# Leadership of Change

Session 2

# Interim Tasks

1. Carry out the evaluation tool/audit and begin to work on the areas for development.

2. Liaise with colleagues and identify your gap.
3. Begin to identify your TIG.

Discuss findings from any
evaluations you have done so far.

What gaps have you identified?

"If we create a culture where every practitioner believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve."

Dylan William
Institute of Education
University of London

# Aims:

To look at building an effective outcome.

To become familiar with the Triangulation of evidence.

To look at Direct Observations: POLLI

To look at the gathering of People's Views (Coaching Wheels, Glow Forms).

# Self Evaluation

Using evidence to assess achievements and success and areas that still need action.

- How are we doing?

- How do we know?

- What are we going to do now?



Education Scotland
Foghlam Alba

How good is our early learning and childcare?

Correlation of quality indicators and themes between How good is our early learning and childcare? and How good is our school? (4th edition)

April 2016

Transforming lives through learning

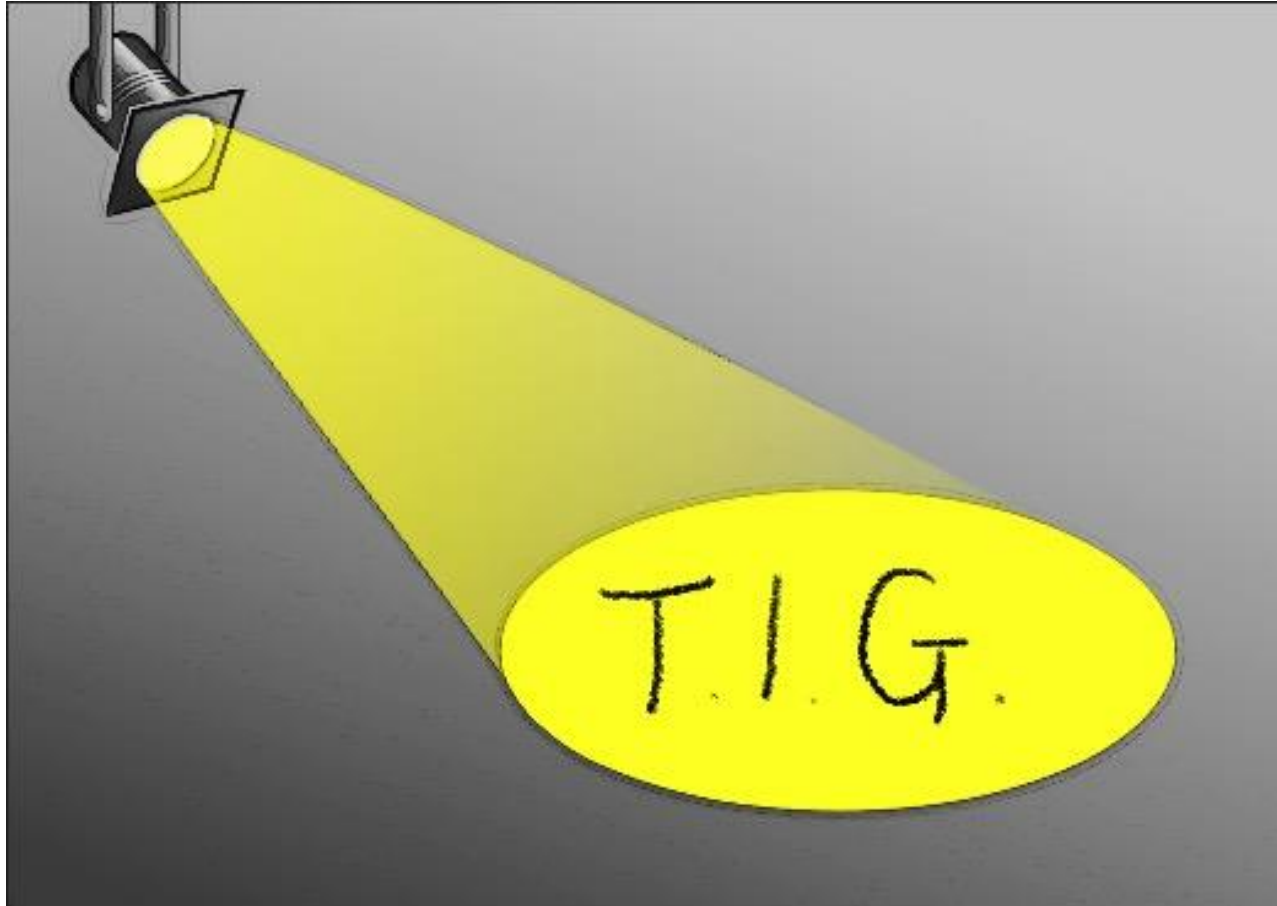# Planning for Improvement: Outcomes

| Step | Action |
|---|---|
| 1 Intent | Identify your attainment gap. <br><br> Is this related to poverty? |
| 2 | Identify the barriers to learning - Areas that could be considered are; learning and teaching, family engagement, aspirations, early development, language skills, home life, stress, anxiety, lack of confidence |
| 3 | Identify what is working already and how do you know – have you looked at research and practice on the National Improvement Hub (NIH) and the Scottish version of the Education Endowment Fund's Teaching and Learning Toolkit. |
| 4 | Define the change you want to see <br><br> This is your outcome – who is the target group? By how much? By when? |
| 5 | Identify what you will measure and how you will measure it to know that your change is leading to an improvement- Consider the 5 areas of: attainment, attendance, exclusion/inclusion, engagement, participation |
| 6 | Plan the details of your intervention <br><br> Consider the 3 organisers: learning and teaching, leadership, families and communities |
| 7 Implement | Implement the change |
| 8 | Regularly review and analyse data from your measures |
| 9 Impact | From analysis of the data, decide whether to adopt, adapt or abandon |

# 2. Identifying the 'gap potential'

| First Wave | • Excellence and equity<br>• Universal<br>• Playroom experience |
|---|---|
| Second Wave | • Targeted support – 'on track at transition'<br>• Specific strategies |
| Third Wave | • Individual<br>• Highly focused targeted support<br>• Outside agencies<br>• WAP |

| Step | Action |
|------|--------|
| 4 | **Define the change you want to see**<br><br>This is your **outcome** – who is the target group? By how much? By when? |

