University of Strathclyde
School of Education

X3994 Into Headship (module 2)

Student Registration	202185447

Please note: This grade remains provisional until ratified at a Board of Examiners. The Assessment Criteria (SCEL 2016) are the equivalent of those which have been accredited by the University of Strathclyde.

The submission should be uploaded as a single file and this form attached to the written submission.

1st/2nd Submission   **Satisfactory/Unsatisfactory**

Assessment Criteria

Part 1 Demonstrate emergent and responsive planning to generate a proposal for a future orientated strategic change initiative	
Articulate and apply sound knowledge of leadership and management theories in scoping and initiating a first cycle of school improvement Exemplify practice in the use of critical enquiry and reflection to impact on practices Critically evaluate the initial phase of a future orientated strategic improvement initiative	
Part 2 Critically analyse and evaluate their practice as a leader of strategic change management	
Demonstrate that they have drawn throughout from an appropriate, relevant and current literature and policy context	Assessed holistically
The submission is well structured, coherent and well expressed throughout, demonstrating appropriate standards of literacy and use of academic conventions	
% Grade	

General Comments

Part 1
Please enter text

Part 2
Please enter text

Quality of Writing/Academic Conventions
Please enter text

Appendices & Portfolio of Evidence
Please enter text

Areas for Improvement
Please enter text

Areas for discussion at PV visit (this will be removed prior to the feedback being uploaded on My Place)
1. Please enter text

1st Assessor   **Date**
2nd Assessor   **Date**

Professional Verification Report
Please enter text

Professional Verifier   **Date**

Abstract

Prioritising Equity and Teacher Professionalism in Improvement Planning

My Strategic Change Initiative (SCI) focuses on improvement planning and providing a process within the work of improvement to emphasise the role of each teacher, whilst maintaining a focus on equity. This is in response to changes to the landscape of leadership and policy over the last two years and is an attempt to focus improvement onto impactful actions, possible (and agile) within the current working context –an unpredictable place for leading change.

My SCI emerged from existing work to try to "pandemic proof" school improvement planning through a focus on agile working groups. Harris and Jones (2020) described the idea that "school leadership practices have changed considerably and maybe, irreversibly because of COVID19.". Hargreaves (2021) linked the experience of the pandemic to a drive towards transformational change, with one recommendation being around the agility of decision making for school leaders and supporting networks to "promote innovation and improvement by circulating knowledge and expertise in a swift and agile way".

This transformational change would still sit within a framework of measuring success based on an existing policy landscape, dominated by the recommendations of the OECD (Ozga, 2021), implemented through a variety of tools and approaches they promote (D'Agnese, 2017) that can be considered to be part of a Western-focused educational reform movement (Sahlberg, 2011). This policy landscape has a focus on school leadership and quality assurance, assessment process, professionalism, and curriculum. Within the current context, some measures have been interrupted, and new priorities have arisen with the most recent Scottish Government National Improvement Framework (Scottish Government, 2021). Within recent years, the standards-based competency system behind the teaching profession in Scotland has been updated to align with ideas around teachers' professional practice, informed by The National Model for Professional Learning (Education Scotland, 2018) and a focus on enquiry (Hall and Wall, 2019, Priestley, 2019) which are central to the language and objectives of the new Standards set by the General Teaching Council for Scotland.

I feel that the processes that support improvement must be inclusive of this policy landscape, and its participants, through enquiry-led engagement from teachers that builds capacity, is visible and open to parents, is worthwhile for, and inclusive of, pupils. Habermas (1990, in Haydon, 2007) argued that norms are justified only when they meet with the approval of all those who will be subject to consequences of their application – this is the hope of my SCI.

In my PESTLE analysis I identified that implementing change in line with national and local priorities, and including the community, required a need to identify capacity in the right places and find the correct mechanism to allow distributed leadership in a way that works for today's context. I am hopeful that the SCI will, in part, be a tool for teachers to emerge back into a place where the work they do outside the class is valuable, impactful on their own practice, and on the pupils they work with. **(487 words)**

Abstract Bibliography

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Assignment Plan – Part 1

Introduction

Scottish Education is emerging from the international crisis of the Covid pandemic. The extent of the effects of the pandemic on pupils' learning, teacher capacity and system-level consistency are still not fully known but at a national (Scottish Government, 2021a) and international (OECD, 2021) level, there are documented, system-level missteps, and in reaction, the policy landscape is adapting.

An example of this adaptation comes from actions which led to the review of the work of national educational bodies. At the macro-level, state-provided education at the beginning of the pandemic, delivered remotely, was "mediated by parental background and social capital" (Colluci-Gray, 2022). An independently commissioned Childrens' Rights Impact Assessment into the effect of Covid-19 on Scotland's children found that pupils were not able to access the curriculum effectively, with significant concerns from parents, despite the actions of national bodies, and schools to support. Teachers highlighted widespread concern about the wellbeing of pupils (Beattie et al, 2021), and a need for a rethinking of the educational model to better support pupils in future (Lundie and Law, 2020). In 2021, an equity report from the Scottish Government confirmed the negative effects on Scotland's learners, both academically, in terms of their mental health and wellbeing, and in terms of the attainment gap between those in high and low-income households (Scottish Government, 2021a).

The pandemic also affected the oversight of education. School inspections were halted for almost two years (Education Scotland, 2021), returning with a focus on "recovery". The implementation of national and standardised testing such as the Scottish National Standardised Assessments were only partially completed (Seith, 2022). Examinations were cancelled in 2020, then teachers conducted the assessment work of the SQA in 2021, and in 2022 courses were modified several times during the session by the Scottish Qualifications Authority. Leadership opportunities for teachers at all levels were affected (Kennedy, 2022) – mitigations prevented meeting in person, and teachers were required to ensure they were skilled in delivery of emergency remote learning (Brown et al, 2021). Local Authorities implemented recovery plans instead of improvement plans. Parents were unable to meet teachers in person.

Measuring impact in the current reality, and identifying SCI

Aligning this experience to the National Improvement Framework drivers (School leadership, Teacher and practitioner professionalism, parent/carer involvement and engagement, curriculum and assessment, school improvement, performance information), no area has been untouched by deliberate restrictions on practice and changes to oversight, not to mention the significant effect of both teacher and pupil absence, which disproportionally affected those in low-income families (Scottish Government, 2022).

The Scottish Government's most recent update on this framework (Scottish Government, 2021b) updates the wording of the priorities and drivers as follows, and uses feedback from Audit Scotland, the OEDC and the International Council of Education Advisers to reflect on steps for recovery and renewal within the Scottish system:

Priorities • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy. Drivers • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information *Key Priorities and drivers from the most recent NIF update*

Thinking around the context of my school and the climate we are working in, I felt that scope for change had to be measured within the environment we worked in, looking forwards to a future environment where there was more scope to reflect on the NIF performance measures at a point where both the measuring and the ability to measure had stabilised.

Through the work I carried out in the first module, I looked at potential models of change around leadership, towards agile and transformative processes, its relationship with the National Model of Professional Learning, and the need for a school ecosystem around this (Godfrey and Brown, 2019) to support learning and change, thinking around Godfrey and Brown's key aspects of a research-engaged school.

I aimed to develop a strategy with a focus on improvement using professional capital – particularly thinking about the enquiry work of each teacher leading change within an improvement team. I also wanted to ensure a "sense-making" exercise (Priestley and Drew, 2019) that tested the proposals of any improvement team to ensure they were compatible

with the overall work of the school and that they used valuable professional development time wisely to promote equity for our learners.

The context for change

I am a Depute Head Teacher working within a large non-denominational secondary school. The school performs highly against on national comparators, and the pupils that attend that school are weighted towards the upper SIMD bands. Pupil attainment is above comparators across SIMD bands, with the smallest difference at SIMD decile six. Positive leaver destinations are consistently around 100%. The school has, for the last decade, had a strong emphasis on pupil wellbeing as a driver for improvement. At this time, I consider some of the external factors detailed below to be more of an important context than the school's environment, as they are having the larger impact on equity and pupil opportunity.

Initial steps prior to SCI-led thinking on improvement

I had begun the session with a focus on agile planning and improvement, arranged to allow teachers to join and sign up to help with improvement across a range of school priorities. Primarily this was in response to several changes to practice within the school:

- Working groups would be restricted when meeting due to social distancing
- The previous session was implemented with a "recovery plan" which was considerably more procedural in its nature, with a focus on health and safety and educational recovery
- Pupils were similarly restricted from meeting in groups, and most extra-curricular work was still restricted
- Teachers were not inclined nor advised to work in the building beyond working hours
- Uncertainty about the structure of the year, with a Working Time Agreement in continuous review, and likely changes to SQA processes
- Parents were not invited into the building beyond necessary parent and child meetings – there were no parents nights in our school
- The Alternative Certification Model in June led to a lack of time to consult or develop improvement plan priorities with staff, so this was moved to August, but with a focus on brevity.

Critical Incident and opportunity for scoping – failings within actions for improvement

As I researched and developed my thinking around leading change in the first module of the Into Headship course, I began to critically analyse the approach I had taken, gathering some feedback and data around this. I brought this together around the point that I completed module, in January. Data on improvement was captured via an online planning tool. From the analysis of the progress of each improvement priority, I concluded:

- Groups with a core, leading individual made stronger progress. In some groups, this was monitored well, in other groups, there was a lack of awareness of progress for link DHTs or other staff members.
- Group meetings were incredibly light, apart from around tasks – for example, the group meeting to look at review of the PRD process and relaying information about this to staff met intensely at the start of this process. Other groups did not meet in person often, and some were a mix of online and in-person meetings.
- Tasks themselves did not appear to always match the skillset of the volunteers. I conducted informal interviews around this, and concluded that staff had felt enthused at the start of the year to get involved, but no cycle of development in their own research, learning or awareness of some areas had taken place (e.g., developing a digital curriculum)
- Some teachers had taken on too many areas of improvement and were unable to fulfil or start discussions about tasks.

