Glasgow Counts in our Playrooms

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 HGIOP

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."
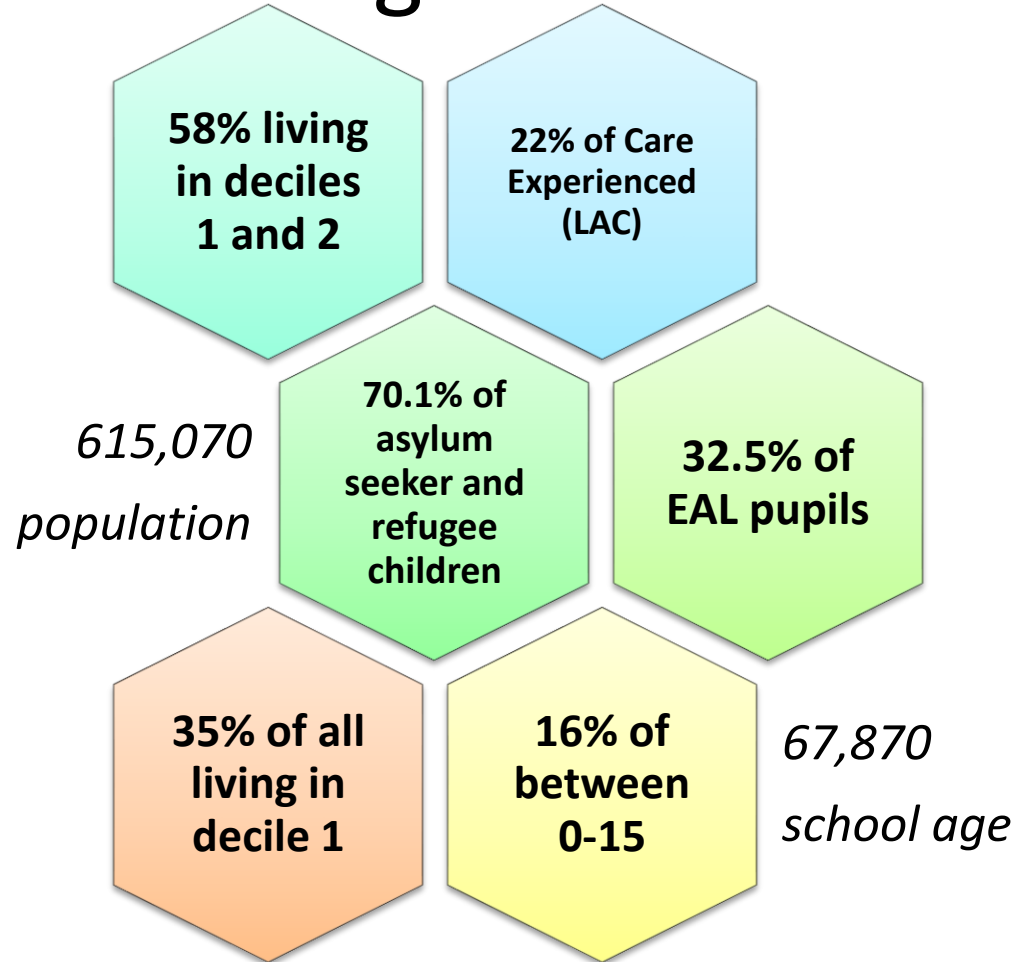
Edward Sosu & Sue Ellis
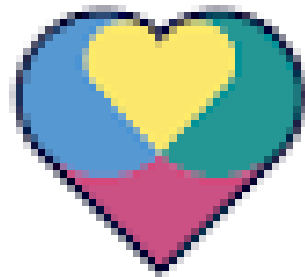
Joseph Rowntree Foundation

The Glasgow Context

58% living in deciles 1 and 2

22% of Care Experienced (LAC)

