

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?



Planning for Improvement: Outcomes



Planning for Improvement



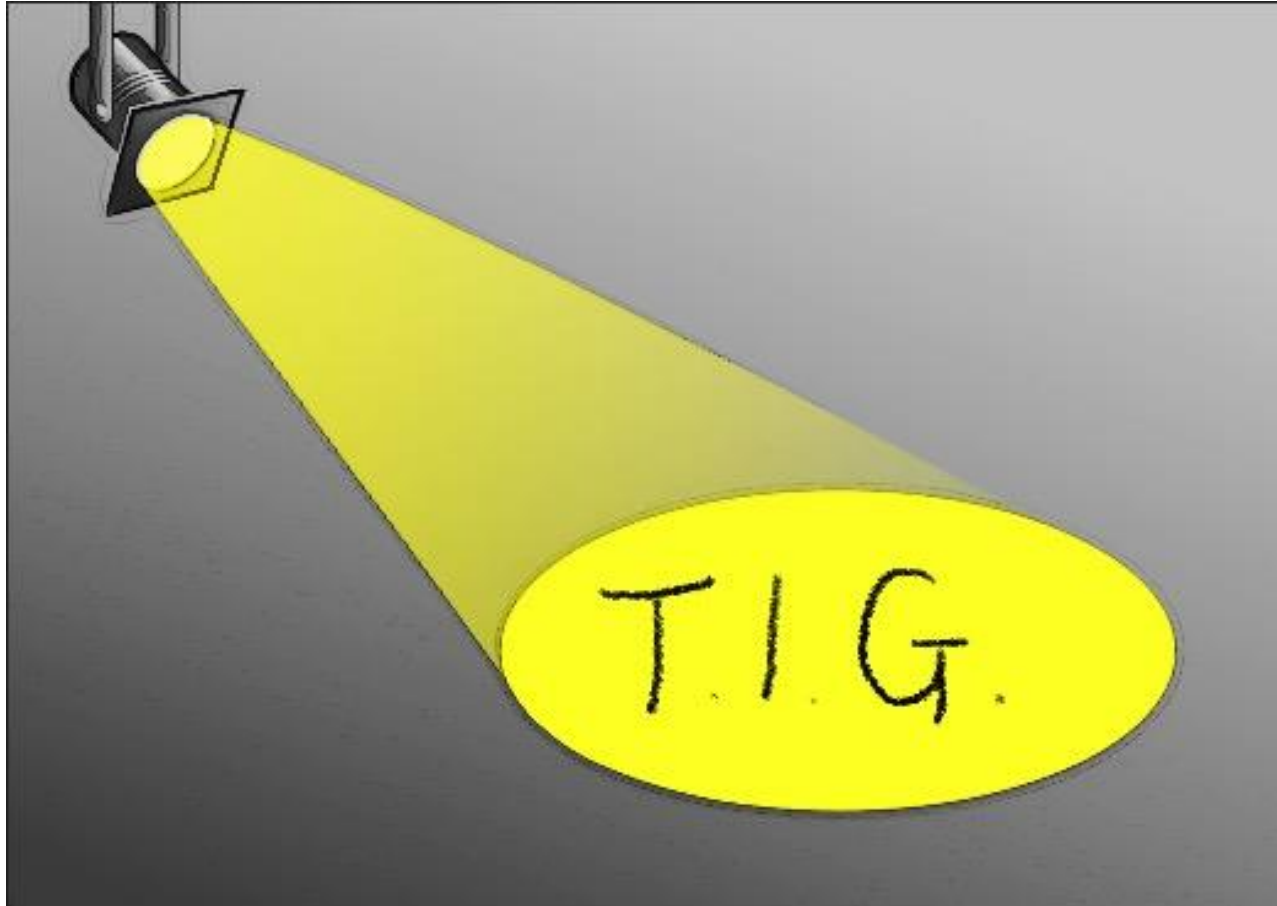
Step	Action
1 Intent	Identify your attainment gap. Is this related to poverty?
2	Identify the barriers to learning - Areas that could be considered are; learning and teaching, family engagement, aspirations, early development, language skills, home life, stress, anxiety, lack of confidence
3	Identify 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 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 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'



Baseline Analysis

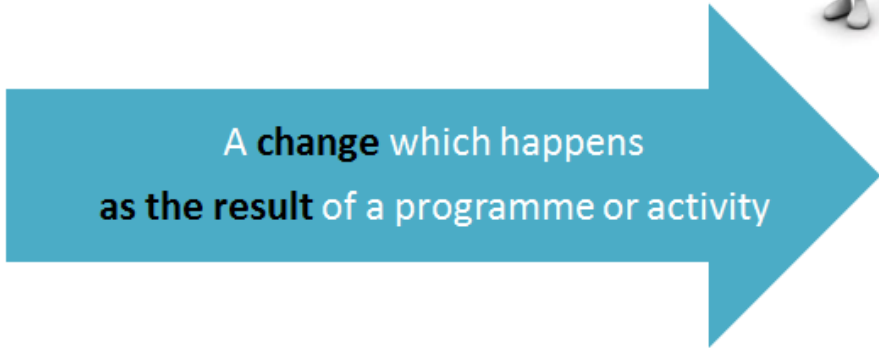


Planning for Improvement: Outcomes



Step	Action
4	Define the change you want to see This is your outcome – who is the target group? By how much? By when?

What is an outcome?



**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



Language of Effective Outcomes

Practitioners	Motivation			
Learners	Knowledge	Increased	Practice	Increased
Parents	Awareness	Decreased	Actions	Decreased
	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% by 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% by 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.”



Evidence



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.



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.