- Groups following a path towards an award (such as Reading Schools or the LGBT charter) seemed more likely to achieve this over the session, however through informal discussion, some of the work behind this was seen as performative.
- There was no clear reflection of pupil voice within any of the tasks.

I identified the need for collaborative improvement planning through the work in module one, with a strong emphasis on providing a platform for sense-making through collaborative enquiry (Priestley and Drew, 2019). I had also reflected on the framework for a research-engaged school (Godfrey and Brown, 2019). In the feedback for the first module, my tutor identified a need to focus more on the theory of leadership within the strategy for change.

In focusing on this incident, I could see a need to think about the support for leadership and collaboration within improvement, alongside a need to focus on the depth of involvement within each group leading improvement.

Research into leadership relevant to the context for school improvement

I read around leadership within groups, particularly team development (Tuckman, 1965) which was something that I perhaps had taken for granted that each individual lead would consider within each improvement area. Hargreaves and Fullan's writing on professional capital (2012) gave considerable insight into considerations on how decisions that affect learning and teaching require experience and collegiate work. I particularly felt the notion of capability – that teachers "must experience the moral passion and depth of learning and achievement in their own classrooms and schools" – was relevant to the development of sustainable improvement teams. Hargreaves and Fullan broke up the concept of professional capital into three areas – human, social and decisional capital.
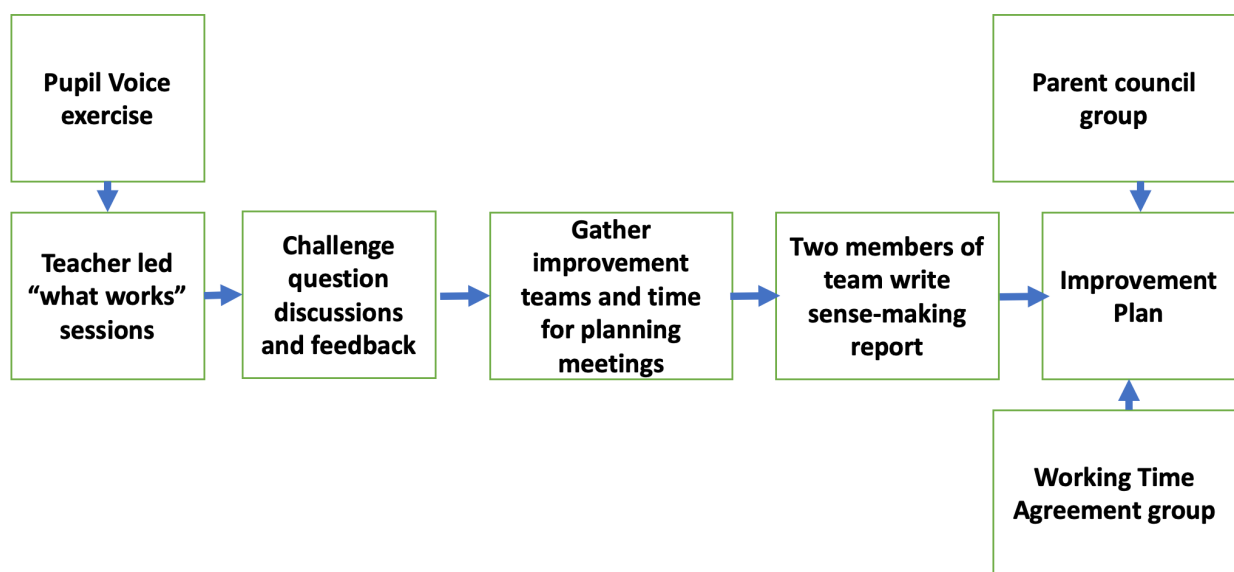
Decisional capital is a good lens to views some of the issues faced in the early stages of the planning cycle in the session. Teachers must be in a place, professionally, to be able to support a clear drive for change and have the skills to make decisions within a well understood context. To develop professional capital, school improvement must sit alongside tools for each teacher and department to work together to improve their practice and understand the challenges within the system – this ties in with the emphasis on teacher professionalism within the current GTCS Standards, and the National Improvement Framework. The design of interactions with teachers around this should use the model of the National Model for Professional Learning (Education Scotland, 2018) to be effective.

Hargreaves and Fullan also give a good summary of Rosenholtz's (1989) research around collaboration – focusing on building towards stronger forms of collaboration, starting at exchanging ideas and ending in joint work and planning. Whilst I may have thought I was creating agile, temporary groups for leading change (Meirink et al, 2010), I had not given strong enough consideration of the ability to collaborate in a strong and meaningful sense. I had made considerable effort to provide time for this by pairing Departmental Meetings via the timetable, however, this didn't tie strongly to the work of any area of improvement, and it occurred to me that there was also no strong link to work requested of Principal Teachers, and that, as with my PESTLE, there was a need to form processes to build this capacity across the school.

I concluded that building groups to enable "capability" and strong collaboration would require time, and a form of enquiry (maybe better thought of as developing inquiry as stance (Cochran-Smith and Lytle, 2015)) to create a values-led approach to planning and change.

Planned work and progress towards values-led planning activities

Through the time I was engaging in reading and research around leadership and change, and reflecting on module two's sessions, I formed an action plan (Appendix 2) forming a pattern of engagement across a range of events that would allow us to move towards a values-led planning activity, building awareness and self-selection within improvement groups based on collegiate experiences. The overarching purpose of this was to gather views from the experience of teachers, feeding back into the priorities for the forthcoming session that reflected the planned priorities of the local authority, as well as feeding in pupil voice to this process.

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Pupil Voice                                                                      Parent council
 exercise                                                                            group
    │                                                                                  │
    ▼                                                                                  ▼
Teacher led     Challenge       Gather          Two members of
"what works" →  question    →   improvement  →  team write      →  Improvement
 sessions       discussions     teams and time  sense-making         Plan
                and feedback     for planning    report                │
                                 meetings                               ▲
                                                                        │
                                                                  Working Time
                                                                  Agreement group
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The first part of this came about through collegiate discussion with senior managers and allowed me to plan for a set of teacher-to-teacher workshops over an inset day, based around the theme of belonging, utilising some of the writings of Kathryn Riley as a theme for the day. I collaborated with the DHT for curriculum and the headteacher, working through a list of volunteers and ensuring we selected a programme of inputs that would allow challenge and discussion of practice across areas of our school priorities.

As an exercise within this, staff reflected at the end of each session on a challenge question. These questions generally correlated to work that would follow and were designed to engage staff with thinking around themes that we would ask for further involvement with, over time. The day also involved engagement through the school environment, with posters places around the school citing the statistical and individual accounts of the effects of the pandemic on learning.

In preparation for this day, I interviewed groups of pupils from S1-S4 asking for feedback on learning in each subject. We presented the positive responses to each Principal Teacher for discussion across the day, with a focus on the "what next" of what they didn't know or wished to know more about.

A key take-away from my analysis of the responses to this day was around the difference in depth in engagement and its link to themes such as belonging, and how that might be changed through supporting departments to know their own environment well.

Linking improvement to self-evaluation within the school community

In my PESTLE analysis, I had identified a need to re-engage staff with HGIOS4 self-evaluation exercises. In my analysis of the first activity, it became apparent to me that this re-engagement was a necessary bedrock of the practice of the community – Elmore, in the 2008 OECD report on school leadership, stated that "The roles and activities of leadership flow from the expertise required for learning and improvement". MacBeath (2008, 2010) highlighted the nature of leadership within effective self-evaluation, using discussions about self-evaluation judgements as an "entry point for professional discussions about learning experiences".

I also worked with the Local Authority through participating in meetings around Self Evaluation. The meetings focused on finding relevant ways to share self-evaluation findings with the school community and thinking about evaluative language for reporting. Discussion also included the Local Authority Service plan and its implementation into our own improvement plans over the three year cycle.

In my reflective writing around this time, I have discussed a growing feeling that there was a need for stronger department-level self-evaluation as a support to leading change, and that this was a pillar of the work of improvement that had to be brought in as part of the SCI. This also came through in a number of discussions and feedback evidence in the inset days. I adapted my action plan to include this aspect more heavily, producing an evidence-led approach to HGIOS 4 self-evaluation – an important consideration in terms of the sustainability of change.

Designing a method for engaging teachers in leading change.

"No classroom reform I have ever studied from reading through using computers or participated in over the last half-century has ever been fully implemented without teachers understanding the change, receiving help in putting it into practice, and adapting it to fit the particular classroom" (Cuban, 2001, p. 7, in MacBeath, 2008).

Reflecting on MacBeath and Dempster's key principles on connecting leadership and learning, I began to work on a tool for building structure round the planning of actions, specifically so that they were focused on the community owning and justifying its proposed actions, in line with what I had read from Hooper and Bernhardt (2016), who argued that a strong focus on engagement between teachers using creativity and shared expertise is needed for high quality learning to be an outcome of school improvement – and that this should be matched by the knowledge and tools to evaluated and lead change in the classroom.