615,070 population

70.1% of asylum seeker and refugee children

32.5% of EAL pupils

35% of all living in decile 1

16% of between 0-15

67,870 school age

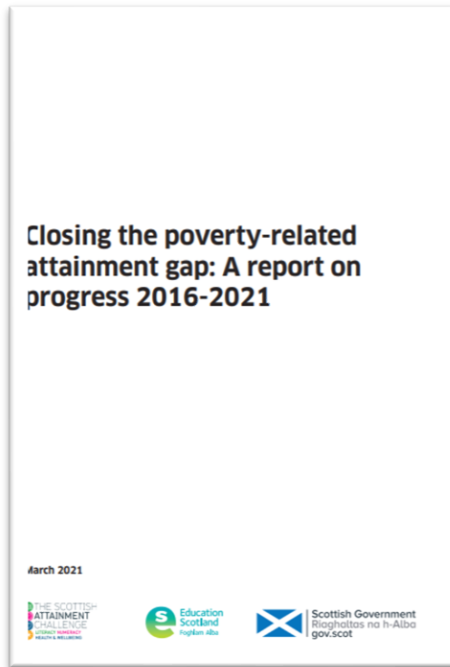**The promise is that Scotland's children and young people will grow up loved, safe and respected.**

"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)

Closing the poverty-related attainment gap: A report on progress 2016-2021

March 2021

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

"The building is only **as tall** as the foundation **is strong** enough to build on."

GIC Image of the LPA.

Leadership of Learning

Collaboration

Family Learning

Measuring Impact

Sustainability

Summary

Curriculum

| subject knowledge | research |
| progression | assessment |

Learning and teaching

| flexible | targeted |
| reflective | evaluative |

Leadership

| coaching | modelling |
| reviewing (measuring impact) | presenting |
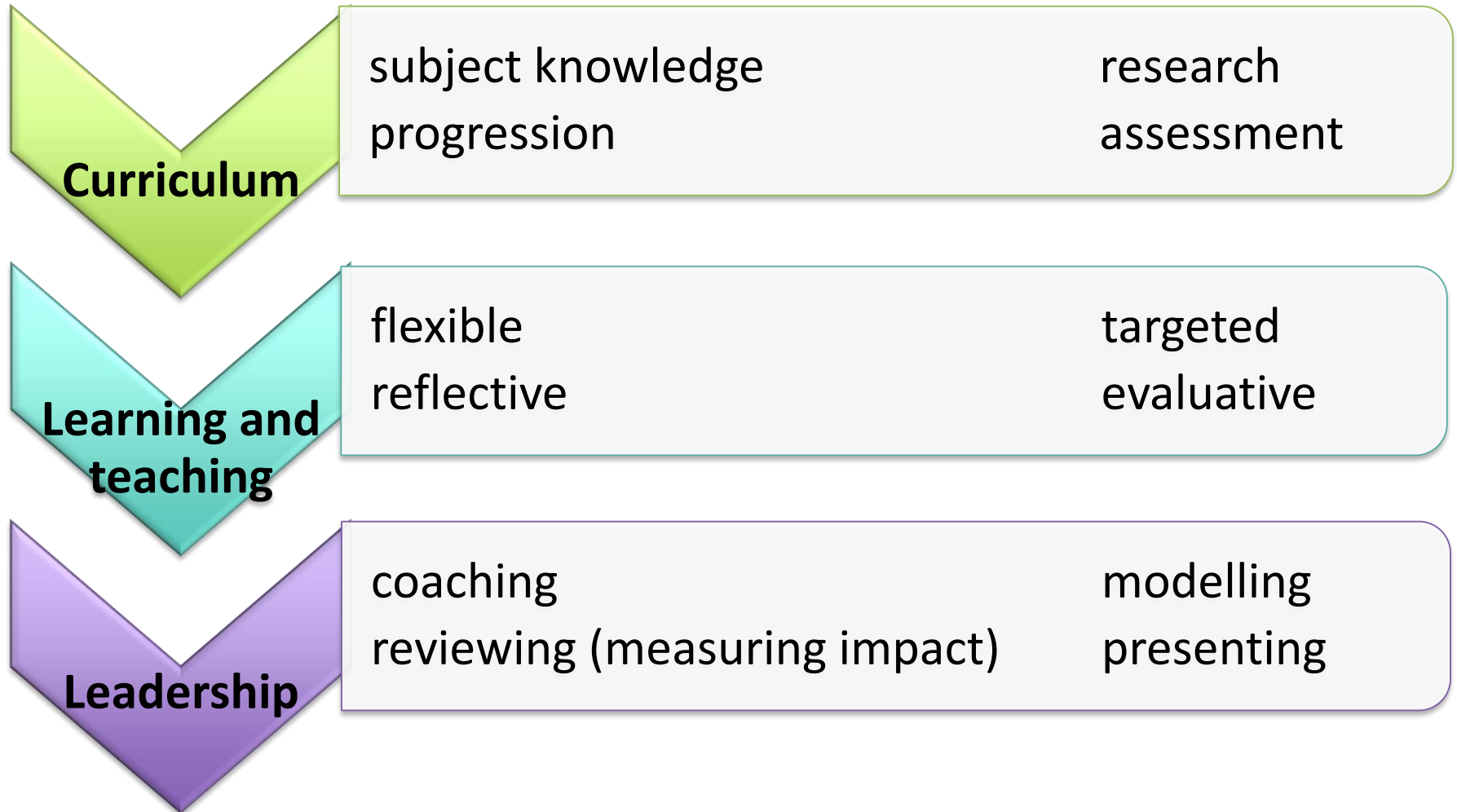
What is our capacity for improvement?		
Leadership and management	**Learning provision**	**Successes and achievements**
How good is our leadership and approach to improvement?	How good is the quality of the care and learning we offer?	How good are we at ensuring the best possible outcomes for all our 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- 2021

