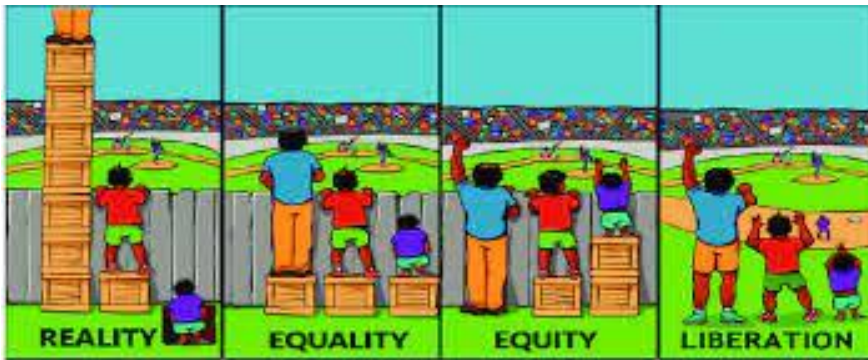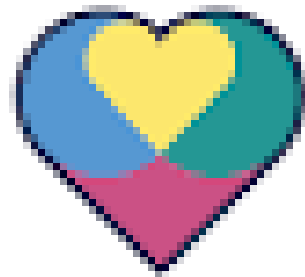# Leadership of Change

Reminder- Why?

- Additionality – funded by Scottish Government
- Address the poverty related attainment gap
- Excellence and Equity
- Early intervention crucial

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

HGIOP Expectation

- What: Evaluation of the impact the LPA's leadership is having on children's attainment.

- When: August 2023- May 2024

- Who: LPA leading staff team

Aims

1. To revisit how you identify your gap:

- Observations- Leuven scales, Polli, Dispositional Learning
- People's views- Glow Forms, Mentimeter, Coaching Wheels
- Quantitative Data- Frameworks

2. To outline the implementation of two outcomes.

3. To explore the process of change.

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?

How good is our early learning and childcare?

1.2 Professional Learning

Cascading Information	Moderation	Coaching
Modelling	**Peer Working**	**Questionnaires**

Cascading Information	A process whereby something, typically information or knowledge, is successively passed on.
Peer Working	Working purposefully, regularly, and cooperatively with another staff member to support and improve learners experiences.
Modelling	Demonstrating a new concept or approach to learning and staff learn by observing.
Coaching	Non-directive and non-judgemental, to support their colleague to find their own way forward, to help them to articulate their strengths and how they can build on them and create a learning pathway that is continuous and successful.
Moderation	Sharing expectations and understanding of standards with each other in order to improve the consistency of decisions about pupil learning.
Questionnaires	A way of gathering information from respondents.

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

| 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.

Plan what evidence you will gather.

Assessment data – Glasgow Counts Tracker 1, Phonological awareness tracker, Literacy for All Trackers; Reading, Writing, Talking and Listening, SICS involvement and wellbeing scales, attendance data (children and families), staged intervention levels.

Surveys/glow forms for staff and parents, minutes from focus groups, and staff meetings, learning conversations, meetings with SLT, colleagues/parents, yes/no surveys, social media feedback.