Reflecting on this reading, as well as my own PESTLE analysis of my context and current data, the final design of the process is included within this assignment. It consists of:
- Formation of a group of interested staff members
- Allocated development time to meet, and generated ideas through discussion of a mission statement and set of priorities within an area of improvement (e.g., learning and teaching)
- Sharing work to be carried out by teacher to inform and evaluate practice
- Map this work onto a timeline to allow community consensus on completion of meaningful work to support learning
- Sense-making exercise, writing a short report to summarise and make visible the objectives of the work the team wishes to complete
- A series of critical lenses in which to re-focus work on learning and equity

To support the introduction of this work, I felt it was important to provide a "pre-cursor" to this with another thematic engagement event, through an in-service day input. This was designed to look back, look at practice and look forward to engaging in leadership of change:

- Staff were asked to complete a reflective task on their own improvement actions over the last year via PRD, Dept improvement plan and whole school plan
- They selected areas of interest for discussion groups that gathered feedback – each group was selected by choosing a challenge question. Groups were to elect a lead for the session, and discussion would be recorded on feedback sheets.
- This was quickly followed by an offer to engage in Improvement Team meetings, blocked into the time before our new timetable started, of around three hours of discussion and development time, followed by group actions.

Evaluation of interim progress

I have successfully gathered evidence from pilot groups using the approach outlined above. In the pilot group that I was involved in, the area of improvement chosen was Learning and Teaching. The school would be building on existing work around an L&T toolkit and planning to re-introduce a Professional Learning Community. The evidence gathered suggested that:

- The group of volunteer staff met and agreed a mission statement as a team forming exercise, and that this identified key aims in line with the school priorities, notwithstanding the risk of "Balkanization" with other groups (Ng, 2011)
- The group prioritised and broke down ideas based on pupil impact and complexity
- They planned in tangible tasks for departments, individuals, and school leaders to ensure the development of a PLC, using the QA process proposed to gather evidence of success.
- Two members of the group agreed to draft the sense-making report, which I have included.

I feel that, from this interim evidence, clear actions have been planned in line with a thread of discussion leading back to February, through pupil feedback and into feedback from the final staff sessions.

One striking case study I felt highlighted this was a Principal Teacher who:
- Did not take part in improvement planning in my August task
- Utilised an S6 leadership programme to use S6 pupils with their junior classes to improve L&T
- Volunteered to discuss this at the first in service event, with high uptake, and good follow-on questions.
- Participated in the second in service day event on the same theme of pupil leadership, where we also captured ideas implemented by those who had heard the original input
- Volunteered to take part in the improvement group around this for next session.

Next steps

The role of parents and pupils

I wrote a summary paper for our Parent Council to emphasis the nature of engagement that may allow a meaningful relationship with the Parent Council within improvement planning. This focused on levels of participation (Arnstein, 1969) and effective capacity building around parental knowledge (Pushor, 2013).

I will be looking at a similar model with pupils – rebuilding the Pupil Improvement Team that has been highly effective in my school over the last decade and focusing on their role in participation and leadership within the change (Mannion and Sowerby, 2018).

Finally, the work of each group must be synthesised into a single improvement plan – I am confident that this approach can be managed through professional dialogue within our Senior Leadership Team. Reflecting on the progress of this work over the session, I can also tie any future sustainability and success into the efficacy of this group buying into and supporting a methodology for change.

(3313 words)

Part 2

	Being a Teacher in Scotland 1.1-1.3	Professional Knowledge and Understanding (2.1 and 2.2)	Professional Skills and Abilities (3.1 to 3.5)
Introduction I think that 2021-2022 has, in many ways, been a good year to carry out the Into Headship course. Preceding 2021 was two years affected by Covid regulations and school shutdowns. Following this year, there is hope of a more normal working environment to allow the renewal of the many facets of education that I hold dear – wider opportunities for pupils, working with teachers, and meeting and discussing ideas for improvement. I have worked as a Depute Head Teacher in either an acting or permanent capacity for more than five years, but I am aware that I still have lots to learn. Through the Professional Review and Development process I had identified Into Headship as a next step. The process has enriched my work and allowed me to critically analyse work that I have been responsible for in the past, finding better approaches for the future. **Forming a clear vision for change** During the course of my work on school improvement this year, I would have had opportunities to reflect on the work carried out through discussion, plan updates and meetings. The process of the Into Headship course enriched this. Through the ESCI 360 review, I had identified a need to bring more visible leadership and more challenge into the way that I operate – particularly thinking around the idea of soft accountability. This gave me a focus when creating a vision for change based around my own capacity to lead and inspire. Within the role around improvement planning, I reflected on Bush and Glover's discussion on models of school leadership, particularly where they pointed out that			
	1.3		

"transformational language is used by governments to encourage, or require, practitioners to adopt and implement centrally determined policies." (Bush and Glover, 2014) The disconnect between what I often consider a positive and supportive approach to leading others, and outcomes which are often focused around particular measures and reliant on existing frameworks and areas of improvement, must be robustly examined to encourage and lead transformational change. In Leithwood et al's review of strong claims around leadership (2008), their fourth claim is that "school leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions" – that small improvements to working conditions, capacity and motivation for change had larger knock-on effects for pupil learning and achievement. This allowed for improvements across content knowledge, an area where they weren't directly involved in instruction. Another claim was made that "school leadership has a greater influence on schools and pupils when it is widely distributed". This allowed me to think about how the SCI would require organizing time for discussion and development of ideas in any vision of change, across multiple levels. Spillane (2005) pointed towards the need for distribution of leadership to achieve meaningful change in education – pointing out that this a set of ways and structures around leadership, rather than a particular methodology, and following this through the levels of organisations until it interacts with the learner. The links via strong communication and agreement on actions between teacher, middle and senior leaders are what allow schools to utilise the best professional capital.	**1.2**	**2.1.2** **2.1.4**	
Over the first module, I utilised the inputs from speakers, reading and tutor sessions to think more widely about what I wanted to change strategically. I found that dialogue with those outside my own context was useful as a reflective tool and encouraged me to think more openly about what could be improved within my context. Within my study group, a mix of primary and secondary colleagues from different areas of the country meant we had good discussions around the measures of our success, equity and the drive for change that we had seen work and fail. I found this reflected in reading around teacher efficacy, particularly collective efficacy (Skaalvik and Skaalvik, 2010) and a useful touchpoint of experience when thinking further about building new opportunities for collaboration.	**1.1** **1.2**		

In my original PESTLE, I had identified areas where opportunity lay, and where I had concerns about progress. As part of this reflective exercise, I have updated the PESTLE with current reflections, highlighting a move towards criticality and more awareness of some of the factors in play.

I became aware of a narrow focus on the effect of the restrictions of Covid in my planning and writing. In professional conversation during one of the pilot groups, this was talked about in the round, and it occurred to me that the specifics of this are not as relevant as an acceptance that our context should determine our actions (just like any other year) – so staff reflection on our understanding of place and context is the key to solving the right problems. This is maybe mirrored by the student protests in 2020 which led to the cancellation of the "grade shaping" algorithm by the SQA, which was seen as damaging to the opportunities of young people in deprived areas. The reality and context as it stands in 2022 is, in fact, the same, and this will persist, but is not as starkly identified as it was in 2020. Likewise, the features of our community that support learning are just different – we just need to work within our updated context – and indeed, we need to be skilled to view our context from different angles.

Reflecting further on this focus, which I also look at in part one of assignment two, I believe that it is a fair judge of overall context to look at how both practice and measures of practice are impacted and look to the current "normal" as something that is still a new context for improvement – whilst moving away from worrying about a rapid change to practice as experienced twice in the last two years.

I created an action plan for the second phase of my work around the SCI, planning from January to May. The plan highlights the actions I planned to take across this time to create sustainable changes to practice.

Taking into account my reading, experiences within the course, and reflections on the context for the work, I was able to begin planning (and replanning!) based on my original analysis and the current context.

Moving on to planning/practice The crisis management focus across areas of this year (covering for multiple staff absences including the Headteacher and other deputy heads) led to curbs on my ability to make steady progress throughout each month of planning. Focusing back on context, as laid out in part one, we were only really able to meet in a "natural" way around April, and this led to opportunities for larger groups and longer discussions. The same pressure was to be found across the school – this necessitated most of the input being during in-service days, where time was available. I was able to use the knowledge I had gained from the course to look more critically at my prior work on improvement planning with a focus on agility. By gathering data and analysing this to show the success of the tools I had implemented, I was able to think more deeply about what had worked and what had not (see further notes in analysis section) I can see that, at times in planning out changes, I have been focused more on the structure and less on the substance of leading change. That is, the tools, for example, digital planning tools, are not facilitating or driving the work that teachers can carry out to improve outcomes for pupils. I was looking in the wrong place for a solution – the sense of space, place and community required to build teams and generate clear ideas was not present in the work I had carried out in August. This can be seen from the analysis – that the engagement in groups is low and focused on a small number of individuals. Investment in change is low and the collegiate nature of the group is not present. This informed my learning plan and action – focus on a system that makes time and space for meeting, and make sure people have their capacity unlocked to contribute effectively. By thinking about this over a series of tasks and over a period time, rather than the "improvement task" itself, I believe this has given a firmer understanding of how to engage staff and prepare them for engagement. This was also highlighted within the feedback to my first assignment, and in discussion with my tutor and group. I began to focus more on the long-term strategy of getting people ready to	**1.2** **2.2.2**		

meaningfully engage in a task, rather than worry about how the task itself looked, and to factor in this discussion across the leadership team as part of my planning.

