

CONTINUOUS SERVICE IMPROVEMENT

Gathering and Analysing Data : Ensuring Child and Families at the Centre



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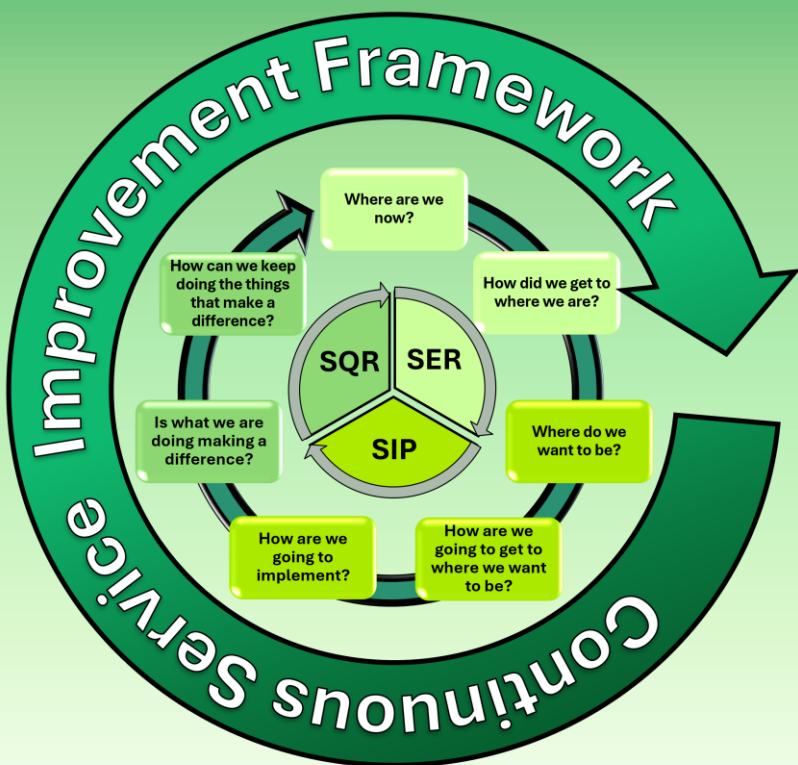
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Aim

To support continuous improvement across all services using evidence based self-evaluation data.

- Develop leadership training to support knowledge and understanding of quality improvement processes.
- Provide ongoing leadership guidance on using robust self-evaluation data for continuous improvement.



Self Evaluation

Dictionary definition : a process using evidence to reflect on achievements, part of a wider quality assurance approach, requires a cycle of reflection

Care Inspectorate definition : a reflective and inclusive process that helps care services understand what they do well, what could be improved, and what matters most for children and families. By looking closely at everyday practice, systems, and outcomes, services can build on their strengths and make changes that lead to meaningful, sustained improvement.

How important we think it is : *provides what is needed for your service to be healthy and to grow and develop. Casting light on, gaining insight and showing an image of your service. Opportunity to consider important parts of your service to guide you to intentional choices. Reflections of self also affects others, and other things. can be an unseen force, that continuous to influence and have a lasting impact of growth. Involving all service users meaningfully ensures they feel welcomed, seen and appreciated, given a sense of belonging and purpose. Being part of something larger contributing to a purpose, community or system greater than yourself.*

An opportunity to share your story, identity and culture. Empowering, powerful opportunity to control the narrative, raise awareness, fight stigma and campaign for change.

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Self-Evaluation for Continuous Improvement

Important points to consider

- Do you have the story?
- Clear evaluative statements to show how you are performing
- Look out for contradictions
- If in doubt, leave it out
- Impact, impact, impact (so what)
- Who? what they did? impact- good or not?
- Evidence based

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Multiple Measures of Data

Demographic Data



Who are we?

Perception Data



How do our children, staff, parents (& others) feel about us?

Learning Data



How is our children's learning and development?

Processes Data



What processes and procedures do we use?

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Multiple Measures of Data - You said we did

- The different types of data and what it looks like in practice
 - How to record and analyse data
 - What am I going to do with the results I gather
 - Opportunities to share paperwork and ideas
 - Recognising the unique journey the nursery is on
 - Don't spout out the same old stuff, think big think new
- Data only matters if it clearly reflects the child and families experience and needs
 - What data needs to be collected and how it can be used
 - Identifying patterns and informing targeted support
- More effective planning and improved learning outcomes across the service
 - Guide intentional decision making and ensure facts are the focus
 - New areas are more manageable and for a purpose

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Demographic Data - Who Are We?