Quantitative

People's Views

Direct observation
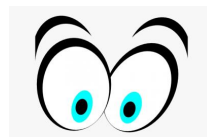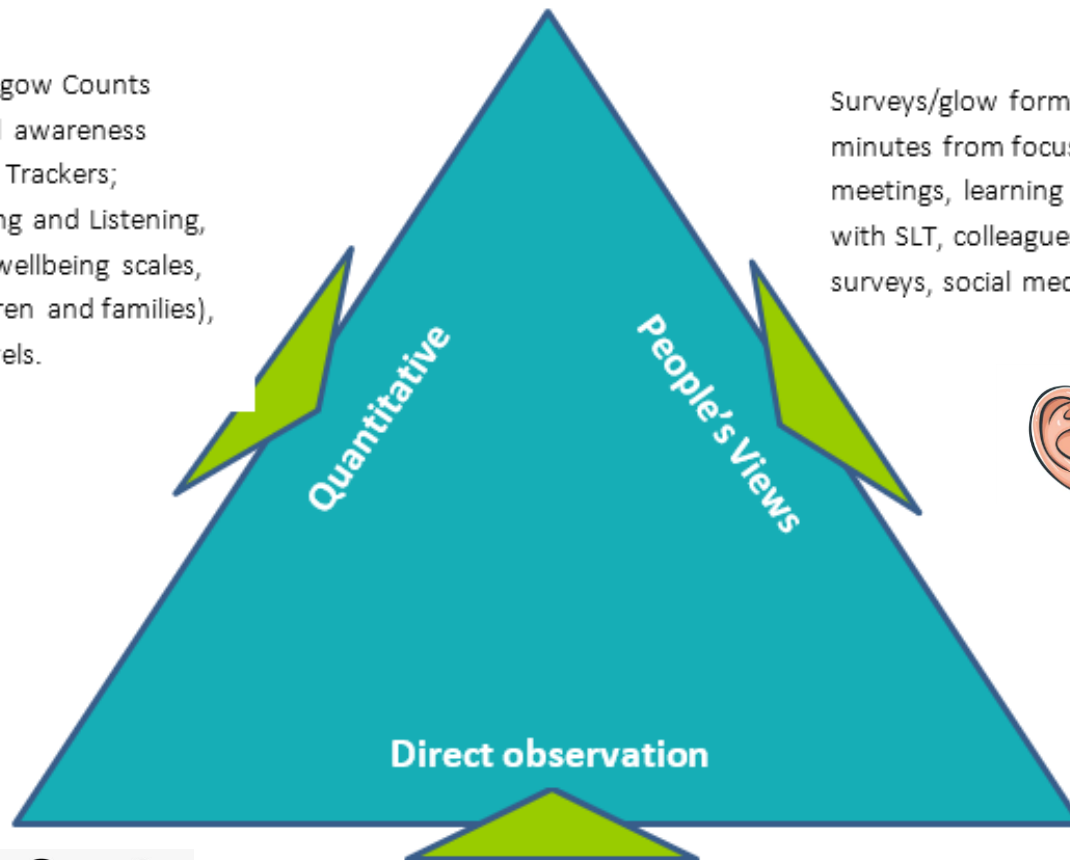
Peer observations (POLLI), SLT observations, learning stories, observations of learning, SICS, snapshot moments of curriculum area engagement, development matters, observation of children's conversational styles, SHANARRI, parental observation

Types of Observations

Informal / Spontaneous	Participant	Focused
WOW Moments	Conversational Styles	⭐ POLLI
⭐ Leuven Scale of Wellbeing and Involvement	Narrative / Learning Stories	

Observation, Assessment and Planning Cycle

"Without knowing your children, understanding their interests and existing knowledge, you cannot plan meaningful, challenging and exciting activities for them.“

Brodie, K. (2013):
Observation, Assessment and Planning in the Early Years

Planning

What next?
Experiences and opportunities, learning environment, resources, routines, practitioners' role.

The Child

Start here

Observation

Look, listen and note.
Describing

Assessment

Analysing observations and **deciding** what they tell us about children.

(image) Department of Education (2012):
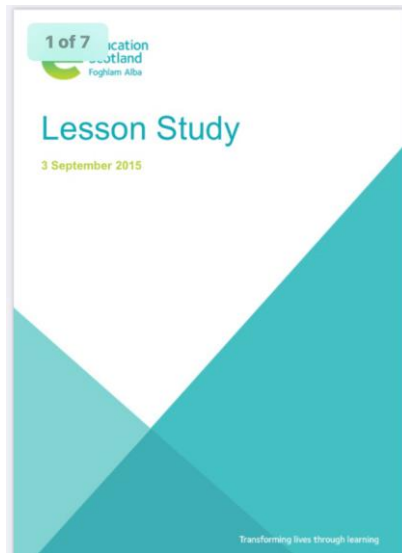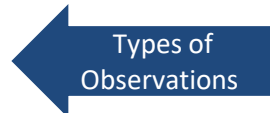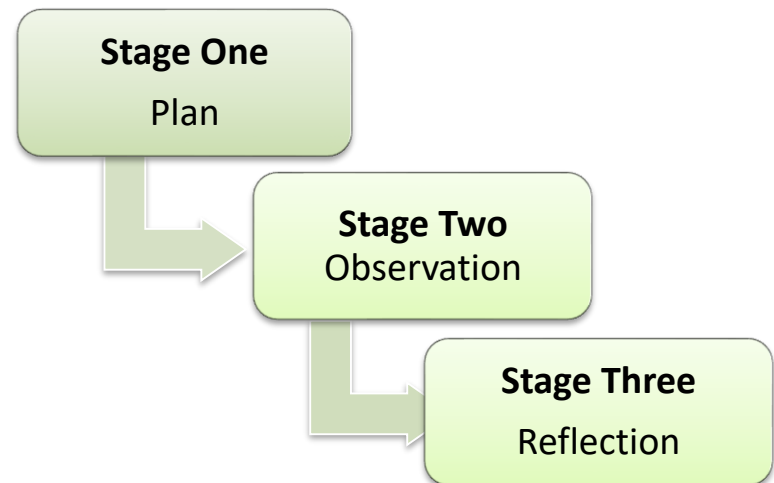*Development Matters in the Early Years Foundation Stage*