Another aspect I reconsidered was the level of development that could take place with a group of teachers unless they work together and introduce criticality into their practice – identified in the SCI by focusing on finding an approach compatible with the National Model for Professional Learning. My lack of consideration for this in the initial work before the IHS work meant teachers had signed up to a variety of tasks that had no measure of effect on pupils, no rationale beyond being "achievable" by the person doing them, and no clear link to others unless identified by the individuals. I had concentrated on trying to make work manageable within the context, but as Rosenholtz (1989) indicated, without deeper collaboration, work would not have impact on the practice of the teachers or learners.

Reflections on evidence generated from planned work

February inset day work
Across the first input at an in service day, which focused on a set of teacher-led discussion groups around areas of school improvement such as pupil leadership and professional learning, I feel that the responses demonstrated a range of thinking from the participants. In places this is strategic and looking forward to improvement, and others are more surface level.

This informed my learning plan – to promote criticality I built in a need for the use of critical lenses within the sense-making process, preceded by opportunities to engage in professional discussion around the areas of improvement. I also was able to reflect on this activity as part of a capacity-building series of teacher learning opportunities – building elements of trust and involvement to move towards investing in improvement actions.

In this first in-service day, I had used environmental stimulus to generate professional debate, namely sharing pupil feedback that was specific to departments, and the use of posters highlighting statistical | **1.3**

1.1 | **2.2.3** | **3.1.2** |

and individual stories about the effect of the pandemic – "even when we aren't at school, we are a school' – this was a thematic element in the day. The pupil feedback itself was telling a story of teachers striving for effective learning and teaching whilst wearing masks and sitting in rows. Pupils talked fondly of times where they managed to circumvent this through outdoor learning or other well thought out activities. They also shared their frustration at where lessons had become more formulaic. I feel that this does tie into my thoughts about current context and the need to critically examine next steps collectively – particularly as pupils were aware of where changes had led them to experience less of the curriculum (e.g., less practical work in PE or Drama) and as a consequence they were unsure that it was something they excelled at. It would therefore be key to develop improvement priorities that could challenge and support change in learning and teaching and curriculum at department level – and in line with the reading above on leadership and transformational change, that would need to come from the informed view of practitioners.		**2.2.3**	
The evidence from the second inset day showed evidence of reflective engagement, though it was clear that this was not uniform – even with two groups discussing the same challenge question, one group would tend towards more insightful or strategic feedback. Thinking around this in terms of the National Model for Professional Learning, and the process over the session, it would have been the case that the "capacity" and "professional capital" aspects of varied across groups, as did the leadership. This led to further discussions when I proposed the improvement teams to my SLT colleagues, around the nature of leadership and the need to balance out voices within each group to allow space and time for reflection – for example, trying to avoid "fait accompli" meetings from the perspective of any member, whilst also tying back to those necessary frameworks and plans.			**3.4.3**
The evidence from the pilot sessions demonstrated progress in approach. Some of this was demonstrated by named individuals planned into work, and some from the artifacts of the process. The groups have documented a shared vision through a mission statement and agreed actions. These show lines of enquiry and discussion leading to planned actions that reflect and understanding of some of the needs of professional learning and challenges to thinking about equity. Where I feel this	**1.1**	**2.2.4**	**3.1.1** **3.1.2** **3.1.3**

comes through most strongly is in the example report. The "sense-making" exercise allowed me and other group members to interrogate our plan further, and when generating further work around out area of improvement, to be conscious of making decisions that negatively affect the equity of an approach. An example discussion around this was in the family learning improvement team. The group discussed the idea of departments proposing family learning tasks around cultural experience. This led to a discussion on analysing this work through the cost of the school day or reading case studies of the effects of poverty on cultural capital (for example in Treanor's "Child Poverty: Aspiring to Survive" (2020). Groups, departments and individuals may not have considered this within areas of policy or practice that there is no immediate cost for a pupil but thinking more widely on the issue would allow for an understanding of the knock-on effects of, for example, assumed cultural capital (e.g., access to media) on planning learning and teaching, and crucially in terms of digital equity. I would also comment that the uptake to improvement teams often included those who had volunteered for the same areas the year before, and we had representation from every department in the school – this collective participation hopefully indicates some buy-in and trust of the improvement process. The sense-making report is important to me, because it ensure that it is not just debate in person, but a process of writing down objectives and testing them against the lenses to ensure that "known unknowns" were considered fully. Priestley and Drew's work on Collaborative Critical Enquiry around curriculum (2017) indicated that the sense-making process allowed for a resolution of the professional enquiry and collaboration in a way that tested the ideas and committed them in a visible and meaningful way. Across the work I planned for teachers to engage with, I feel that I managed to provide meaningful experiences for engaging in both learning from colleagues and evaluating practice. I feel that through the plan and the PESTLE I have also identified what the gap was in terms of building upon this in practice across the year – that is, evidence gathering around QIs at departmental level, as a way of ensuring progress against a standard.	**1.3** **1.1**	 **2.1.2**	**3.2.1** **3.2.2**

Reflecting on my context – political awareness I think that the process of slowly building confidence in professional discussion, leading to larger groups of teachers meeting as restrictions eased, is a good demonstration of a sense of political awareness about where change could come from – reflecting within a framework (in the case of the two events, these were challenge questions) and then within an action planning process. As schools return to a sense of normality pupils, teachers and parents all have different desires in terms of what this means and which bits of "normal" they require, but a focus on involvement in change will allow teachers to confidently take part in processes that they believe will benefit their pupils, at a time where more rigid top-down plans have been more prevalent in schools. I have ensured that I have informed and involved the Trades Unions representative within the school in these processes, before they feed into the usual consultation on the Improvement Plan document. **Pupil impact** My biggest concern when reflecting on my capacity to lead change is that the work of improvement planning (and improving improvement planning!) can be removed from direct impact on pupil outcomes. I highlighted an example in part one of a case study where pupil perceptions have been improved based on the leadership work of teachers and pupils, and how the lead-through to this was the stronger involvement of a member of staff in this process on its next stage, for next year's improvement plan. In the feedback I gathered from pupils I have some baseline data to help see what actions within each subject lead to positive change. This hints at the importance of the active role of teachers in the process of improvement – that those solutions, and the feedback of them, will come at department level.	**1.1**		**3.2.3** **3.2.4** **3.4.3**

My experience working with a pupil improvement team in past years was extremely valuable to me, allowing me to understand how pupils often feel about being involved in work on improvement. Following Hart's ladder (1992), they often feel that work can be tokenistic or limited, or worse, do not know or care about the types of improvement teachers are working on, as they do not see a direct impact on their own experience. This mirrors some of the sentiment and frustration I have felt at reading teacher feedback that solutionises complex problems down to procedural tweaks. Like pupils, this can be comforting, but does not increase the capacity for change within a school. **Collegiate working** I have been lucky to have worked with brilliant colleagues throughout my career in education. In my current role I am able to have honest and open conversations with the headteacher and fellow depute head teachers. Throughout the SCI process, that has led me to see points of action that previously I may have missed. The nature of the collegiate work for improvement mirrors what I hope will come about with my wider circle of colleagues through improvement teams – professional dialogue that challenges and refines thinking, pushing it towards the right solutions for the problems we are facing: at times talking about uncomfortable truths rather than comforting words. In the pilot group, a theme throughout the discussion was that of culture and trust – would the group be trusted to implement this? How could we gain the trust of our colleagues that it was worthwhile? Does the school wish to back this with money/time? What about pupils? Through the sense-making report, I feel that this helps generate more certainty around these factors. **Policy and decision making** Interrogating policy has led me to have less distrust or worry of the consequences of following policy. Like the criticisms I have made above of the surface-level critique of work that the school has	1.1		**3.3.1** **3.3.2** **3.4.1** **3.4.2** **3.4.4**

undertaken, the same can be true for the middle and top level of direction within education – for example, at the level of the National Improvement Framework or the work of Education Scotland. Clearer understanding of the drivers behind the policy decisions, and where this is demonstrated with robust data (and where it is not!) has allowed me to be able to focus on making decisions in line, but not as a result, of the tools of measurement in the NIF, some of which are currently transitioning back to stable tools of measurement (for example, literacy/numeracy levels and SNSA data).

Conclusion

I have enjoyed the process of completing the work on the SCI. I do not think I would have been able to clarify my thinking or prepare across a session in a strategic way without having created the time and space to think about this and utilise the valuable input from the course leaders, lecturers, tutors and guest speakers. The process itself has allowed me to question my commitment to provide high quality experiences for teacher learning – taking me back to thinking about the National Model for Professional Learning, our need to invest and push on enquiry thinking, and allow meaningful time and space for staff to involve themselves in conversations around school priorities and leading change. **(3116 words)**

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Appendices

Appendix 1: PPT on SCI
Appendix 2: Action Plan (annotated)
Appendix 3: PESTLE with updates.
Appendix 4: SCEL modules screenshot
Appendix 5: Summary table evidence cross ref
Appendix 6. Learning plan - annotated.
Appendix 7: Poster
Appendix 8: Analysis of initial work on improvement

Appendix 1: PowerPoint on SCI

Slide 1

Into Headship
Module 2

Strategy for distributed, equity-led improvement planning

P Liddle

Bearsden Academy

Slide 2

School demographics

Comprehensive school of around 1230 pupils

Pupil achievement is very positive against national comparitors in all areas – benchmarking, equity as measured by SIMD band, positive destinations, LAC, in/out of catchment. Consistently ahead of virtual comparators and within each subject, vast majority outperform virtual comparators in each level and exam.

Heavy focus on pupil wellbeing and meeting learning needs – support profiles for up to quarter of the pupils.