Is answered through analysis of longitudinal **demographic data** . The current years data can help educators see the children they have and how they are matched to which educators.

The longitudinal analysis can help staff know how the children and families have changed and clarify what staff need to learn to meet the needs of the children and families they have. Educators can see the system and leadership thinking.

Establish the current context of the nursery, describe trends, trends help staff predict and plan for the future as well as understand all the other data. It informs the structure of the nursery , the system as well as leadership philosophies.

Demographic data does much more than just inform us of human characteristics it also tells us about the system : how the parts relate and fit together as a whole.

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Disaggregation

The separation of results into subgroups that make up the population is called Disaggregation .

Demographics play an important role in the disaggregation of data. Demographic subgroupings of achievement or perception measures allow us to isolate variations among different groups of children to understand if all children are achieving or experiencing nursery in a way that best meets their individual needs. Disaggregation helps educators to learn about particular children to know how to better meet their needs. This enhances a child centred approach.

Disaggregation helps us understand if we are truly meeting the purpose and vision of our service. If we are acting on the belief that all children can achieve, any breakdown of groups of children should show few differences. Disaggregation helps us find children that are not responding to our processes in the way others are- enabling us to understand why and to search for new processes to better meet their learning needs.

Disaggregation provides powerful information in the analysis of service variables, children progress, perceptions and service process data by demographic variables that impact student learning to understand all aspects of the population of the service and to look for problems and contributing causes.

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Your Services Demographic Data

The first ideas that come to mind should be jotted down as the data that is being reviewed, as opposed to reviewing the data and then making notes. The analysis will be much richer

1. What are your services demographic strengths and challenges?	
Strengths	Challenges (different connotation than weaknesses)
Positive elements one can see in the data. Ideas that you want to keep track off and keep doing. Strength can be used for improving a challenge <i>We have a very good staff : child ratio.</i>	Something that might need attention, is out with the services control, or a potential undesirable result. <i>Number of children with additional support needs has doubled in the past 3 years.</i>
1. What are some implications for continuous Service Improvement Plan?	
Ideas that are jotted down while reviewing the data. Implications are placeholders until all the data in a category are analysed. Often constructive responses to challenges. <i>Do all educators have the knowledge, professional learning they need to meet the needs of children requiring additional support.</i>	
1. Looking at the data presented , what other demographic data would you want to answer the question 'Who are we' for your own service ?	
When educators review the services data , effectively they always undercover other data they wish they had available. The examination of the data will highlight issues in data collection, storage and reporting. We need to do a better job of identifying who, what, where and when issues take place Clarify what data needs gathered, how it will be gathered and reported and how and when they will review and then do something about the results .	



Perception Data - How Do We Do Business?

Is mostly answered through perceptions and organizational assessments which inform how the learning environment is set up for children and educators' success.

Extremely important is the culture and climate, which reflect how the service does business and help create the results the service is getting.

Looking over time, staff can see how progress is being made when culture and climate are improved.

All of us have perceptions of the way our service operates. We act upon these perceptions every day as if they are reality.

If we want to know what children, staff, families perceive about the learning environment we must ask them.

Also answered through assessing the service culture and climate and organisational processes. And educators' values and beliefs.

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Your Services Perception Data

The first ideas that come to mind should be jotted down as the data that is being reviewed, as opposed to reviewing the data and then making notes. The analysis will be much richer

1. What are your services perception strengths and challenges?	
Strengths	Challenges (different connotation than weaknesses)
Positive elements one can see in the data. Ideas that you want to keep track off and keep doing. Strength can be used for improving a challenge	Something that might need attention, is out with the services control, or a potential undesirable result.
2. What are some implications for your Continuous Service Improvement Plan?	
Ideas that are jotted down while reviewing the data. Implications are placeholders until all the data in a category are analysed. Often constructive responses to challenges.	
3. Looking at the data presented , what other perception data would you want to answer the question ‘How do we do business’ for your own service ?	
When educators review the services data , effectively they always undercover other data they wish they had available. The examination of the data will highlight issues in data collection, storage and reporting. We need to do a better job of identifying who, what, where and when issues take place Clarify what data needs gathered, how it will be gathered and reported and how and when they will review and then do something about the results .	