POLLI

Peer Observation of Learners Leading to Improvement

ℹ The POLLI has been adapted from the Lesson Study. Click on the image below if you wish further information about it.

ℹ The consists of a 3-part process. Click on the stages below for more information.

1 of 7

Lesson Study

3 September 2015

Transforming lives through learning

Stage One
Plan

Stage Two
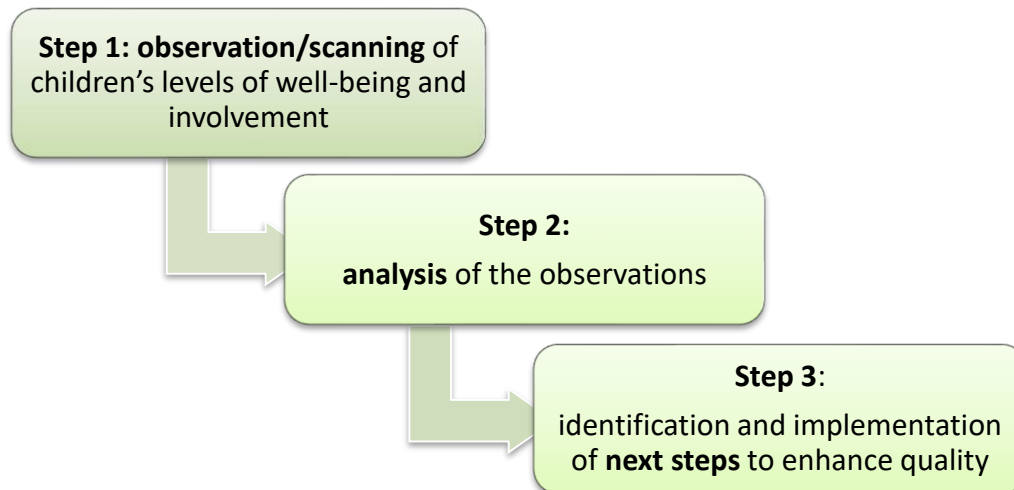Observation

Stage Three
Reflection

Leuven Scale of Wellbeing and Involvement

The **Leuven Scale** is a method of observation created by **Ferre Laevers** and his team at Leuven University.