Low FME uptake, high attendance

Slide 3

Beyond demographics
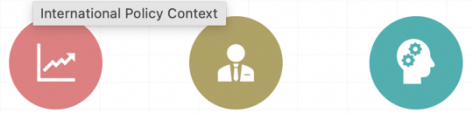
- Demography of pandemic – in particular, limitations on normal practices to support professional dialogue and development
- The demography and physical attributes of a learning space for teachers and learners March 2020 – May 2022:
  - From cupboard shelf to classroom
  - From isolation to masked participation to absent group members to "return to normal"
  - From groups to rows to groups
  - From indoor to outdoor
  - From screen to face

Slide 4

Nature of Strategic Change Initiative

- Focus on a framework to encourage involvement in improvement planning
- Focus of this involvement as meaningful:
  - For a teacher through adherence to National Model for Professional Learning
  - For pupils through consideration of multiple critical lenses to focus on equity
  - For the community through a representative plan focusing on identified needs
- Sustainable – based on processes focused on practice outlined in research
- Agile – capturing the right information to plan ahead with an eye on flexibility within ongoing context

Slide 5

International Policy Context

International Policy Context

GLOBAL EDUCATIONAL REFORM MOVEMENT (SALHBERG) – AS TYPIFIED BY OECD:

STANDARDS-DRIVEN MODELS OF PROFESSIONALISM

SELF-EVALUATION AND IMPROVEMENT PLANNING WITH LEADERSHIP AT ALL LEVELS

Slide 6

National Policy Context

- GTCS provides standards-based process of accreditation and assessment of capability. Use as a reflective tool for development.
- Self-evaluation and Improvement planning with leadership at all levels measured via National Improvement Framework by Scottish Government, using tools such as HGIOS4
- National Model for Professional Learning (Education Scotland) summarises nature of teacher learning and its importance in impact on pupil learning.

Slide 7

Policy Context Implications in context

- We should measure how well we are doing (National Improvement Framework, HGIOS 4)
- We can't use all existing measures – they were broken by the pandemic (SNSA, Literacy, Numeracy, Exam results trends and estimates, Inspections)
- Collegiate working and leadership as tools of improvement (OECD reports, Donaldson report, GTCS standards) – these work more effectively in contexts where teachers are not burdened by crisis management, shifting sands within national assessment and absence. (Harris, Hargreaves on leadership in pandemic)
- There is an ongoing process for community to find and accept a new "norm" (Habermas) that supports the right improvement for their context.
- Teachers are professionals with agency (NIF, Priestley) – but we need to build in tools for criticality and collaboration (MacBeath, Priestley and Drew)

Slide 8

Professional Capital and Leadership (Fullan, Hargreaves)

EVERYONE IS CONTRIBUTING AT THEIR LEVEL – SOME OF THE LEVELS NEED TO BE CHALLENGED.

DEVELOPING A VIEW OF WORK NOT BEING "DONE TO" TEACHERS

DECISION-MAKING CAPITAL KEY IN EACH GROUP – SLT AND SCHOOL LEADERSHIP (PTS) KEY WITHIN EACH TEAM.

Slide 9

Outline of Strategic Intervention

- Data gathering from before Into Headership SCI around improvement.
- Improvement plan for 2021-2022: Progress updates show work has been completed around most areas of improvement, but the recording of action and progress shows a large number of inactive members of staff who had volunteered to take on work
- Reflecting on leadership reading, course input and other factors, clear need for in-person, face to face professional dialogue
- Bigger picture – teachers need to build skills again, just like pupils. One of these is collaboration.
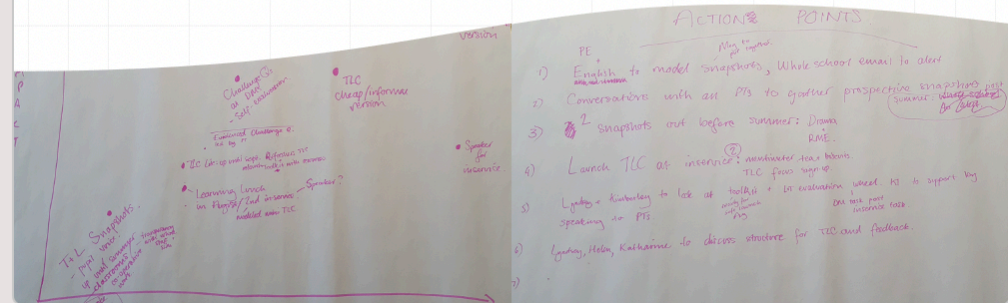- Process from Feb-June building capacity leading to planning improvement.

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-making

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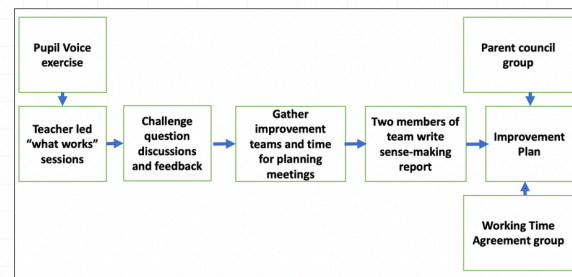
10

Sense-making

- I believe this is so important, contextually, at the point we are at now.
- Adults have de-skilled on many fronts and yet have a strong desire to return to what they know
- Sense-making process key to taking away fear of not knowing, until we find ourselves on the same page and on the same team!
- **We are at a point where it might be possible to make sense of our future plans to make the lives of children in our care better.**

11

Evaluating Interim Progress and Next Steps

- Initial work on teacher-run groups completed – uptake across depts, school
- SLT to coordinate via sense-making reports
- Timeline of collegiate work established (June 2022) and implemented (August-June 2023). Alongside three year self-evaluation cycle to support how things look at department level.

12

Appendix 2 – Action Plan

Timeline	Action	Who is involved?	Cross references	Update
January 2022	Initial work started on how to build a process for a research-engaged school. Focus on the idea of forming a sense-making document. Create reading list and work through.	Me DHT colleagues		I managed to read elements of "The Research Engaged School" As well as "Research Methods for Understanding Professional Learning". This was then informed by the IHS input around team roles and relationships, and the sense of community. I spoke to a DHT colleague, A McCloy, who helped me plan around challenge questions to gather evidence of teacher thought around areas of focus. These would form the work for an in-service task.
January 2022	Carry out school-level pupil voice activity focusing on what's working/what's not working (based around Education Scotland questions on recovery)	Me Pupil volunteers		This task was completed though due to time constraints the activities were narrowed down a little. Samples from S1-S4 taken through focus groups of between 3 and 6 pupils. Individual subject questions were used and feedback was shared with departments. This was to allow for some reflection but ultimately to point towards the "What next" for departments – e.g. their own learner conversations.
February 2022	In-service day workshops based around the work of Kathryn Riley, planned with colleagues	SLT and Headteacher DHT colleague		I planned and used an in-service day to gather feedback on staff sentiment on the sense of connection, belonging and leadership within our school. We recruited staff volunteers to lead sessions based around themes of belonging and leading learning. This was to lead on to work at

				a school level. The process allowed us to gather examples of practice across the school that supported pupils' sense of belonging and purpose across an array of areas including rights respecting schools, lesson study and professional reading. This proved extremely useful in understanding how can link the individual to a school level process for change in the next session. One example would be the lead on pupil leadership and ambassadors – this talk inspired change in a number of areas of practice for other departments, but also the leader of this group is now likely to help lead within this area having never led a session of this kind before.
March 2022	Design the process for Self Evaluation/School Improvement window (April-June) - Share with HT - Share with DHTs - Plan time to meet	Me HT		This has taken place and is ongoing at the time of writing. I suffered delays in organizing this primarily through a naïve judgement on the interest of staff in March 2022 to lead improvement planning, and my own absence in February/March 2022, followed by the absence of my colleagues including HT and DHTs. I was able to design a first draft of a process aiming to partially meet the aims I had set out to look at – an improvement tool that used groups of teachers to plan and rationalise a set of action points around an area of development, using their professional capital effectively, and actively.

				I shared this with the HT remotely due to my/his absence at the time. We then discussed in person and agreed to proceed with this.
March 2022	Develop Self Evaluation tasks to support sustainable change	Me HT DHTs Pilot PTs		I completed initial work on Self Evaluation evidence tasks. These were designed to allow PTs and departments to share robust evidence of practice, rather than evaluate and share a report. As reflected in my report, this came about through a mix of research and reading during the course and staff feedback – finding a process for accountability which was school-wide rather than worrying about the completion of tasks within a particular group. This work is planned and has been reviewed by a number of staff members but will be implemented in August 2022.
April and May 2022	Pilot and roll out improvement process to groups. Recruit and run improvement teams for initial plans and action for improvement plan. Generate sense-making reports from this exercise for each area of improvement.	Me Teacher volunteers Pilot group		This work is underway. The pilot group and the second set of groups are complete. I have included evidence from the pilot group. This process allowed the time and space to negotiate meaningful, impactful actions that could be planned in to our working time agreement and our calendar.
August 2022 onwards	Cycles of improvement based on new Self Evaluation task	Me Department PTs and teachers		This work is to come. It will support the sustainable nature of improvement, hopefully because the identified tasks from the action planning work will be well structured into the session and provide QA evidence for departments. This in turn should make it easier for PTs to make sound judgements about what is impacting on pupil success.

Appendix 3 – PESTLE Analysis

PESTLE Analysis at the national level/SWOT analysis at School level					Updated reflection
Areas reviewed	National/Local Factors	School Context (Strengths/Weakness)	Opportunities	Threats	
Political	Empowerment agenda, influence of RICs

NIF priorities

COVID regulations

Changes to SQA/EdScot

Closing the attainment gap | The school has a focus on improvement that has been strong for a number of years but this has been weakened during pandemic by a reduction in expectation for what staff should evaluate.