"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- 2021

"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."
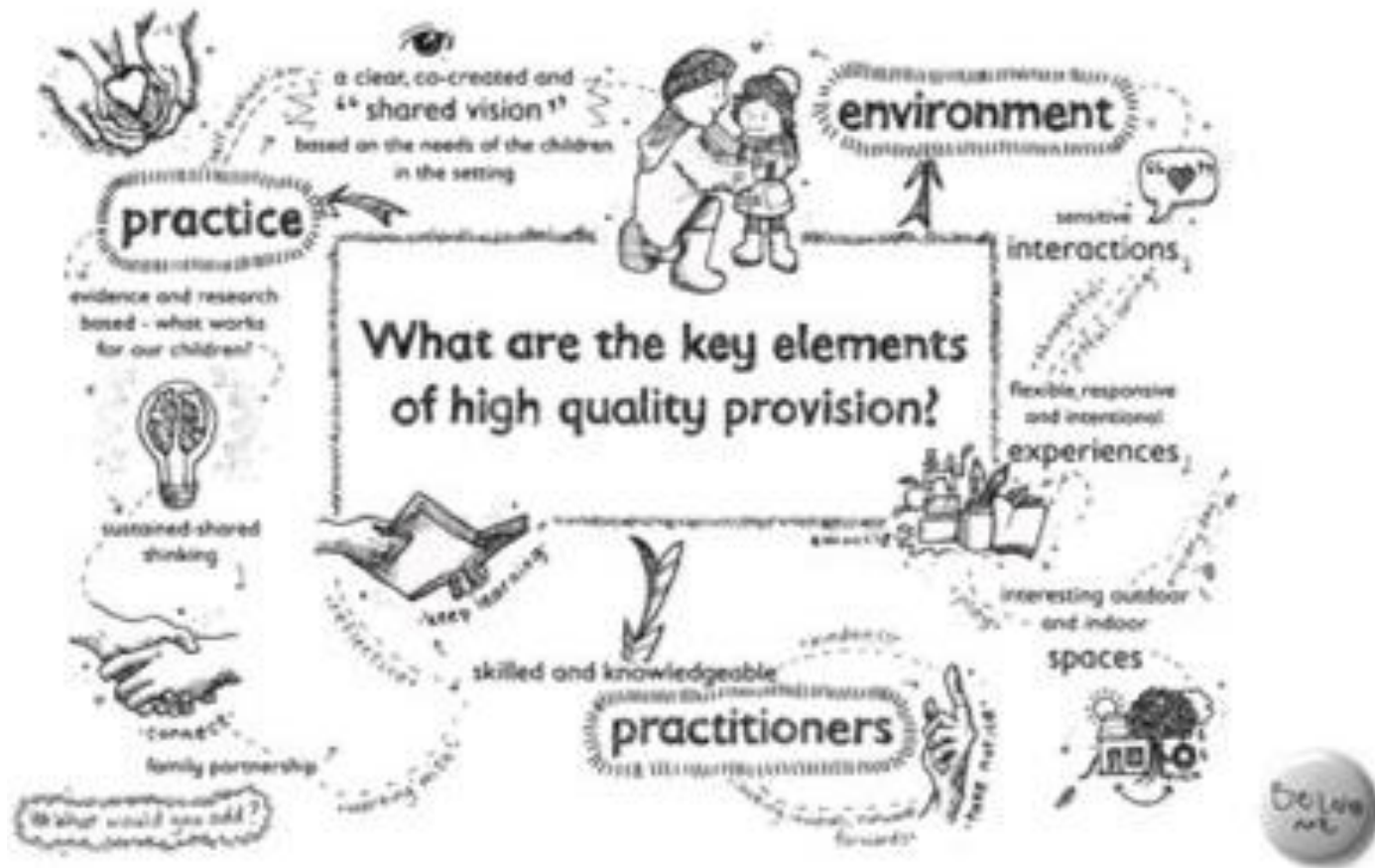
LPA- 2021