It is a **five-point scale** that enables practitioners to observe, interpret and measure children's **emotional well-being and involvement.** These are vital aspects of supporting the evaluation of children's learning, progress and development.
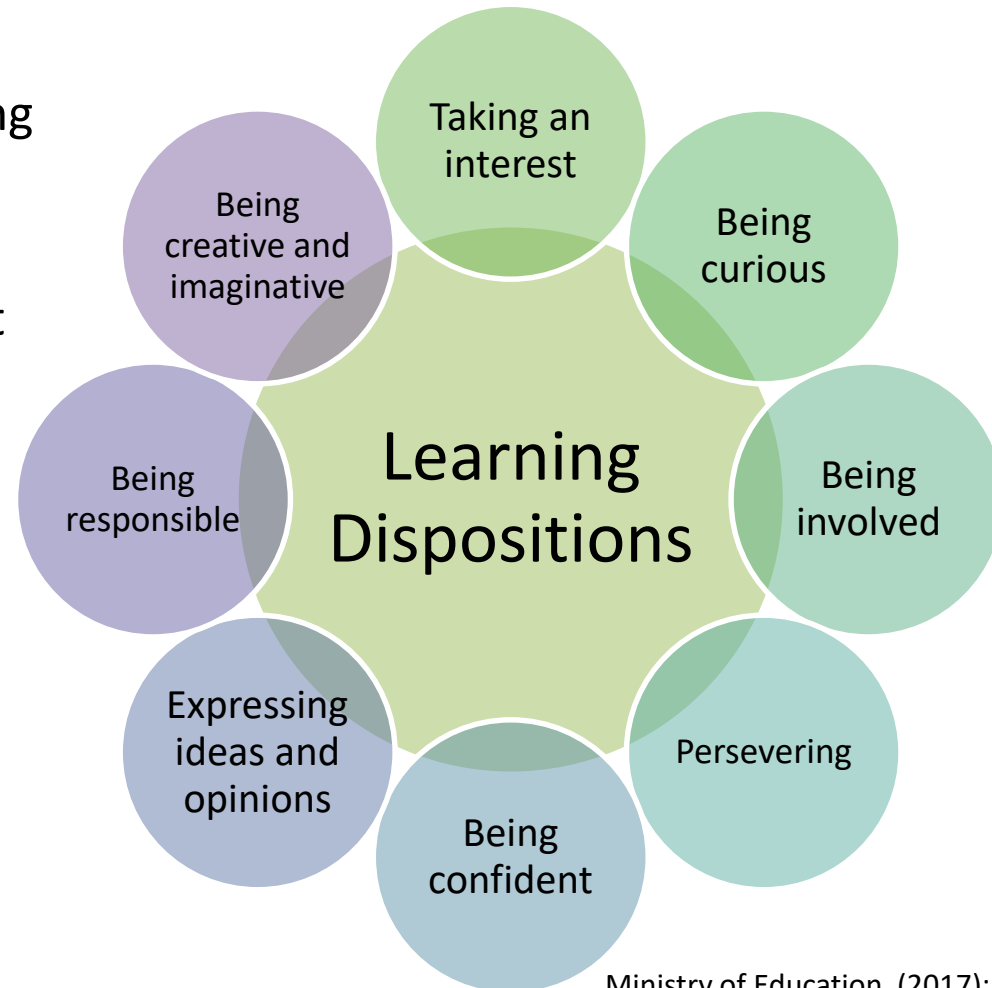
The observation process consists of three steps:

Step 1: observation/scanning of children's levels of well-being and involvement

Step 2:

analysis of the observations

Step 3:

identification and implementation of **next steps** to enhance quality

Learning Dispositions

Learning dispositions:

- refer to a child's attitude to learning and the way in which they approach learning.

- can vary depending on the context in which children find themselves in.

- **Discuss recent observations you have made of children within your setting.**

- **Which of these learning dispositions have children demonstrated?**

- **What evidence do you have?**

- **How could you support/provide opportunities for children to further develop positive learning dispositions?**

Taking an interest

Being curious

Being creative and imaginative

Being responsible

Learning Dispositions

Being involved

Expressing ideas and opinions

Being confident

Persevering

Ministry of Education, (2017): Te Whariki. Early Childhood Education

Leuven Scale of Wellbeing and Involvement

Step Two:

Analysis of Observations

Reflect on the observations made.

Use the form on the right to support your analysis and interpretation of what you have seen and heard.

The left side of the template can be used to analyse the factors which may offer an explanation for the higher levels of wellbeing and/or involvement (level 4 or 5).

The right side of the template can be used to analyse the factors that may explain the lower levels of wellbeing and/or involvement (level 1 2, or 3).

Scanning of Wellbeing and Involvement Form B

The high scores for well-being and involvement are linked with:		The low scores for well-being and involvement are linked with:	
1. A rich offer		1. An offer that is not satisfactory	
2. A positive atmosphere and group climate		2 .A negative atmosphere and group climate	
3. Room for initiative		3. Too little room for initiative	
4. Efficient organisation		4. Innefficient organisation	
5. Empathic style of guidance		5. Inadequate type of guidance	
Child factors	Exceptional circumstances	Child factors	Exceptional circumstances

Adapted from SICS Leuven University

See The Sics Manual, 2005, p. 12

"Try to think of observation, assessment and planning as a way of being with children, rather than a set of processes."

Children in Scotland 2013

Key points to consider: evaluative statements

- Select the best pieces of evidence to illustrate your story.