Attainment remains very strong including literacy and numeracy and pos destinations, however, no way to standardise attainment vs other years so hard to judge overall effect of Covid. Clear need for pupils in current S4-6 to access further support over the year – skills and knowledge deficits more widespread than before. | We will try to build positive work on top of any stability we find in the next few months and over the session – as long as it is focused on key priorities for improvement. Most work undertaken in the school should be deemed necessary to support attainment and intervention such as mentoring and study support.

Refocus on self evaluation and learning and teaching allows us to interrogate our tools for recovery as well as set up for the future. Listening to pupils via HGIOUS and focus groups gives them a say in this. | Pupils are being judged against standards of the pre-COVID world. This includes their attainment but also the tools we would use to ensure positive destinations and closing the attainment gap are affected by changes outwith our control and as the world moves rapidly, may mean some opportunities are harder to access – e.g., Senior phase partnership. | - The use of self evaluation key to renewal. This is part of my SCI.
- The approach to flexible work on improvement has being improved by a new process, however I feel my judgment on the narrowing of the focus on study support was slightly misguided simply because pupils have re-engaged well in opportunities in the school. This didn't play into my SCI but is important in terms of my decision making with improvement planning. |
| Economic | Economic impact on families

PEF funding and other additional funding | Staffing has been difficult to manage due to temporary roles, Covid posts, staff absence and a need to keep teachers feeling that workload is | We are in an area of low deprivation – this allows for parent support of the school in a number of ways which we don't always utilise. Likewise we are starting to | Staff quality and shortages. We need to plan around this for a long a term as possible as flexibility in | I read and worked on engaging the parent council based around their capacity for helping to lead improvement. We used a |

		manageable. NQTs and students lack experience and this leads to a burden in terms of support. We are continuing to review our systems for supporting staff to ensure this has no negative effect on pupils and that staff build their capacity over their time with us.	utilise alumni and parent links more for DYW and building a network around the school to support pupils.	approach is required by all. Identifying areas of recovery support can be difficult and we are trying to ensure money provides real returns for pupils – this can be hard when staffing is unbalanced at times.	ladder of participation as a discussion tool.
Emergency funding and changes to FTE based on Covid					
Socio-cultural	Family learning support – COVID effects and resilience of pupils when working at home Pupils and 'gaps' in education – self-regulation and seeking the right help View of values of stakeholders in success of pupils – SQA, teachers, LA	We have benefited from strong parental support during the pandemic but also historically with 90%+ turnout at all parents nights and high levels of communication with year heads and Guidance teams. We have learned that we still need to make first steps in learning accessible for families so that they can help out their children easily. Likewise, pupils are not always aware of the skills deficit that affects this. This has always been the case but at the moment it's harder for pupils to find time/space to fix there where they	Revisiting curriculum and school values as part of year 1 of a 3 year cycle. Further utilise those with experience of learning to lead meaningful learning.	Like all structures of support in the last 2 years, we have found areas where we were reliant on existing support to keep things going – when parents can't do this, or pupils can't rely on the school environment for self-regulation, we need to find new ways to support.	This session has focused on recovery within all the other aspects of school life and improvement. We have used tracking data to help plan interventions. I have been involved in a number of intervention approaches which have improved results for pupils. This is one key influence on my choice of SCI – I feel that awareness and the professional capital of those who have successfully planned effective interventions must be highlighted, and time given to investigating this within planning – e.g. using critical lenses. I think there is further work to do to link pupil voice via focus groups, wellbeing surveys

		may have been "on track" previously. We have tried to take the temperature of staff, parents and pupils regularly in the last 2 years through wellbeing surveys and other methods to keep a track of the values and views of our stakeholders in changing times. Staff are generally well skilled and involved in subject development, often with SQA. About one third of staff have taken part in SCQF 11 learning of some kind including partnership learning with universities/LA.			and pupil improvement teams.
Technological	Need to adapt work to two-stream model using digital tools for learning to support those at home and with learning loss Movement towards one to one devices over next five years Skills mapping for digital skills and Tech Ecosystem review	ICT model is centralised and based on refresh of now 10 years. This means little room for innovation. We focus on pedagogy instead, but it has limitations and there is definitely some burnout associated with digital learning just now. We need to find better ways to move this	We have a strong base to build digital learning resources, including an understanding of parental engagement and existing Teams structures.	Lack of innovation stifling opportunities to develop new approaches. Losing our skills in the classroom by focusing on digital tools – time taken away from effective teaching and learning.	Technology used to support school improvement has worked for some groups, but not others. This may be down to the size of teams, the nature of the work or the willingness of the participation. Again, I feel the core element of improvement around this is the initial time given to think through the problem and produce a shared vision of what steps the school should take to improve.

		forward but also plan in line with recommendations and proposed changes such as one to one devices. Infrastructure will hopefully be in place to allow this.			
Legal	Education law and policies Health and Safety	Health and safety plays a huge part in what we do now. It is an opportunity to model best practice in consultation and careful management. Important to maintain strength in legal obligations e.g. child protection. Focus on implementing support for anti-bullying with updates for LGBTQ+ advice.	Best practice for critical decisions – e.g. staff and pupil concerns over Covid. Updating of policies with an equalities and wellbeing perspective.	Ongoing work that continues to be updated. Risk of more and more legislative requirements particularly with aspects of governance. This is often "hidden" from school community by senior managers.	As the year has progressed, many health and safety considerations have been integrated into school practice or removed.
Educational	Attainment gap National assessment data standards over las t 2 years Exam bodies and approaches to assessment Leadership opportunities and	Attainment gap has been narrowed over last few years but data over last 2 is hard to interpret. Positive destinations and lit/num are still very strong, which is a good measure of confidence. Likewise data in national assessments is now patchy and possibly less useful. This may fix itself	Opportunity to revisit priorities to support attainment that we can put more time and effort into – e.g. mentoring, study support. Revisit assessment policy and procedures looking at flexibility to support pupils in a way that worked in ACM. Leadership programmes to suit current context.	Strategy overload at a time when people are still recovering Distractions from main in-class mentoring and support.	I feel that these were the correct assertions, however the restrictions on meeting have dented opportunities to develop leadership within groups and must be a priority going forward – I think this supports the case for the SCI.

| | development – stagnated through Covid workload

Delayed evaluation work to take place but not overwhelming staff

Adaptable L&T to adjust to H&S requirements | over time but work needs to be done to look at validity of measurements given learning loss.

Pupils and teachers as leaders – though not specifically tied to recovery, this has been given emphasis to allow pupils to pursue and shape opportunities to support others. Teachers leading teachers in middle leadership and the devolution of improvement planning tasks are areas that might allow us to build strength in leadership.

Teachers demonstrated great resilience in dealing with ACM in April-June. We must continue to learn lessons about this and find best practice for assessment, looking forward to the next set of changes, to the SQA and beyond.

Focus on L&T techniques that fit with guidance on moving desk and handling objects – planning programmes that allow us to move out of the | New SE process based around peer validation and evidence discussion. | | |

		restrictions and build skills for thinking and regulating learning within pupils. Departments need to ensure valid and robust self evaluation processes – this was a strength but has faded due to other pressures. Looking at best ways of supporting PTs to do this well.			

Appendix 4 – SCEL Modules

Headteacher mentor +

Online learning modules +

Key legislation for schools +

Modules

Managing finance →
Complete
100%

Health and safety →
Complete
100%

Children and families →
Complete
100%

Managing people →
Complete
100%

Appendix 5: Cross Referencing

Evidence	1.1	1.2	1.3	2.1.1	2.1.2	2.1.3	2.1.4	2.2.1	2.2.2	2.2.3	2.2.4
1	✓	✓		✓				✓			✓
2		✓			✓		✓		✓	✓	
3		✓					✓		✓	✓	
4		✓	✓	✓			✓				
5	✓	✓			✓	✓	✓	✓			

Evidence	3.1.1	3.1.2	3.1.3	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.4.1	3.4.2	3.3.3	3.4.4	3.5.1	3.5.2
1	✓	✓			✓	✓				✓	✓				
2	✓		✓		✓										
3	✓		✓									✓			
4	✓														
5	✓	✓	✓	✓				✓		✓	✓		✓	✓	

ES Modules	1.1	1.2	1.3	2.1.1	2.1.2	2.1.3	2.1.4	2.2.1	2.2.2	2.2.3	2.2.4
Managing finance	✓	✓	✓		✓				✓		✓
Health and safety	✓	✓	✓		✓						
Children and families	✓	✓	✓	✓	✓	✓			✓	✓	
Managing people	✓	✓	✓		✓				✓	✓	✓

ES Modules	3.1.1	3.1.2	3.1.3	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.4.1	3.4.2	3.4.3	3.4.4	3.5.1	3.5.2	3.1.1
Managing finance														✓		
Health and safety				✓			✓								✓	
Children and families	✓			✓	✓	✓	✓									
Managing people								✓		✓				✓	✓	

Appendix 6 – Learning Plan with annotations

2.1 Curriculum, Pedagogy, Leadership and Strategic Vision

2.1.1 Fully understand how to develop and demonstrate a strategic vision

Professional Illustrations	As a headteacher you: ■ act as a leader of and for learning and are committed to continued professional learning acting as a leading learner to support colleagues and the learning community to enhance practice.
Experience	I have led on Learning and Teaching, digital learning and teaching and carried out some work on generating vision and values. Though we have an up to date and accessible learning and teaching strategy, I don't believe it is accessed or critically viewed by staff often and does not necessarily enhance practice for this reason.
Development need	Consider role as leader of learning. Read work around leadership of learning and sharing learning. Focus on visibility of leadership within this area.
Success criteria	More engagement and dialogue on leadership of learning, starting with link departments. Noted discussion in DMs regularly.
Timescale	Over rest of session.