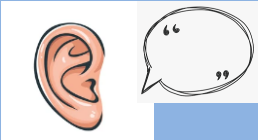


Glasgow's Improvement Challenge – How good is our project?

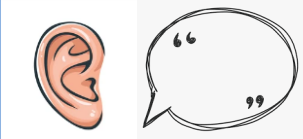
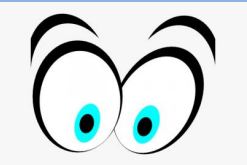



Source of Evidence	Outcome 1:
People's Views	
Direct Observation	
Quantitative Data	



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

Source of Evidence	Outcome 1:
<p>People's Views</p> 	
<p>Direct Observation</p> 	
<p>Quantitative Data</p> 	

<p>Source of Evidence</p>
<p>People's Views</p> 
<p>Direct Observation</p> 
<p>Quantitative Data</p> 

Glow Forms
Coaching Wheels
Other???

POLLI
Walk around
Informal Observations

Tracking data
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

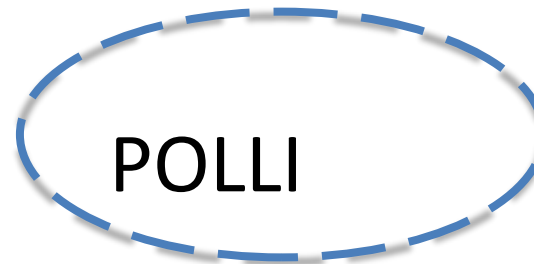
Informal/Spontaneous

Leuven Scale of
Wellbeing and
Involvement

Participant

Focused

WOW moments



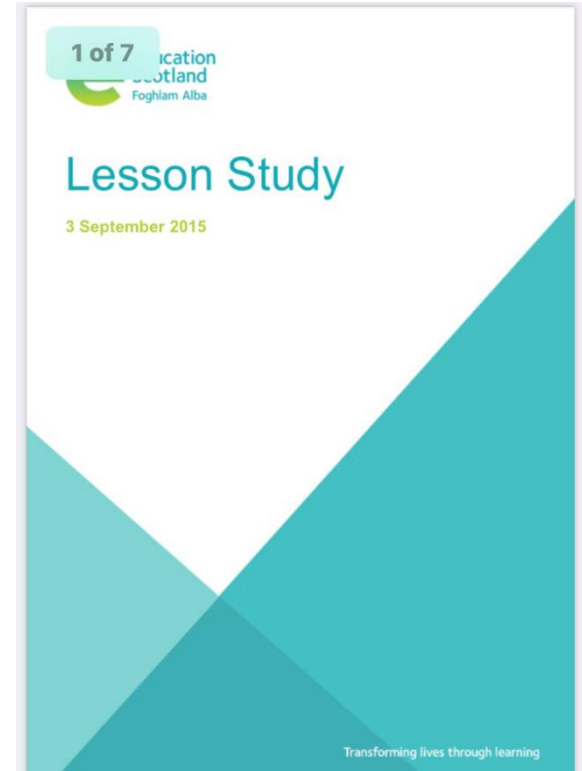
Evidence:
Direct Observation



POLLI

Peer Observation of Learners Leading to Improvement

- Stage 1 – Plan
- Stage 2 - Observation
- Stage 3 - Reflection





POLLI

Peer Observation of Learners Leading to Improvement

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

Evidence:
Direct Observation



POLLI

Peer **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 What will I steal? 	
What Went Well	
Even Better If	
Joint conclusion	
Next Steps	



POLLI

Peer Observation of Learners Leading to Improvement

Stage Three – Reflection

Reflect

Agree on next steps:

- Practitioner
- Children

Agree on timing for next POLLI session





POLLI Analysis

What did this tell us?

SO WHAT?

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



Evidence : People's Views



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

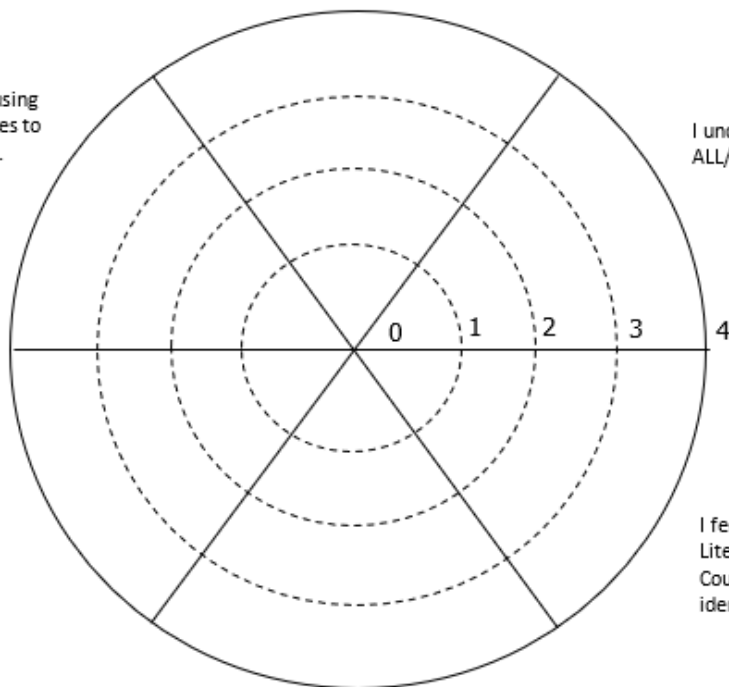
I feel confident in using the supporting pages to inform my practice.

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

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.



Interim Tasks

Record Actions

Decide on interventions

Plan evidence

Plan and complete a Baseline POLLI



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.



Leadership of Change

