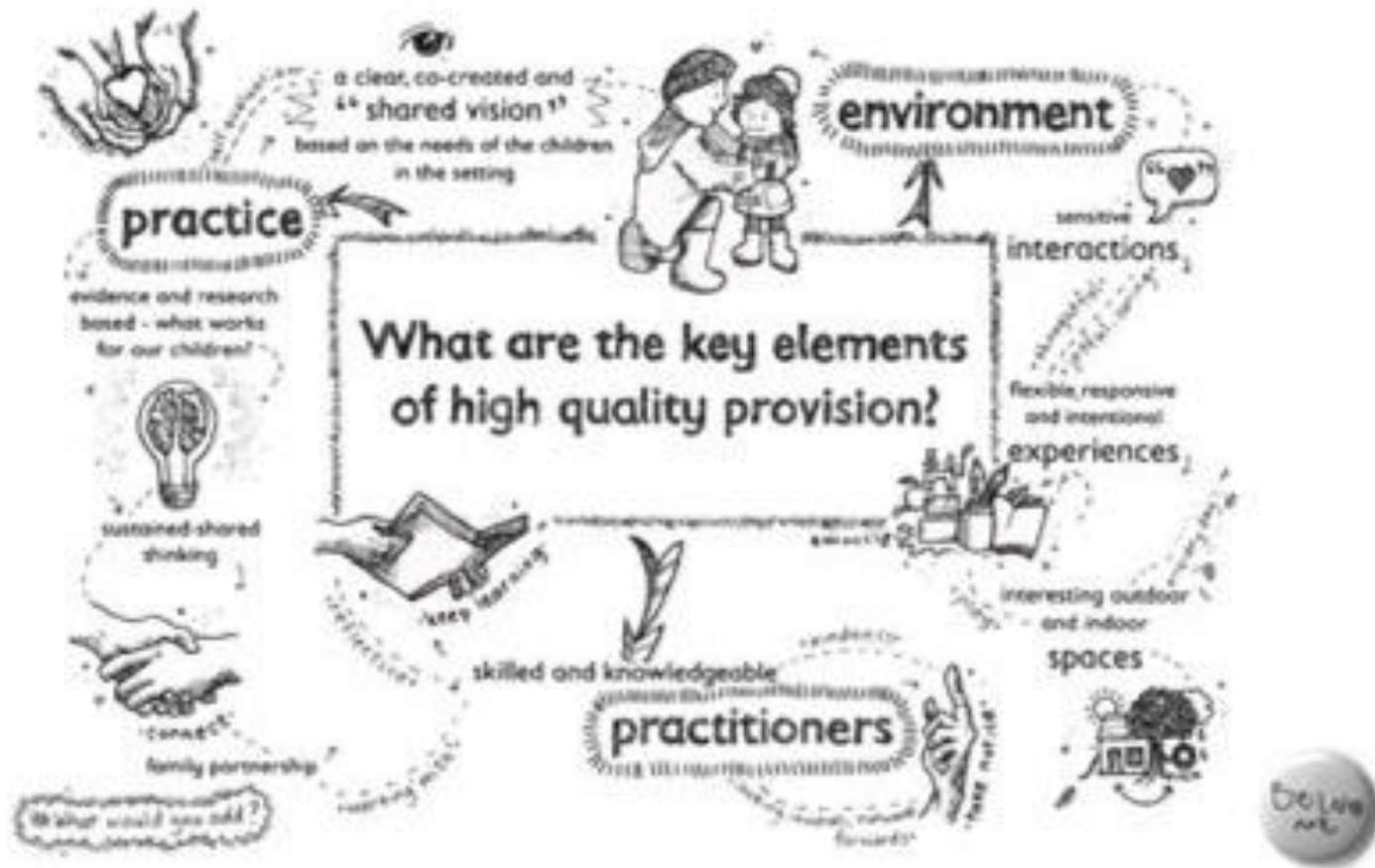
(Universal Provision)