Taking Action

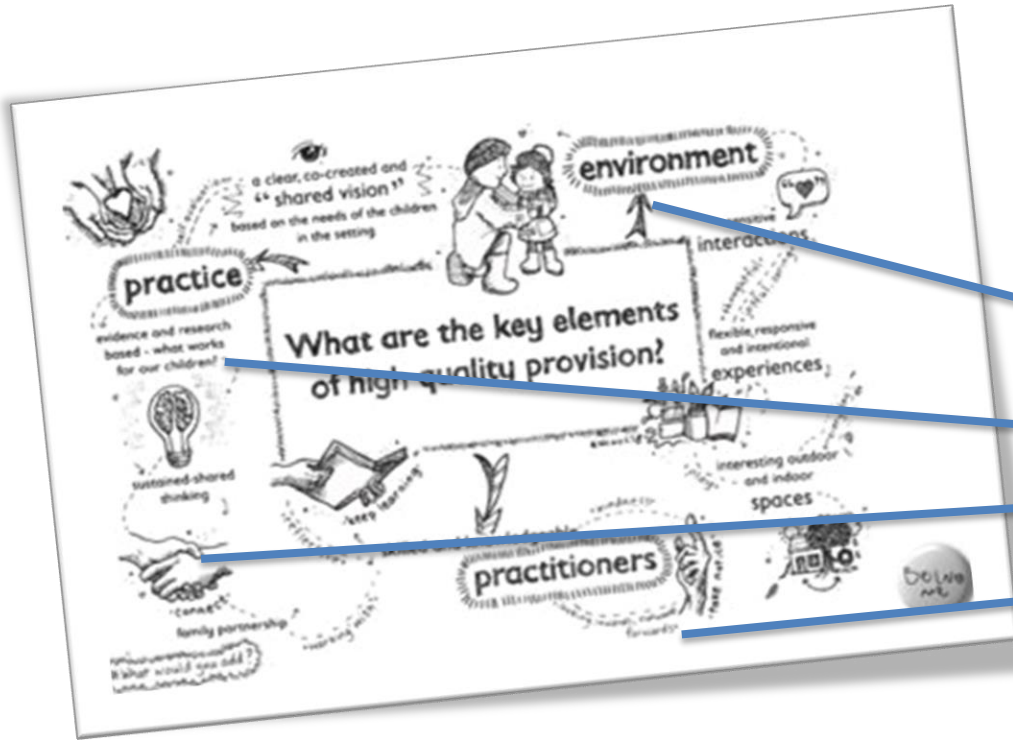## (Universal Provision)