Update: This work would be rolled into a pilot group around the SCI – a structured group process to engage teachers and provide distributed leadership of actions for improvement.

2.1.2 Have knowledge and understanding of political, economic, sociological, technological, legal, and environmental trends and developments

Professional Illustrations	As a headteacher you: ■ regularly share and apply enhanced knowledge and critical understanding of research and developments in education policy and legislation across the learning community to support positive learning contexts;
Experience	I utilise professional reading and synthesise information from reading in various parts of my role. I am not always consistent in explaining how/why this is done. For example, digital learning tools – bringing in new tools can seem

	exciting, but the justification is sometimes needed to explain why we would add/change the setup. I believe this is tied to a bigger picture of accepting a phase one in most action plans for change that is based around reading and research.
Development need	Identify a phased model for collating, summarising, and sharing research to show clear decision making, initially in one area of development such as behaviour, digital learning or learning and teaching. In particular, work on the process to ensure that research is critically analysed to the point that it informs judgement, discussion and action. Use key text such as "An ecosystem for research-engaged schools" and "Research Methods for Understanding Professional Learning" to inform this approach.
Success criteria	Over eleven improvement priorities, pilot this approach with one, allowing for feedback and review.
Timescale	Read and design phases – early 2022. Introduce to pilot group for comments and commence phase one – this session. Following this, look at reviewing timescale and stages.

Update: This is roughly in line with the action plan I produced. I was unable to progress this is February or March as much as I would like due to Covid absence (myself, and three other members of the SLT). I did develop an approach for engaging staff with research for improvement – this was also developed within the pilot group, through a research/practice sharing mechanism. The interim evaluation gives me some sense that the process I have used has been valuable, but for sustainability, must be linked to a session-long Self Evaluation programme. This has come through in various elements of staff feedback in other evidence.

2.2.3 Judge wisely and decide appropriately

Professional Illustrations	As a headteacher you: ■ create, design and share approaches to achieving improvement and display an awareness of the positive and ethical use of power and authority.
Experience	I have led a number of changes in the school, however, based on ESCI feedback and my own thoughts, I would like to work on challenging for further improvement.
Development need	Use reflective tools such as writing and critical friend to ensure that I am not falling on the bias I have to look for consensus when I am aware that it is not the best option for the learners.
Success criteria	Evidence through reflection of improved outcomes
Timescale	Over a session

Update: I have utilised the study group, tutor and critical friend throughout my process. This has helped immensely in reflecting on the ideas I have generated and the progress I have made. I have used my Head Teacher as a mentor to reflect on work I am carrying out within the context of the school and taken feedback on board.

3.1 Curriculum, Pedagogy, Leadership and Strategic Vision

3.1.1 Work with the learning community to design and build a shared vision to provide a curriculum informed by theoretical principles of curriculum design and purposes of education

Professional Illustrations	As a headteacher, you lead and work collaboratively to: ■ critically engage with policy, research and practice to inform a strategic overview of the planning, development and assessment of learning to ensure that school-based decisions are in accordance with the principles and purpose of education, good curriculum design and addressing the learners' entitlement to Learning for Sustainability;
Experience	I utilise professional reading and synthesise information from reading in various parts of my role. I am not always consistent in explaining how/why this is done. For example, digital learning tools – bringing in new tools can seem exciting but the justification is sometimes needed to explain why we would add/change the setup. I believe this is tied to a bigger picture of accepting a phase one in most action plans for change that is based around reading and research.
Development need	Identify a phased model for collating, summarising and sharing research to show clear decision making, initially in one area of development such as behaviour, digital learning or learning and teaching. In particular, work on the process to ensure that research is critically analysed to the point that it informs judgement, discussion and action. Use key text such as "An ecosystem for research-engaged schools" and "Research Methods for Understanding Professional Learning" to inform this approach.
Success criteria	Over eleven improvement priorities, pilot this approach with one, allowing for feedback and review.
Timescale	Read and design phases – early 2022. Introduce to pilot group for comments and commence phase one – this session. Following this, look at reviewing timescale and stages.

Update: I have designed the process as planned. I am concerned that there is a weak link to the curriculum, though I have feedback from the DHT who has oversight of curriculum that the process I had identified was helpful in their work.

3.3 Professional Learning

Headteachers establish and promote a collaborative culture of professional learning within and beyond the school and wider learning community. They critically engage with policy, research and practice to inform strategic knowledge and understanding of professional learning.

3.3.1 Co-create and lead a culture which promotes and sustains career-long professional learning across the school and learning community

Professional Illustrations	As a headteacher, you lead and work collaboratively to: ■ critically engage with literature, research and policy to challenge and inform decision-making and professional practice; ■ develop and engage in professional enquiry as a key element of a sustainable professional learning culture;
Experience	I utilise professional reading and synthesise information from reading in various parts of my role. I am not always consistent in explaining how/why this is done. For example, digital learning tools – bringing in new tools can seem exciting but the justification is sometimes needed to explain why we would add/change the setup. I believe this is tied to a bigger picture of accepting a phase one in most action plans for change that is based around reading and research.
Development need	Identify a phased model for collating, summarising and sharing research to show clear decision making, initially in one area of development such as behaviour, digital learning or learning and teaching. In particular, work on the process to ensure that research is critically analysed to the point that it informs judgement, discussion and action. Use key text such as "An ecosystem for research-engaged schools" and "Research Methods for Understanding Professional Learning" to inform this approach.
Success criteria	Over eleven improvement priorities, pilot this approach with one, allowing for feedback and review.
Timescale	Read and design phases – early 2022. Introduce to pilot group for comments and commence phase one – this session. Following this, look at reviewing timescale and stages.

Update – this is the crucial element of what I am trying to do. I have focused heavily on the current context and the move towards more open, accessible ways of working. I believe I have set in motion supports that should sustain the progress of groups through providing initial process for sense making, and, through Self Evaluation work, continue to do this over time.

Appendix 7: Poster of SCI

Appendix 8: Analysis of initial work on improvement

Analysis of existing attempt at agile planning

Though this work was outside the time and scope of the SCI (it came before I started Into Headship modules), an analysis of this was necessary for scoping of the SCI.

The original planning tool was a series of online planners based within Microsoft Teams. As an example, here is the planner for the learning and teaching group.

Completed tasks   3   ∧

Professional Learni...   ...

✓ ~~Active Learning Strategies~~

○ Meeting to talk through planning for event

✓ 0/1

> 0 of 1 checklist items complete

ML Completed by Mr Liddle on 22/05

Summarise

✓ ~~Satchel One - parental contact approach summary~~

✓ 3/3

Completed by Mr Ford on 11/11/...

Pupil Voice

✓ ~~Capture pupil views on current learning and teaching approaches~~

ML Completed by Mr Liddle on 22/05

Summarise   Pupil Voice   Teacher Voice

Research

○ Complete review and research around behaviour policy and present for comment

○ Share previous documents and update with ...

⬤ ✓ 0/1

📅 Due   **ML**

Professional Learni...

○ Active Learning Strategies

○ Meeting to talk through planning for event

⬤ ✓ 0/1

📅 Due   👤 ⛅ 👤 +1

Research

○ Research and summarise current practice in L&T - and organise approach for reviewing current toolbox with teachers

○ Share L&T toolkit for staff to comment on - ...

○ Create summary of three L&T (see comments...

⬤ 💬 ✓ 2/4

📅 Due   **MT** **MB** **ML**

Teacher Voice

○ Digital Learning- Feedback from staff

📅 Due   👤 **ML**

Summarise

○ Summary of retrieval practice

○ Discuss with P Liddle and plan approach

⬤ 💬 ✓ 0/1

📅 Due   👤 👤 **MC** +1

Analysis of planning tasks

Across the planning tasks (and therefore the actions for improvement):

- Groups with a core, leading individual made stronger progress. In some groups, this was monitored well, in other groups, there was a lack of awareness of progress for link DHTs or other staff members.
- Group meetings were incredibly light, apart from around tasks – for example, the group meeting to look at review of the PRD process and relaying information about this to staff met intensely at the start of this process. Other groups did not meet in person often, and some were a mix of online and in-person meetings.
- Tasks themselves did not appear to always match the skillset of the volunteers. I conducted informal interviews around this, and concluded that staff had felt enthused at the start of the year to get involved, but no cycle of development in their own research, learning or awareness of some areas had taken place (e.g., developing a digital curriculum)
- Some teachers had taken on too many areas of improvement and were unable to fulfil or start discussions about tasks.
- Groups following a path towards an award (such as Reading Schools or the LGBT charter) seemed more likely to achieve this over the session, however through informal discussion, some of the work behind this was seen as performative.
- There was no clear reflection of pupil voice within the tasks.

Evidence List

1. Planning tasks worksheet, provided example sense-making report and parent council communication
2. Documents and sample feedback from inset day from February [ADD PUPIL FEEDBACK PICTURES]
3. Documents and sample feedback from inset day, May
4. Documents and photos from pilot sessions [ADD A FEW MORE EXAMPLES FROM OTHER GROUPS]
5. Final sense-making document example

Evidence 1: Planning tasks worksheet, example sense-making report and parent council communication

Commentary on Evidence

This is the task worksheet used to guide through the time allocated for an improvement team.
The initial priorities were gathered via feedback from groups over the inset day as well as local authority priorities and priorities from the last session.