Taking Action



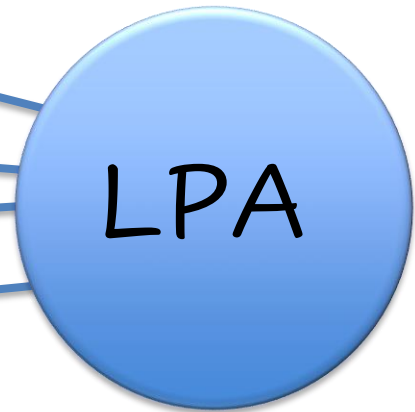
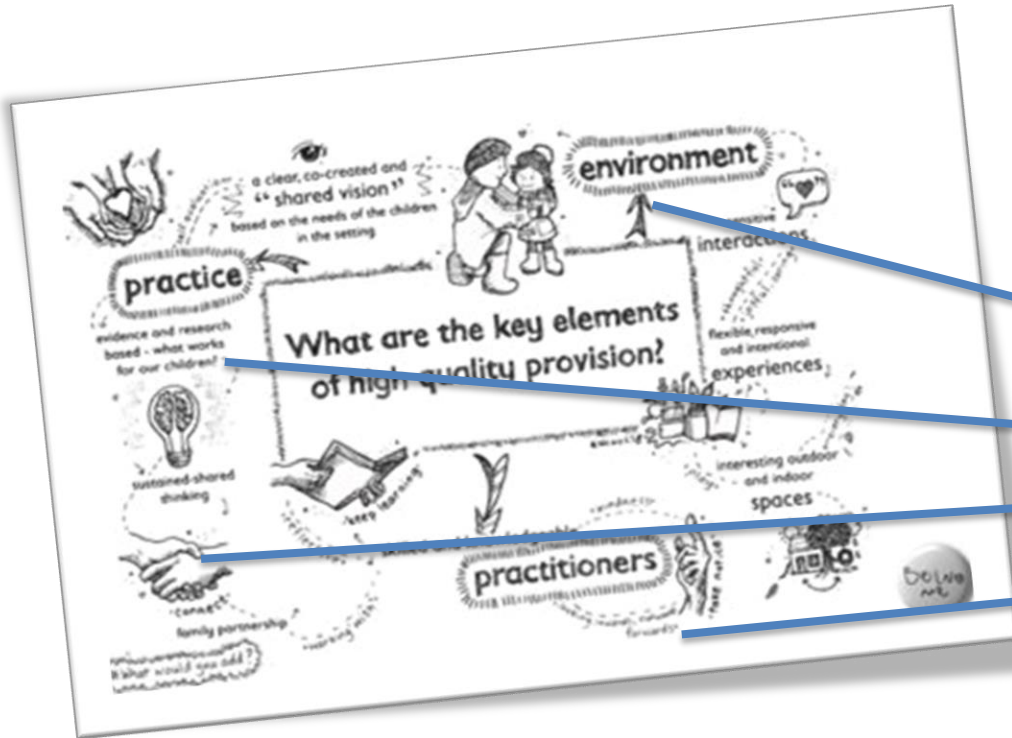
Taking action 1 : high-quality universal provision



Realising the Ambition (2020)



Universal Provision





Taking action 1 : high-quality universal provision

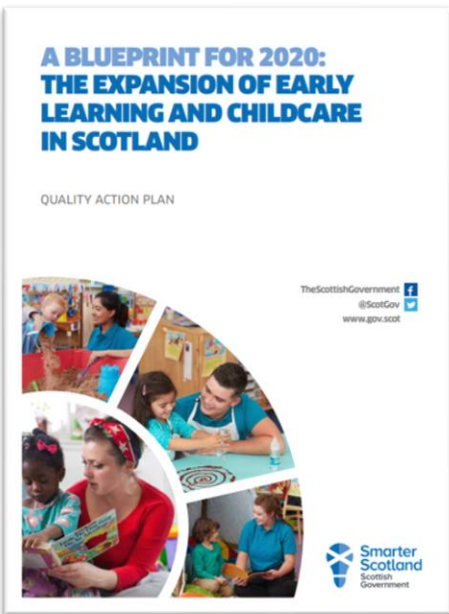
Improvement question

How well does our universal provision support early learning development?