What is an outcome?

A **change** which happens
as the **result** of a programme or activity

**To plan meaningfully for change, we need to build clear, measurable outcomes**

# Why do we need a outcome?

- Provides clarity on what we are trying to achieve
- Let's us know when we have achieved it - **EVIDENCE**

# Building Outcomes

**What**

**Who** (the targeted group)

by **how much**

by **when**

# Language of Effective Outcomes

|  | Motivation |  |  |  |
| --- | --- | --- | --- | --- |
| **Practitioners** | **Knowledge** | **Increased** | **Practice** | Increased |
| Learners | **Awareness** | Decreased | Actions | Decreased |
| Parents | Understanding | More/less | Behaviour | More/less |
|  | Attitudes | Raised | Policies | Raised |
|  | Thinking | Lowered | Content | Lowered |
|  | Perceptions | Improved | Processes | Improved |
|  | Opinions | Enhanced | Provision | Enhanced |
|  | Aspirations | Higher quality | Decision-making | Higher quality |
|  | Skills | More effective | Partnerships | **More effective** |
|  | Focus |  |  |  |

# Numeracy

To ensure that a targeted group of children increase attainment in Numeracy from around 10% to around 50% by June 2024.

To ensure that a targeted group of children's attainment in Listening and Talking increases by at least 40% be June 2024.

Who        What        How Much        When

To ensure that a targeted group of children increase attainment in Numeracy by at least 40% by June 2024.

**Or**

To ensure that a targeted group of children's attainment in Listening and Talking increases by at least 40% be June 2023.

# Evidence

# Three main kinds of evidence

- Direct observation – what you and others can see, hear, smell, taste, feel

- Peoples' views - what people say or write

- Quantitative – what can be quantified, counted, measured

"the way in which individuals and settings explore their progress, development and practice to identify what has improved and what still needs to improve. It is a way of using evidence to assess achievements and success and areas that still need action."

How good is our Early Learning and Childcare?

QUANTITATIVE DATA

PEOPLE'S VIEWS

EVALUATION OF QUALITY

DIRECT OBSERVATION

# Plan what evidence you will gather.

All stakeholders are involved in collecting a wide range of quantitative data. Examples include GC framework, Leuven Scales, Quantitative data from questionnaires. Effective self evaluation requires staff to use this data to inform decision making such as interventions.



QUANTITATIVE DATA

PEOPLE'S VIEWS

**EVALUATION OF QUALITY**

**DIRECT OBSERVATION**

All stakeholders should have regular opportunities to share their views. Examples of this are: surveys, staff meetings, ongoing professional dialogue, family questionnaires and learning conversations with families and children.