Taking action 1 : high-quality universal provision

Realising the Ambition (2020)

Universal Provision
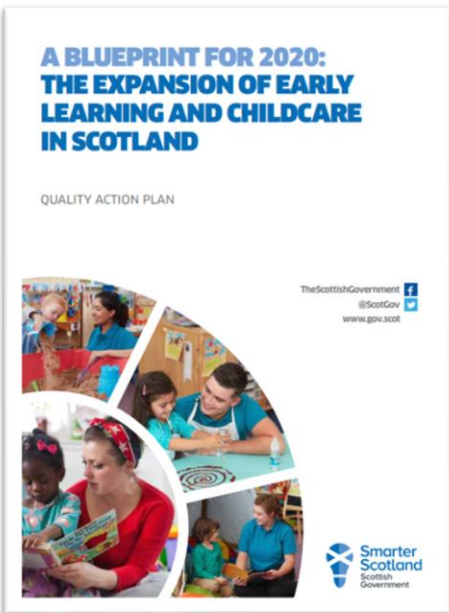
Taking action 1 : high-quality universal provision

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?

Education Scotland
Foghlam Alba

How good is our early learning and childcare?

February 2016

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?**
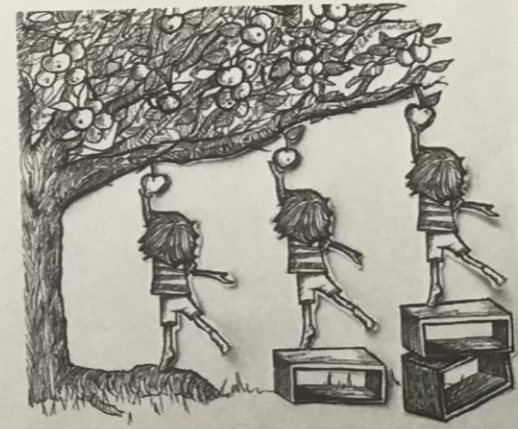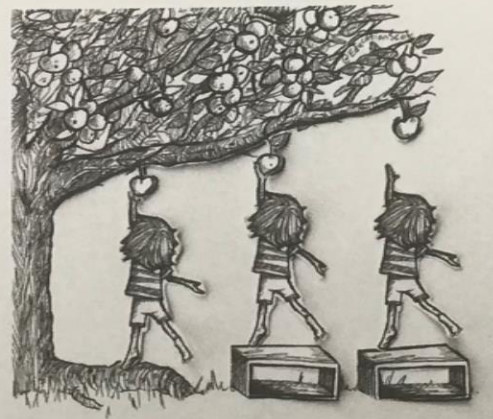
Taking Action

(Targeted Interventions)

Realising the Ambition

RtA Section 3 p42

2. Identifying the 'gap potential'

First Wave	• Excellence and equity • Universal • Playroom experience
Second Wave	• Targeted support – those at risk of not being 'on track at transition' • Specific strategies
Third Wave	• Individual • Highly focused targeted support • Outside agencies • WAP