Environment	Experiences	Adults (practitioners/parents/carers)
How often do I audit the effectiveness of the environment to support numeracy development?	In what ways do the experiences on offer to children invite them to engage in mathematical talk with adults and peers	What teaching strategies do I use to support children's numeracy and mathematics development?
What tools do I use to audit? Are these evidence-based? Am I am looking for the right things?	What particular numeracy skills are being supported within experiences and across a range of experiences?	In what ways has my own professional development centred around my role in supporting children's early mathematical development?
What action have I taken recently to improve the environment to support children's numeracy skills?	In what do our routines provide opportunities for children to use their numeracy skills in order to be successful?	In what ways have I worked successfully with parents/carers in helping them understand the importance of early numeracy development?

1. High-quality universal provision

Additional documents that may support self-evaluation:



Quality Action Plan



Care Inspectorate
ELC Quality Framework



Health and
Social Care Standards



How Good Is Our Early
Learning and Childcare



Taking action 1 : high-quality universal provision

Key Elements of Quality

- Clear, shared vision
- Practitioners understand child development and how young children learn
- Rich adult-child interactions
- Understand the importance of curriculum and pedagogy
- Work with families and value children's learning at home
- Skilled, reflective practitioners.



Ranking Exercise





1. High-quality universal provision

How good is our universal provision?

Level 5 illustration:

Universal support

In our setting, children receive high quality universal support. Their needs are at the centre of our planning and review processes. We have high expectations for all children. Practitioners work very well with parents/carers to take full account of children's experiences, interests and individual ways of learning. We work closely with parents/carers to match learning activities and resources effectively to the age, needs and abilities of individual children. We ensure our babies, toddlers and young children benefit from exploration and engagement with natural materials including daily encounters with nature and learning outdoors. We have a well-established and effective key worker approach, respond very well to the individual needs of children, promote, and support their wellbeing. Within our setting, each child has regular interactions, and where developmentally appropriate, learning conversations with a supportive adult who knows them well. Tasks, resources and experiences are at the right level to help children make sustained progress. Where appropriate, learning targets are in place specific to individual children. These build on prior learning, are reviewed and evaluated with parents/ carers and appropriate next steps identified based on progress made. Strong links with the 'named person', such as health visitors, promote knowledgeable and consistent contact between the setting and families.



Section 2 : Being Me – Starting Strong



- We need to be confident we are providing the kind of rich culture, including high quality **experiences** and sensitive **interactions** in a variety of outdoor and indoor **spaces**, which will develop in babies, toddlers and young children, the emotional resilience they need to form a secure wellbeing base.
- **How do we define quality?**
- **What are sensitive interactions?**



Taking Action

(Targeted Interventions)

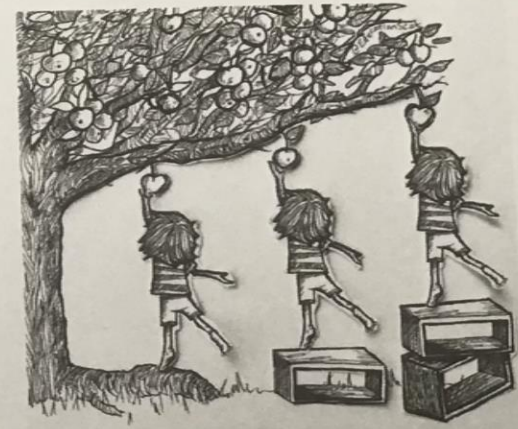
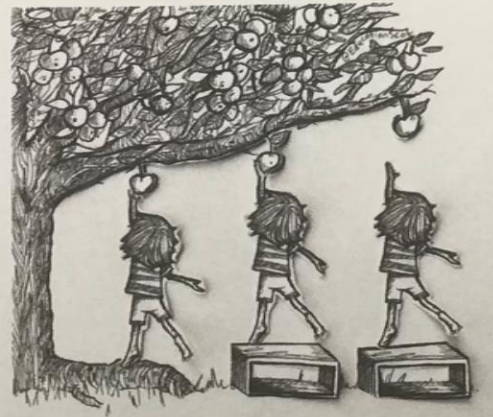


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Realising the Ambition

What do we mean by equity?