Direct observations include all observations of children's learning, observations/audits of environment, recording of interactions, time samples, POLLI, conversational styles, 6 stages of language and communication development. All stakeholders including parents, practitioners and partners can be involved and then give feedback that supports self evaluation.
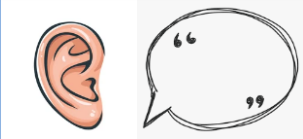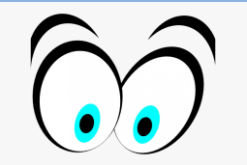
Glasgow's Improvement Challenge – How good is our project?

| Source of Evidence | Outcome 1: |
|---|---|
| People's Views | |
| Direct Observation | |
| Quantitative Data | |

Glasgow's Improvement Challenge – How good is our project?

| Source of Evidence | Outcome 1: |
|---|---|
| People's Views | |
| Direct Observation | |
| Quantitative Data | |

| Source of Evidence | |
|---|---|
| **People's Views**  | Glow Forms<br>Coaching Wheels<br>Other??? |
| **Direct Observation**  | POLLI<br>Walk around<br>Informal Observations |
| **Quantitative Data**  | Tracking data<br>People's views*** |

Quantitative data from Awareness of Number/Listening and Talking section.

Supporting Documents

What are the barriers to their learning?
- gap potential (SIMD, GIRFEC)
- Leuven Scales of Wellbeing and Involvement.

What are the children's learning dispositions?
- Development Matters
- Key workers, practitioners.

Tailor the support plan according to your findings and analysis.
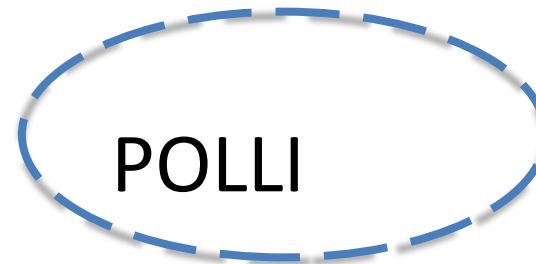
# Observations

# Types of Observations

Informal/Spontaneous

Participant

Focused

WOW moments

Leuven Scale of Wellbeing and Involvement

POLLI

# POLLI

**P**eer **O**bservation of **L**earners **L**eading to **I**mprovement

- Stage 1 – Plan

- Stage 2 - Observation

- Stage 3  - Reflection

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Fogliam Alba

Lesson Study

3 September 2015

Transforming lives through learning
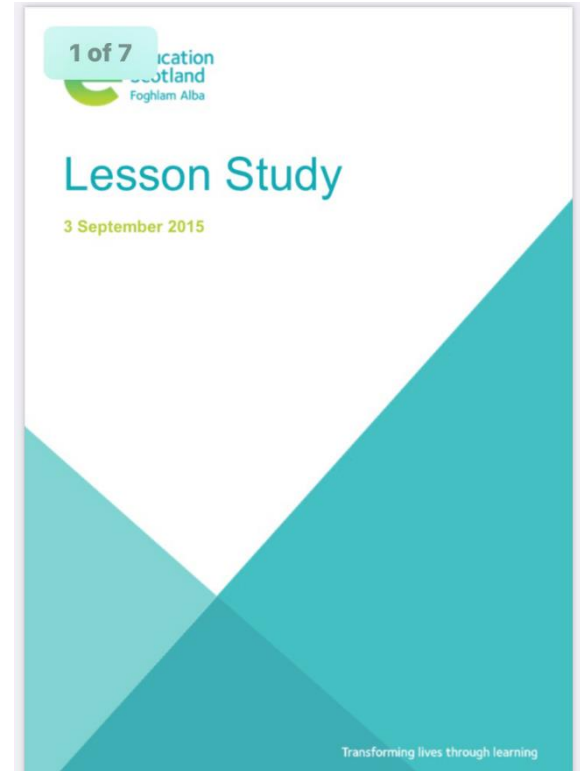
# POLLI

**P**eer **O**bservation of **L**earners **L**eading to **I**mprovement

## Stage One – Plan

- Who agrees to take part? When?
- Devise **big question** together
- Agree on focus children, discuss background
- Can be one session or chunked up
- Adapt pro forma to suit

# The "**Big Question**" - **POLLI**

"to what extent is mathematical story time increasing children's awareness of number"

Agree on Big Question with staff team.
Focus is on the learners, **NOT** the practitioner or
the practitioners style