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Analysing Perception Data in a Data Profile

Step 1. Organise the perception data before sharing with staff

Step 2. Determine how you are going to review the perceptions data

Step 3. Provide each staff member with the nursery data

Step 4. Independent review

Step 5. Small group review

Step 6. Whole group review and consensus results

List the different perceptions data in your service, their purposes and when the data are gathered. Determine what perception data needs to be eliminated, and other perception data needed to be gathered.

	Children's voice	Staff Voice	Parent Voice	Agreements	Disagreements
General feel of feedback Positive, negative, neutral					
Most positive items					
Neutral items					
Negative items					
On which items are there differences in subgroups? ie disaggregated responses					
Implications for Continuous Service Improvement Plan					

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Learning Data - How Are Our Children Doing?

Is answered through instruction – infused by formative and summative assessments and help educators know that children are learning what they are being taught. Over time, educators can see individual children progress and the service grow.

When services focus on compliance, they typically only use summative measures to judge progress. Services committed to Continuous Service Improvement use multiple and ongoing measures of data to understand what children know as a result of what they are taught and what children need extra help and on what. They use what they know to provide valuable information for adjusting what they are doing to meet the needs of all children.

Important to remember learning does not take place in isolation. Children bring to the service what they have experienced and the values they have been taught at home and in their neighbourhoods. This effects how they respond.

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The Role of Assessment in Learning

Assessment **FOR** learning: where assessment helps educators gain insight into what children understand in order to plan and guide instruction, and provide helpful, age/stage appropriate feedback to the child.

Assessment **AS** learning: where children develop an awareness of their own learning and use that awareness to adjust and advance their learning, taking an increased responsibility for their future learning.

Assessment **OF** Learning: where assessment informs children, educators and parents as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions, and support continued progress.

Assessment must be planned with its purpose in mind. Assessment **FOR**, **AS**, and **OF** learning all have a role to play in supporting and improving children's learning, and must be appropriately balanced. The most important part of assessment is the interpretation and use of the information that is gleaned for its intended purpose.

Assessment is embedded in the learning process. It is tightly interconnected with curriculum and instruction. As educators and children work together toward the achievements of curriculum outcomes.

Assessment plays a constant role in informing instruction, guiding the children's next steps and checking progress and celebrating achievement. Educators use many different processes and strategies for assessment and adapt them to suit the assessment purpose and needs of individual children.

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Proposal for the Group

Three teams initially to look separately at Monitoring, Assessment and Tracking

Function of the Groups

Review effective procedures, practices and documentation

Quality assure the paperwork being considered

Review training needs in response to new paperwork

Laise with the services across the city regards standardisation of the paperwork being considered.

Meeting a day each month in separate teams

Meet as a whole Learning Data Monitoring and Tracking / Role of Assessment working group to share across and look at joined up pieces of work.

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Rationale

All groups consider DATA- Information, Statistics, Facts, Figures, Numbers, Records.

Documents need to be

Manageable/ Workable

Prior Learning

Formative In

Summative Out

Clear

Progress over time

Consistent

Curriculum

Responsive

Ability to change

Learning data tracked

Ongoing data

Cohorts



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Your Services Learning Data

1. What are your services Learning strengths and challenges?	
Strengths Positive elements one can see in the data. Ideas that you want to keep track off and keep doing. Strength can be used for improving a challenge	Challenges (different connotation than weaknesses) Something that might need attention, is out with the services control, or a potential undesirable result.
1. What are some implications for continuous Service Improvement Plan?	
Ideas that are jotted down while reviewing the data. Implications are placeholders until all the data in a category are analysed. Often constructive responses to challenges.	
1. Looking at the data presented , what other learning data would you want to answer the question 'How are our children doing for your own service ?	
When educators review the services data , effectively they always undercover other data they wish they had available. The examination of the data will highlight issues in data collection, storage and reporting. We need to do a better job of identifying who, what, where and when issues take place Clarify what data needs gathered, how it will be gathered and reported and how and when they will review and then do something about the results .	



Service Processes Data - What Are Our Processes?

Service processes are actions that educators take to achieve the purpose of the service . Things we do purposefully, by habit, by custom, or advertently and they may both help and hinder progress.

Service processes data are important because they tell us about the way we work, about how we get the results we are getting. It is our processes that produce our service results.

Is answered through listing and analysing programmes and processes and shows what educators are doing to get the results they are getting.

After listing it is important to describe each process or programme's purpose, outcome and how does it fit with the current children.

How the processes and programmes are being implemented and how implementation is being measured for impact. If programmes cannot be described and their implementation spelled out , then educators can not implement them with integrity not in the way they were designed and intended accurately and consistently.