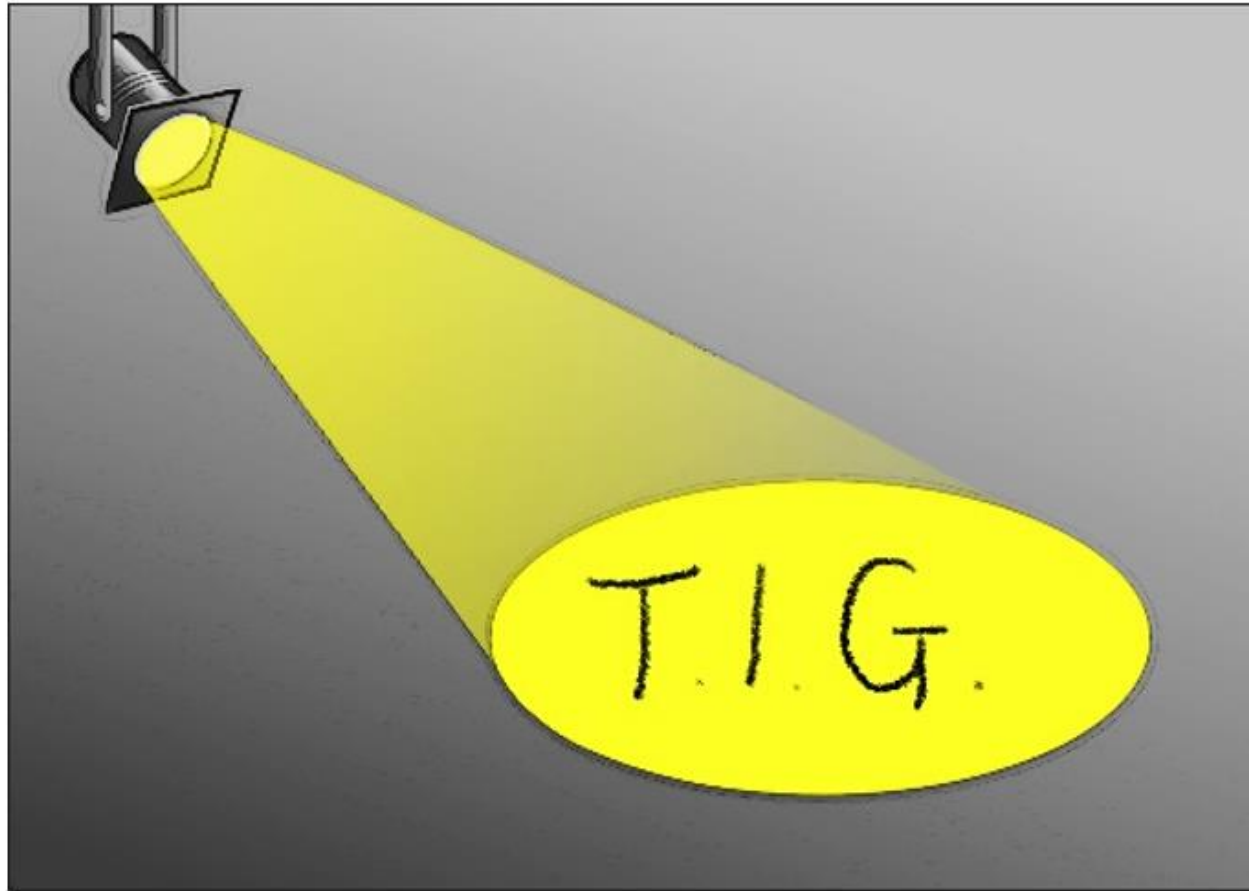
RtA Section 3 p42



2. Identifying the 'gap potential'



Baseline Analysis



**Child(ren)
identified
as having
'gap
potential'**

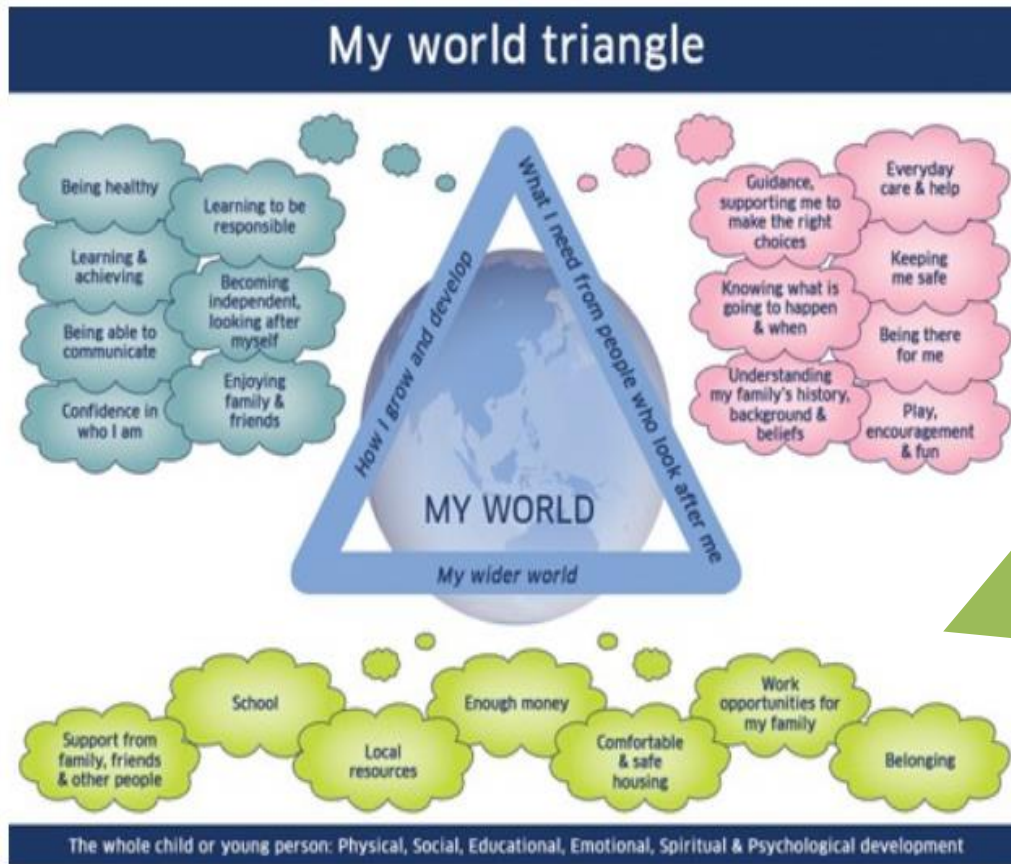


**Evidence of
limited
progress
within
universal
approaches**



**Need for
specific and
more
targeted
support /
intervention**

2. Identifying the 'gap potential'



How effectively do you use the GIRFEC tools for identifying the 'gap potential'?

Source: via web <http://www.gov.scot/Topics/People/Young-People/gettingitright/national-practice-model/resilience-matrix>

SAC

Pause and Reflect

What strategies would you use to identify a group of children to focus on?