- Ensure you evidence and discuss **all** of your outcome(s).

- Analyse your evidence using evaluative and descriptive language.

Evaluative Language	Quantifier
Almost all	Means over 90%+
Most	Means 75% to 90%
Majority	Means 50% to 74%
Less than half	Means 15% to 49%
Few	Means less than 15%

Increased/More	Raised
Decreased/Less	Lowered
Improved	Enhanced
More effective	Higher quality

Less than half the staff (20%) are confident accessing the LfA/GCIP framework, whilst **most** staff (80%) are somewhat confident or not confident

Most staff (80%) are either not confident or somewhat confident in using the LfA/GCIP framework. Whilst **one** staff member is confident.

Most staff (80%) are not confident using the framework to identify children's learning and plan possible next steps in children's learning.

Examples of Evaluative Statements

The **majority** of staff, (60%) are somewhat confident in using the framework to track progress. Whilst **one** staff member is confident and one is not confident.

All staff (100%) **do not** feel confident using the supporting pages to inform their practice.

Evaluative Language	Quantifier
Almost all	Means over 90%+
Most	Means 75% to 90%
Majority	Means 50% to 74%
Less than half	Means 15% to 49%
Few	Means less than 15%

Baseline

Final

Full analysis of the Outcome:
- Was it achieved and how?
- How will gains be maintained?
- If not achieved, why not?

Actions going forward

- *What trends are emerging?*
  - *-* What does the data tell you about practitioner skills, knowledge and confidence?
  - - How is the Framework being used?
- *What will you do next? What will your interventions be?*
  - - **Cascade** literacy for all framework and supporting pages training to all staff (including detailing how/where to access the resource)
  - - **Model** using the framework to inform the learning, teaching and assessment cycle
  - - Hold **moderation** meetings with staff team to support practitioner judgement/share expectations

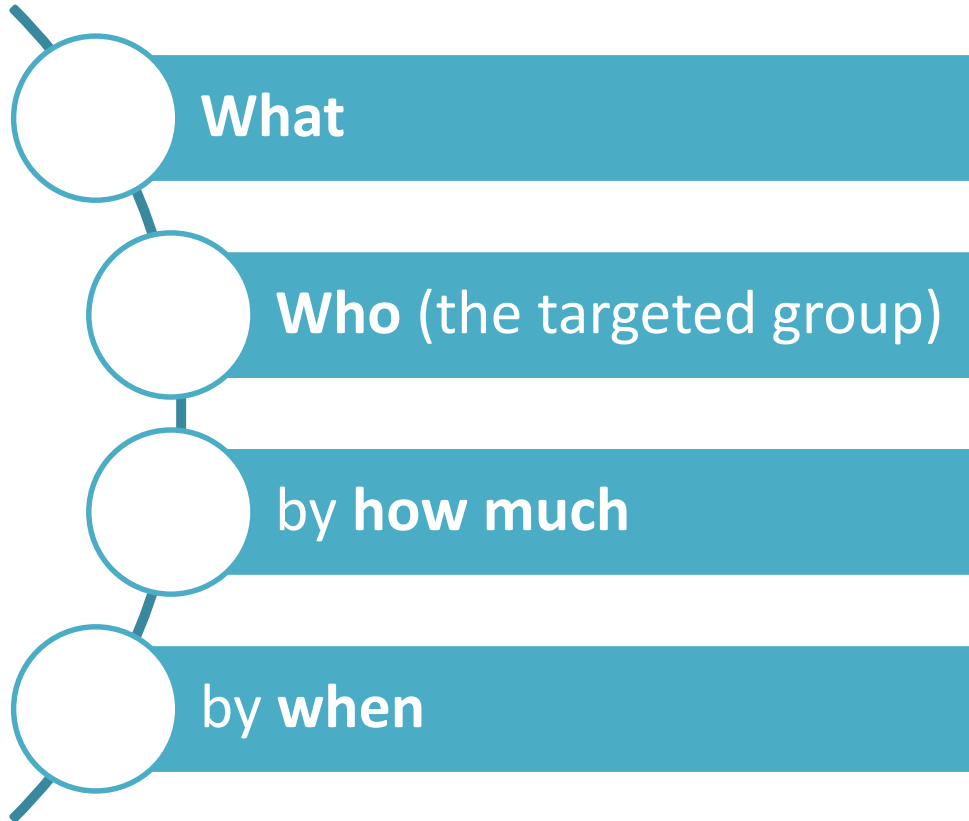| Action |
| --- |
| Identify what is working already and how do you know – have you looked at research and practice on the National Improvement Hub (NIH) and the Scottish version of the Education Endowment Fund's Teaching and Learning Toolkit. What is your baseline telling you? |
| Define the change you want to see
This is your outcome – who is the target group? By how much? By when? |

What is an outcome?