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The evidence of what we do and how we do it is data. Four steps will support you analysis of your services process data:

Step 1 List the programs and processes being used in your service. Leadership team create a list

Step 2. Analyse the list –

Everyone should be implementing and are implementing

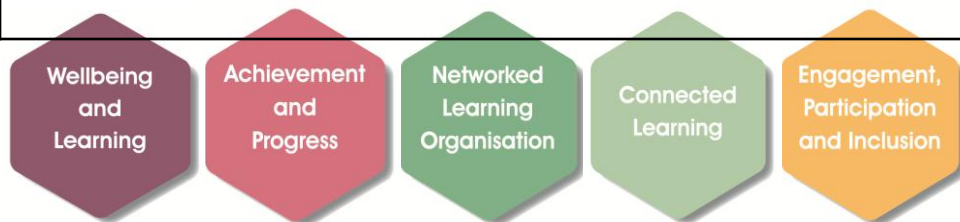
Everyone should be implementing but need refreshers to implement the same way

Everyone should be implementing and are not implementing

Processes that need to be stopped

Instructional Processes	Organisational Processes	Administrative Processes	Continuous Service Improvement Processes	Programs
Learning conversations with children. Experiences offered, Invitations, provocations Adult and child led adult initiated Balance of responsive and intentional Differentiated experiences Interactions (child-child, child- educator, educator-educator) Creativity, curiosity Children reflection and self-assessment Technology	Data use Practitioner enquiry Mentoring Parental involvement Policies and procedures Communities Professional reflection Educator collaboration PDP Observations / Profiles Moderation Pace and challenge Enrolment	Data collection Educators' qualifications SSSC registration standards and Educators professional learning Staff turnover Deployment of staffing Communication Attendance monitoring Grouping of children	<u>SIP</u> Service Improvement Planning Vision, Values Aims Professional Learning Leadership <u>SER</u> Continuous Self-Evaluation Evaluation Data analysis and use <u>SQR</u> Monitoring Partnerships	Language and Communication Friendly Establishment Promise Digital Award Rights Respecting Schools Champs Think Equal / PaTHS Nurturing my Potential Nurturing accreditation TIG

Implications for the Continuous Service Improvement Plan



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1. What are some implications for continuous Service Improvement Plan?	
Ideas that are jotted down while reviewing the data. Implications are placeholders until all the data in a category are analysed. Often constructive responses to challenges.	
1. Looking at the data presented, what other processes data would you want to answer the question 'What our processes are in the service ?	
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Four steps will support you analysis of your services process data:

Step 1 List the programs and processes being used in your service. Leadership team create a list

Step 2. Analyse the list –

Everyone should be implementing and are implementing

Everyone should be implementing but need refreshers to implement the same way

Everyone should be implementing and are not implementing

Processes that need to be stopped

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LOOKING ACROSS ALL OF THE DATA

Start with an in-depth appraisal of where your service is on all four types of data. Organise them into a comprehensive service data profile.

Include all your service users to write the story of your service, showing the results they are getting with the processes you are currently implementing.

Independently, each area of data is informative and important.

Bring all the data together with a process that engages service users to identify strengths, challenges, and implications for the Continuous Service Improvement Plan is what makes the data profile so powerful.

They can see how changes in demographics, perceptions, and service processes can improve children's learning.

You need to gather the data once, use it in many ways, and update it over time.

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LOOKING ACROSS ALL OF THE DATA

The data profile allows the service to look across the different types of data and see how they can move the whole system as easily as focusing on one gap. See how changes in demographics, perceptions and service processes can improve children's learning.

If you consider multiple measures of data in your self evaluation process your SIP will then also be based on all types of data and you will be able to move improvement forward more efficiently and effectively, partly because we have engaged with all our educators and developed their understanding in seeing the linkage of all the data.

They will see that teaching and learning can be better by refining instructional processes focused on learning experiences, consistency, improving attitudes, listening to children, other educators and parents.

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Report Writing

A sentence is a group of words that can stand alone as a statement question or command.

Good writing, flashy is worthless if content is poor

Clear writing is based on clear thinking

One main idea in a sentence

If the style is not clear our content is likely to be misunderstood or missed

Main idea in each sentence plus a related idea then impact

Use language that everyone understands

Don't leave it to perspective

Spend time planning

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Evaluative Writing

- Task Evaluative words
- HMle – who, what they did, impact Reports to date – New framework
- Microsoft co pilot

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Thank You

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