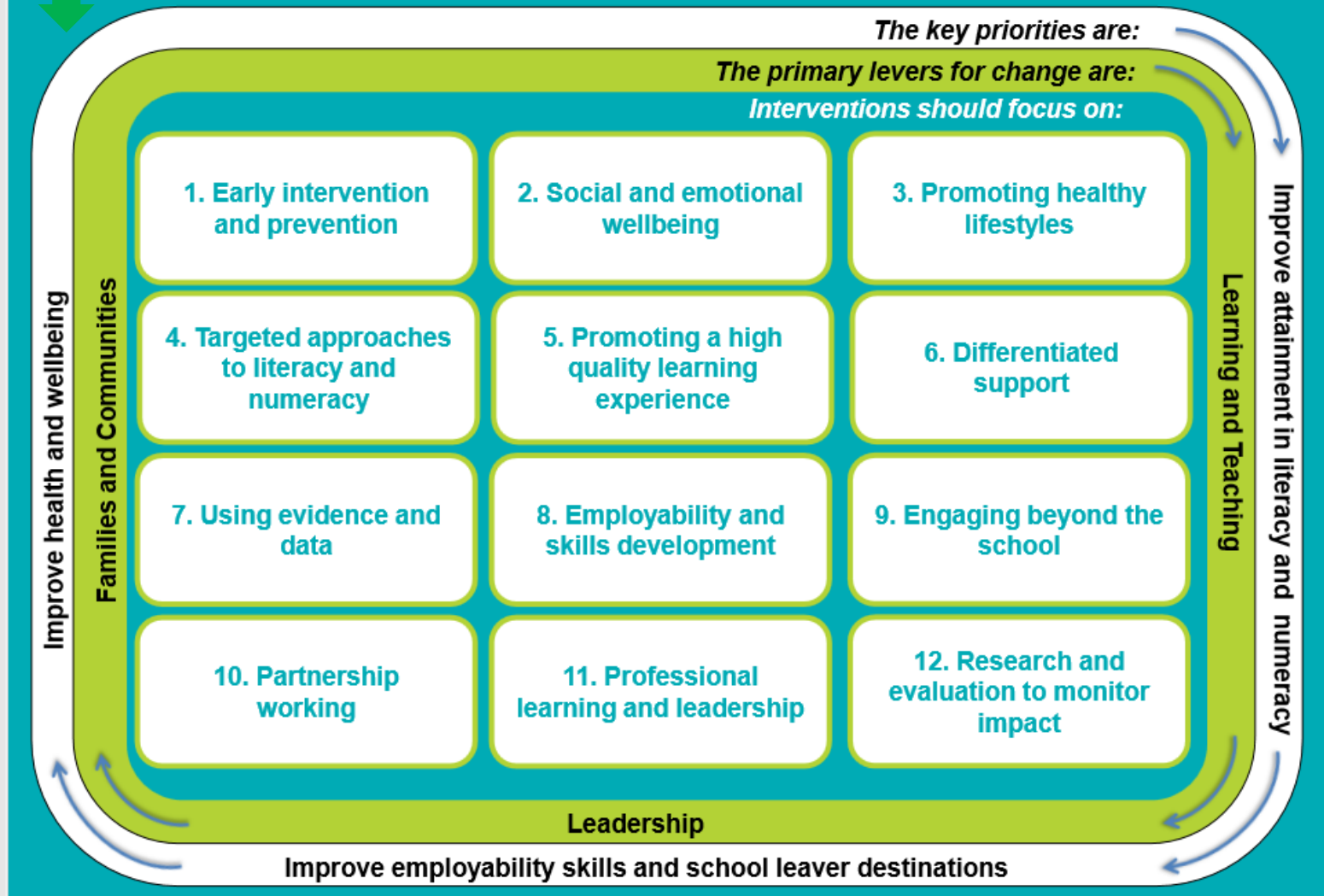
What has worked well in the past and is there anything you would change?



PAUSE



Interventions for equity



Education Scotland (2021) Interventions for Equity
<https://education.gov.scot/improvement/self-evaluation/interventions-for-equity/>



Taking action 3 : effective targeted intervention

Effective targeted interventions in ELCC need to:

- Be chosen carefully to address the main area of concern.
- Have a strong evidence base with proven success.
- Be developmentally appropriate for children's age and stage.
- Support play-based learning and early learning pedagogy.



Early Years Toolkit

An accessible summary of educational research for early years teaching



Examples of Effective Interventions

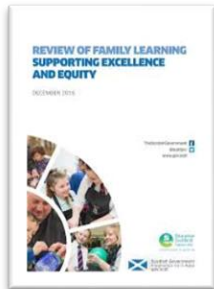


Playing outdoors enhances learning and is fundamental for children and young people to thrive in health, wellbeing and development.

(National position statement on outdoor play and learning, 2018)



- Glasgow Outdoors Pack
- Developing Outdoor Learning Policy
- Planned visits to woods, parks etc

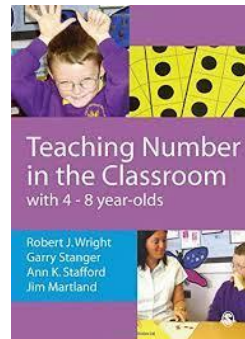
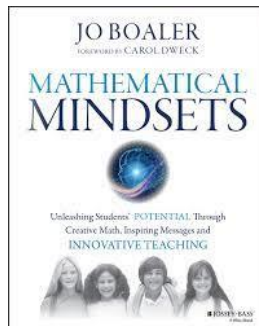
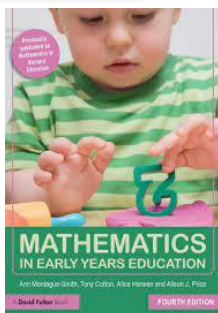


Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage'

(Family Learning Network, 2016).