Education Scotland
Foghlam Alba
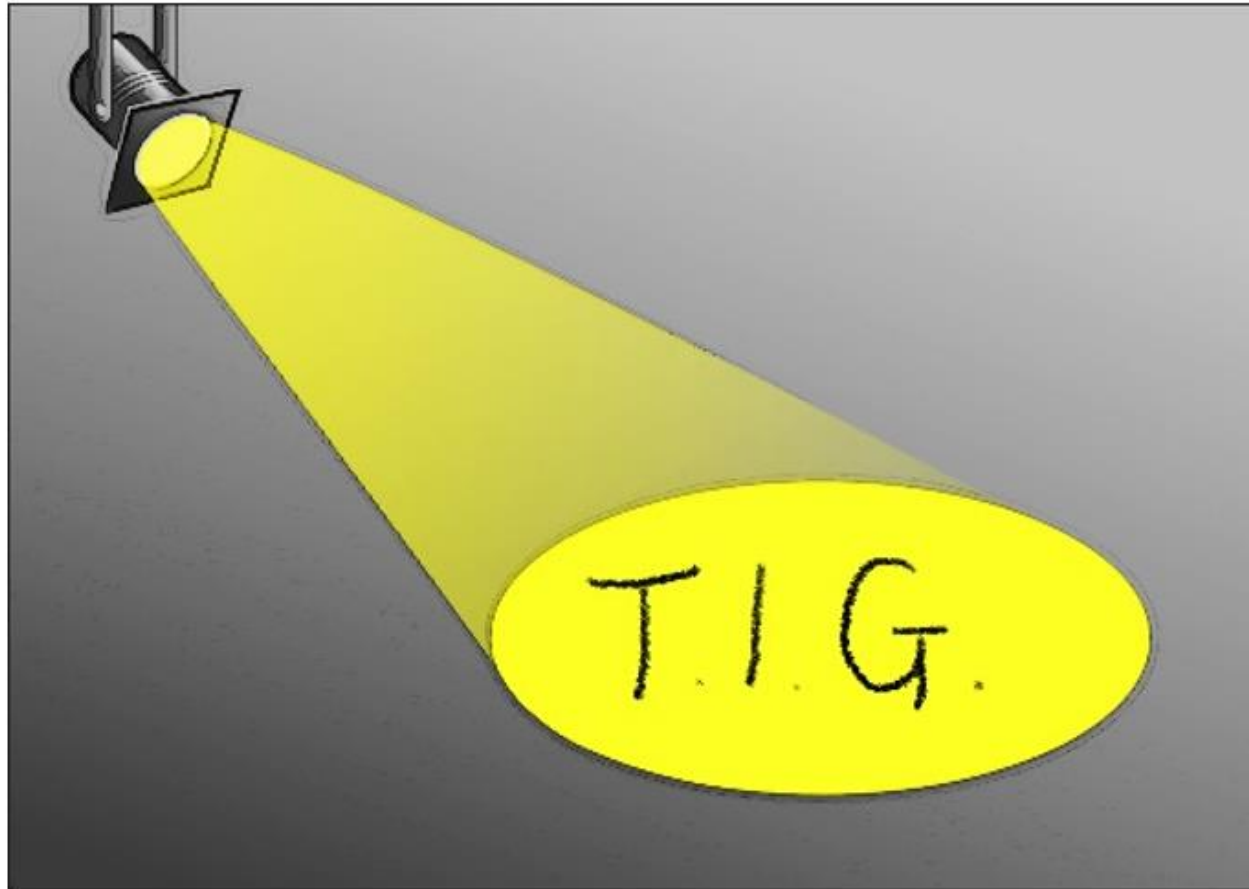
Child(ren) identified as having 'gap potential'