# POLLI

**P**eer **O**bservation of **L**earners **L**eading to **I**mprovement

**Stage Two – Observation**

**Agree what would be good to observe in order to answer the Big Question.**

**Story time**

**Welcome Time**

**Incidental Opportunities in the Book Corner**

# POLLI - Planned observation of learners leading to improvement

Nursery                    Practitioner working with children:                Practitioner observing:

Date:                      Question:

Learning Focus:            Learners:

| Background: | |
|---|---|
| What could I see?  | |
| What could I hear?  | |
| Magpie  <br><br> What will I steal? | |
| What Went Well | |
| Even Better If | |
| Joint conclusion | |
| Next Steps | |

# POLLI

**P**eer **O**bservation of **L**earners **L**eading to **I**mprovement

## Stage Three – Reflection

Reflect

Agree on next steps:

- Practitioner

- Children

Agree on timing for next POLLI session

# POLLI Analysis

**SO WHAT?**

What did this tell us?

What will we do next as a result of this?

# Examples of POLLI Analysis

*A POLLI observation was conducted on children A, B, C and D to measure impact
of mathematical story times on children's counting skills.*

*Practitioner read 10 Little Pirates and invited the children to count the pirates in the book
using the special counting stick.*

*Analysis of the POLLI showed that child A is beginning to grasp cardinality to 3. Child
B used stable order to 5. Child C and D have an excellent grasp of cardinality to 10 and are
often volunteering answers before other children have applied their counting skills. All
children demonstrated their 1;1 correspondence when using the special counting wand and
were able to apply this during the story.  Child A became disengaged with the story and was
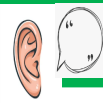distracted by activities in the playroom.*

*What next steps would you recommend for:*

- *Children*
- *Practitioners*
- *Environment*

# People's Views

# Questionnaires

Microsoft Forms

Mentimeter

Coaching Wheel

# Plan your Questionnaire

Define an objective

Keep the survey short

Create a logical flow of questions that will help you meet your objective.

Preview the survey

I feel confident accessing the
Literacy for ALL/Glasgow
Counts Framework.

I feel confident in using
the supporting pages to
inform my practice.

I understand how to use the Literacy for
ALL/Glasgow Counts Framework.

0  1  2  3  4

I feel confident using the
Literacy for ALL/Glasgow
Counts Frameworks to
track progress.

I feel confident using the
Literacy for ALL/Glasgow
Counts Framework to help
identify children's learning.

I feel confident using the
Literacy for ALL/Glasgow Counts
Framework to plan possible next
steps in children's learning.

Example

1  2
0    3
2    2
0  1
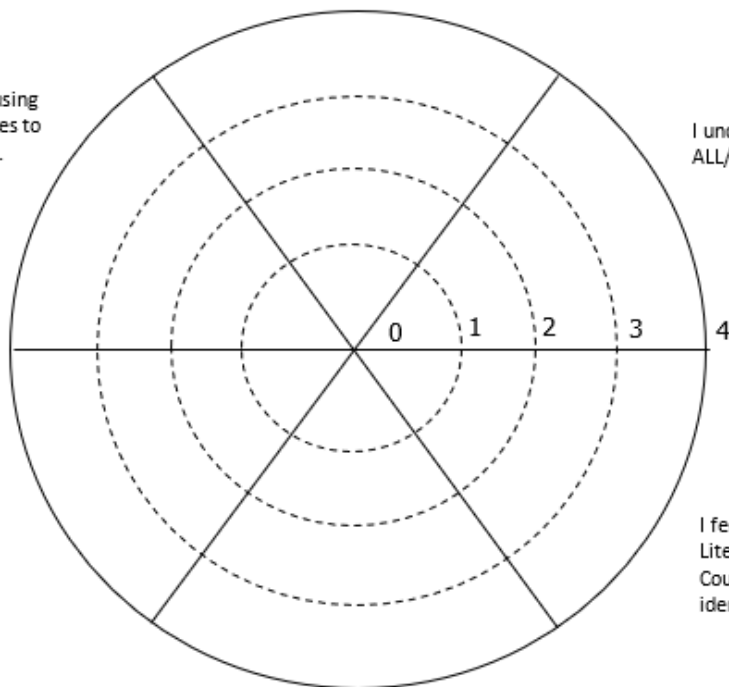
# Interim Tasks

Record Actions

Decide on interventions

Plan evidence

Plan and complete a Baseline POLLI

# Example Timeline

**Planning for Improvement**

## 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.

# Leadership of Change