- Learning at Home- blog
- Play Along Maths/Lending Library
- Families in Partnership resources
- Read, Write Count



- Concrete, Pictorial Abstract
- Mathematical Mealtimes
- Mathematical Storytime
- Mathematical routines
- Table Top games

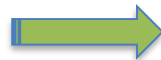


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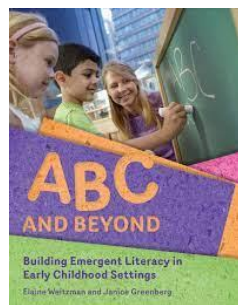
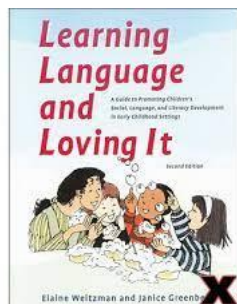


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- Learning at Home- blog
- Families in Partnership resources
- Read, Write Count



- Hannen Strategies
- Strive for 5, OWL
- Interactive Shared Reading



Planning for Improvement





HGIOP Expectations



What: Attainment in an aspect of the numeracy/literacy curriculum to increase.



When: May 2024



Who: LPA in collaboration with colleagues

1.2 Professional Learning

**Cascading
Information**

Moderation

Coaching

Modelling

Peer Working

Questionnaires





1.2 and 2.5

1.2 Professional Learning								
<i>Modelling, coaching, mentoring, cascading, moderating and peer working with staff</i>								
Date	Activity	Audience				No. Invited Participants	% of participants who attended	Intended follow up action
		SLT	Team Leaders	CDO	Other			
4.09.2020	Peer working/ collaborating with other LPA.	X				1	100%	Follow up discussions regarding baseline.
8.08.2020	PA tracking moderation meetings.			X		10	100%	Implement Leuven Scale observations. Implement moderation meetings for reading tracker.
9.09.2020	Leuven Scale observations implemented / cascading information gathered with team.			X		10	100%	Implement Leuven Scale observations at interim stage of project.
14.09.2020	Modelling PA through music experiences focussing on listening.			, X		10	100%	Model/ discussion further listening ideas to implement.



2.5 Family Learning and Partners

**Family
Learning
Sessions**

**Information
Sessions**

**Learning
Conversations**

Home Links

**Promotion of
New
Partnerships**

Questionnaires

2.5 Family Learning and Partners

2.5 Family Learning / Partners								
Date	Activity	Audience				Number of Invited Participants	% of participants who attended	Intended follow up action
		Parents / carers	Children	CDO	Other			
Mar '22	Information Session- Send out introductions via online platform.	x	x			28	100	Family Learning Session- coffee morning being organised once restriction ease. (Translators organised for EAL parents).
Mar '22	Lending Library established as universal provision.	x	x					Information shared via online platforms, posters and leaflets sent home with children.
Apr '22	Promotion of new partnerships by meeting with local library to arrange visits.	x				3	100	Arrange for Library info to be translated and displayed with help form Glasgow Life.



Example Timeline

Aug-Dec 2023

- Baseline Assessments
- Identify TIG
- Share outcome
- Issue and analyse questionnaires
- Devise interventions and begin implementing them.
- Begin to record family/ professional learning opportunities
- Conduct Baseline Polli
- Write Baseline Analysis

Jan- March 2024

- Continually model good practice.
- Conduct observations and moderation meetings.
- Evaluate Interventions (Adopt, Adapt, Abandon)
- Conduct Interim Polli
- Continue to record family/ professional learning opportunities.

April- May 2024

- Conduct observations and moderation meetings to gather final evidence
- Reissue questionnaires for comparison (pre and post)
- Conduct Final Polli
- Write Final Analysis
- Complete reflection on Leadership of Change
- Share findings with staff and plan next steps.

Interim Tasks

1. Liaise with colleagues and identify your gap.
2. Identify your TIG group
3. Carry out the numeracy/literacy audit and begin to work on the areas for development.



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- **Twitter:** @GlasgowLEL
- **Blog:** Google Leaders of Early Learning
<https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/>



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