+

Evidence of limited progress within universal approaches

=

Need for specific and more targeted support / intervention
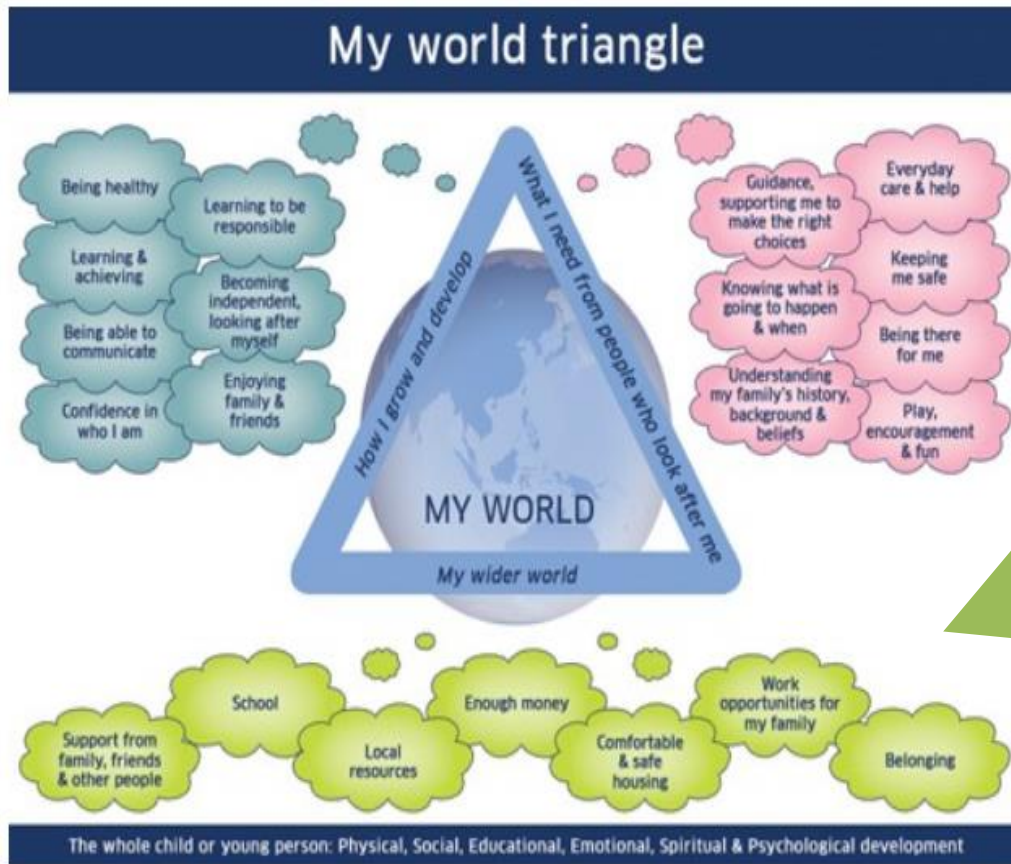
2. Identifying the 'gap potential'

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

Pause and Reflect

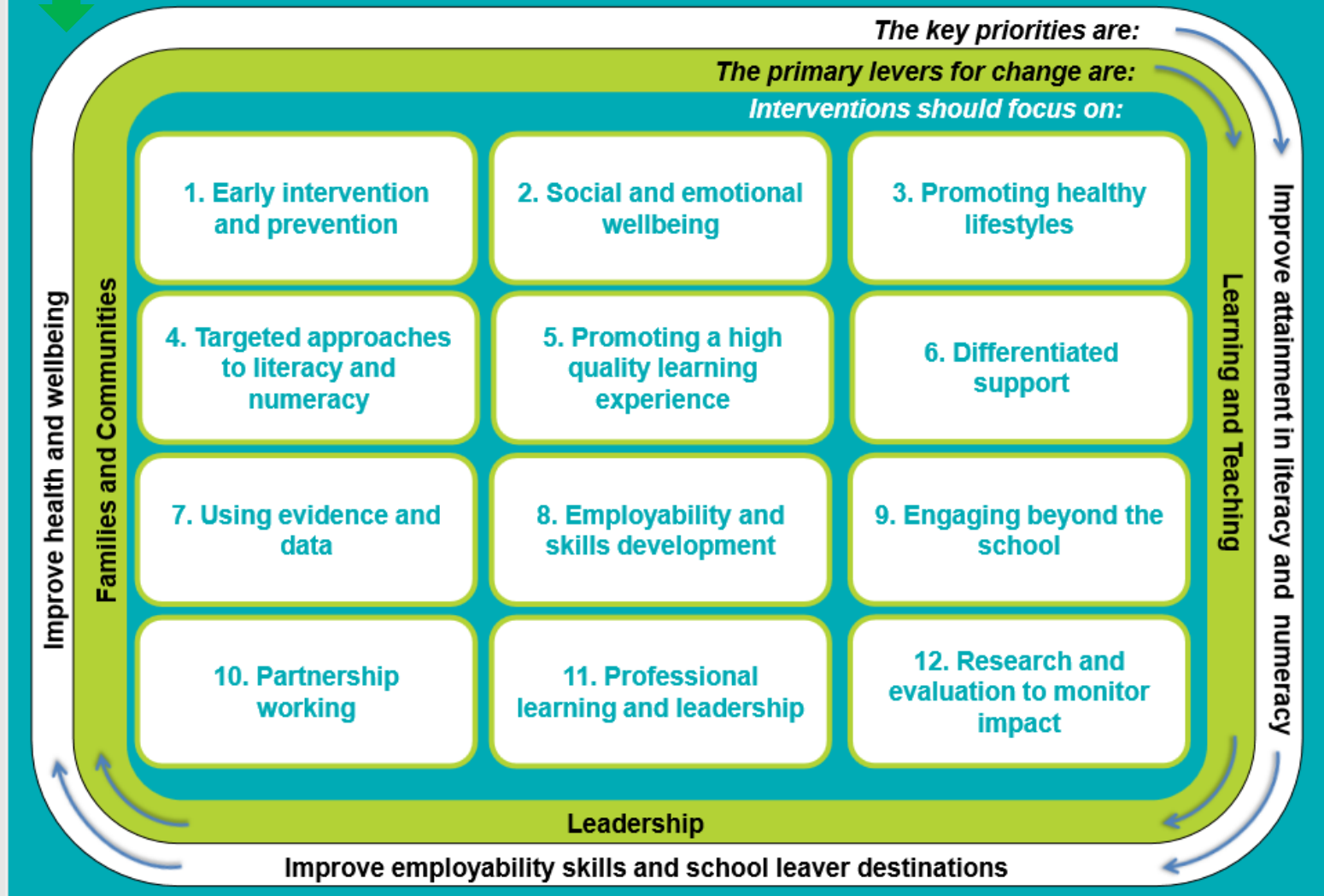What strategies would you use to identify a group of children to focus on?