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

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

Building Outcomes

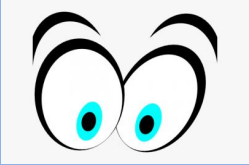**What**

Who (the targeted group)

by **how much**

by **when**

- **Be consistent:**
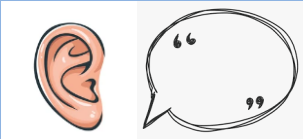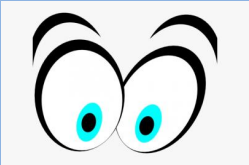
Who, how, when and what

Specific
Achievable
Measurable

....this all helps to **build shared understanding** and produce **actionable** information.

How will outcomes change?

Increased	Raised	Improved	More effective
Decreased	Lowered	Enhanced	Higher quality
More/Less			

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

Source of Evidence	Outcome 1: To increase the knowledge, confidence and skills of all 3-5 staff in using the LfA/GC Framework by June 2022.
People's Views	**Glow Form – Pre and post** **Coaching Wheel – Pre and post** **Minutes of meeting** **Professional dialogue – moderation in action**
Direct Observation	**Learning Journals – Seesaw etc.** **Observation of learning environment (interactions, experiences and spaces)**
Quantitative Data	**Coaching Wheel – Pre and post** **Glow Form – Pre and post**

How can we tell if what we are doing is working?

- Need a clear starting point
- Need clarity on what we are trying to achieve
- Need to know how we are going to achieve it
- Need to know when we have achieved it   **EVIDENCE**
- Need to know who is going to help us to achieve it

Example Outcomes
GCIP

- To increase attainment in Early Level Framework, Numeracy tracker (p1) for a targeted group of children by at least 40% by June 2024

- To increase attainment in Early Level Framework, Numeracy tracker (p2) for a targeted group of children by at least 40% by June 2024
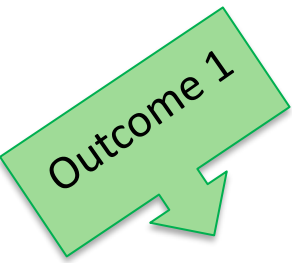
Example Outcomes
LfA

- To increase attainment in Early Level Framework, Talking and Listening for a targeted group of children by at least 40% by June 2024

- To increase attainment in Early Level Framework, Reading for a targeted group of children by at least 40% by June 2024
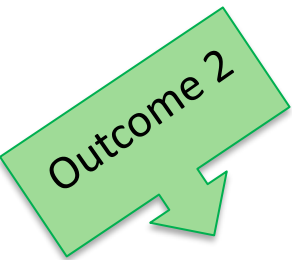
Sustainable change

- Team Leaders
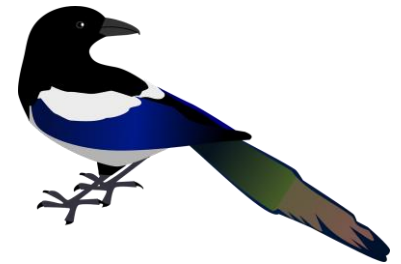
- Champions

- Embedded practice

- Moderation

Sustainable change

- Cascading Core Training

- Modelling

- Moderation

- POLLI

Sometimes you have to take a STEP BACK to see that you're moving FORWARD in the Right direction

I ALONE CANNOT CHANGE THE WORLD, BUT I CAN CAST A STONE ACROSS THE WATER TO CREATE MANY RIPPLES.

~ Mother Teresa

Leading Change: Process and People

- **Change** - focuses on the desired outcome that the change will produce. Change can happen very quickly.

- **Transition** - inner psychological process that people go through as they come to terms with the new situation that the change brings about.

Bridges Transition Model

Feedback: Menti

Contacts

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- **Twitter**: @GlasgowLEL

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

Leadership of Change