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

PAUSE

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.

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
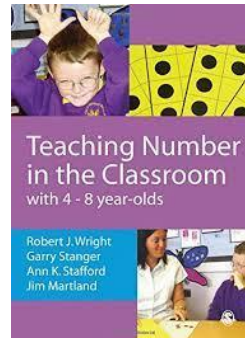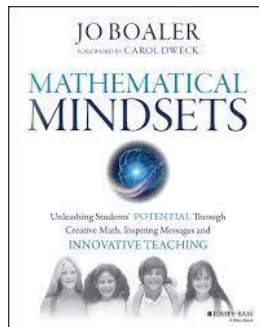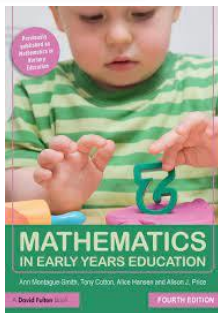- Planned visits to woods, parks etc

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
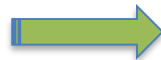- Mathematical routines
- Table Top games
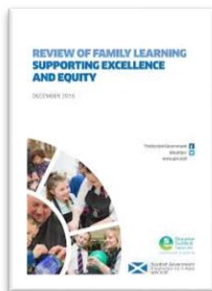
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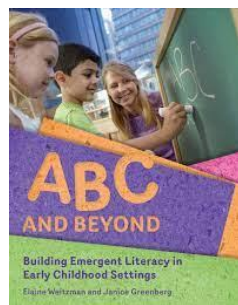Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage'
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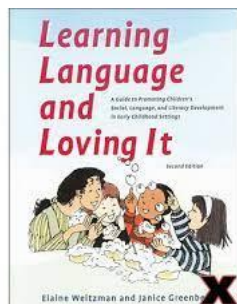
- Hannen Strategies
- Strive for 5, OWL
- Interactive Shared Reading

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							
Modelling, coaching, mentoring, cascading, moderating and peer working with staff							
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

		Audience				Number of Invited Participants	% of participants who attended	
Date	Activity	Parents / carers	Children	CDO	Other			Intended follow up action
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.

2.5 Family Learning / Partners

LEL Literacy Group 2015

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.

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.

Contacts

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- **Ana Gould:** gw22gouldanastasia@glow.sch.uk

- **Twitter**: @GlasgowLEL

- **Blog**: Google Leaders of Early Learning
  https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/

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