The tasks are designed to take account leadership theory around distributed leadership, criticality, enquiry and team forming as detailed in part one. They also build on the "agile" approach used in the session before.

The parent council met, and I discussed the potential of an engagement liaison that would develop a stronger sense of involvement in our improvement planning processes, analysed through a ladder of participation.

An example sense-making report is included, linked to the discussion in the assignment of the need for evidence-led self-evaluation as part of the improvement process.

You can also see the initial list of actions around each improvement area – this has been built up from the meetings with Local Authority groups as well as through the service plan published by the local authority.

Learning and Teaching Improvement group – initial priorities

Learning and Teaching/Enquiry (PL)
• Finalise review of existing toolkit for sharing with staff, integrating work carried out in previous session (continuation) • Look at two pathways for L&T work – best practice and next practice, focusing on community of learning to develop best practice, and research hub focusing on next practice. • Introduce PLCs based on last session's work (next steps) • Look at links to Self-Evaluation work on QI 2.3

Priority group – Our objectives

1. Agree wording on a single sentence mission statement outlining this priority (10 minutes)
2. Idea generation – think of all the initial ideas you have for improving outcomes for pupils within this priority. On the grid, discuss with others and place your idea within the axes, using your feelings and knowledge of this work right now. (20 minutes)
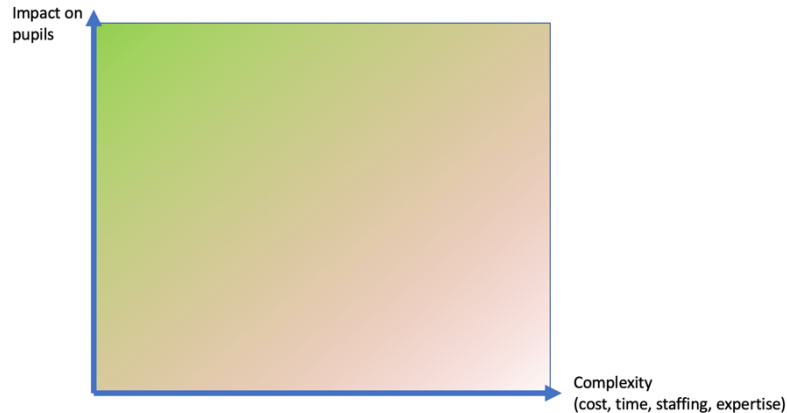
Prompting questions
1. How risky is this idea – could it have no impact for pupils?
2. Is this viable in our current context?
3. Why will this benefit pupils?
4. How confident can we be that teachers can carry out this action?
5. What leadership capacity is required to make this happen?
6. If it works, then what? Does it work in 5 years?
7. If it doesn't work, then what?

3. Action board generation – using the ideas generated, agree on a set of actions, timescales and responsibilities. These actions can change but will be used to create initial tasks for this improvement priority. (1 hour)
4. Using the information gathered, add any tasks, events or DM tasks to the relevant timelines (available within the room)
5. Nominate members of the group to complete a summary document that will be used to create the school improvement plan. You will have two weeks to work on this document.

Action	Timescale	Responsible

Summary document exemplar

Self Evaluation

Group membership
P Liddle, -, -, -

Mission Statement

Provide a clear opportunity for departments to highlight the great work undertaken to improve pupil outcomes each year, providing a space for pupils and parents to feed into the process of school improvement.

Action board

Actions	Timescale	Responsibility
Distribute Self-Evaluation packs for QIs 1.3, 2.3, 3.1 and 3.2. Meet with PTs to go through and cover questions.	2.3 : return by October 3.1: return by December 1.3 and 3.2: return by June	P Liddle to distribute and meet with PTs
Collaborative exercise between PT pairs to evaluate and give grading to evidence	Across the year within PT collegiate time planning.	Principal Teachers
Recruit and meet with Pupil Improvement Team for feedback on summary documents and pupil action task board	Across the session, with a focus on early weeks.	P Liddle
Form online-based Parent Improvement Team with a specific focus on finding a model to share the work of the school effectively with parents.	Meet and recruit at start of session. Schedule online meetings throughout year.	P Liddle, AN other

Monitoring progress

Success criteria	• Completed quality assurance work using SE packs • Evidence of PT collaboration across SE packs including shared judgements • Documented meetings of Pupil/Parent groups and their own evidence of improvement
Resources	• Online Team for meetings • Time to meet with PTs • Packs to be sent to departments • Time in timetable for collaboration via DMs
Monitoring and evaluation	• Self evaluation packs – sampling of evidence

Critical lenses

Professional learning – are teachers prepared and ready to implement what you are asking them to do?	PL to meet with PTs. This should cascade to departments. Pick up on learning needs via these meetings – for example, may need to offer training on evaluative writing.
Meeting learning needs – does this plan specifically target pupils with additional support needs?	Pupil improvement team should actively recruit pupils with ASN to ensure representation. Within QIs, challenge questions and evidence required around meeting learning needs.
Cost of the school day – does this plan impact on the costs of the day, including presumptions about access to technology?	Pupils and parents taking part will possibly need technology. Monitor this carefully.
Family learning – does this help parents support children at home, independent of their prior subject knowledge?	Indirectly, through participation in this process.
Does this positively impact on pupil wellbeing?	Overall, this should impact on the wellbeing of the whole school through positive change.
Does this plan promote pupil voice within its actions?	Yes
Are the opportunities for pupil leadership within your actions?	Yes

Are there opportunities for pupil accreditation within your actions?	No – this should be looked at via leadership awards.
Are there opportunities for staff accreditation within your actions?	No – there can be within the GTCS professional recognition system so should be looked at.
What are the implications on whole school time?	Yes. Time needs to be planned in via timetable, DMS and other meetings.
What are the implications for departmental time?	As above.
What roles does the team looking at this priority play across this session?	We will meet termly to look at samples of evidence and adjust any action points.
How does educational research and literature justify your planned actions?	Based around some of the thoughts of Michael Fullan in relation to meaningful school culture and change, as well as Three Horizons (Bill Sharpe).

Parent Council – Update on Self Evaluation/Improvement Planning

What is the role of parents within improvement planning?

In the last cycle:

- Improvement plan shared
- Comments/follow-up from parents through consultation on plan
- Rewritten version for parents
- Sharing of school evaluation documents
- Shared with wider parent forum via website

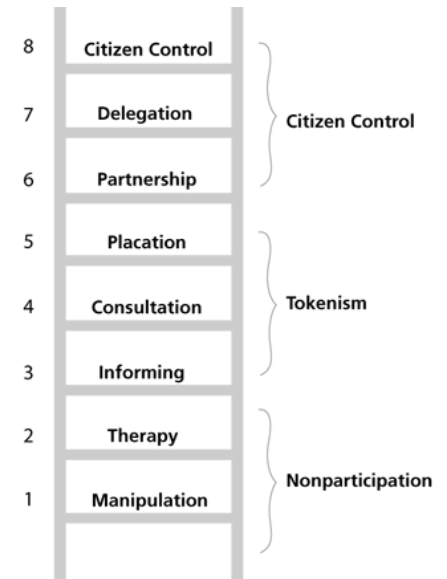**Parent Council role in relation to Arnstein's ladder of citizen participation**

We are operating at level 3/4/5 but should create the spaces and times to operate at 6/7/8. Examples of this have included Pupil Equity Fund partnership group and the Family Learning parent group.

What are the best tools to allow this to take place?

Stelmach (2016), looking at degrees of participation of parent councils, it was observed across several parent councils that:

- Parents were forming questions about the school from the information they received and the perceptions of their children, more than from policy or evaluation of practice
- Parents took part in consultations across the school year but did not have an insight into processes beyond this.
- Some areas of policy and practice were seen as "teacher stuff" – e.g., discussion on forms of assessment – parents did not feel able to evaluate the work of teachers beyond their own experience.

To facilitate the role of parents in planning for improvement, and self evaluation, Pushor (2013) suggested championing the concept of parental knowledge – that is, building capacity to identify and feed into the planning and evaluation process of a school through initially asking "what do we know? What do we need to know?". We should design processes with this in mind before involving parents in the processes at all.

8	Citizen Control	} Citizen Control
7	Delegation	
6	Partnership	
5	Placation	} Tokenism
4	Consultation	
3	Informing	
2	Therapy	} Nonparticipation
1	Manipulation	

Arnstein's Ladder (1969)
Degrees of Citizen Participation

Request!

I would like to meet with two representatives of the Parent Council to form an improvement group –
the model and membership will be formed based on the identified needs of the parent council that
allow us to embed the role of the parent council within the work of school improvement planning and
evaluation – this would begin in the next two weeks and be part of our whole school improvement
planning process.

Bonnie Stelmach (2016) Parents' participation on school councils analysed through Arnstein's ladder of participation, School Leadership &
Management, 36:3, 271-291, DOI: 10.1080/13632434.2016.1247048

Pushor, D. (with the Parent Engagement Collaborative). 2013. Portals of Promise: Transforming Beliefs and Practices Through a Curriculum of
Parents. Rotterdam, NL: Sense Publishers.

UNCRC (MH)	Pupil Voice and Pupil Leadership (GS)
- Rights Respecting Schools (continuation) - LGBT Charter (continuation) - Eco Schools (continuation) - Mentoring in Violence Protection (continuation)	- Pupil Council - Link to EDC pupil forum - Online voice platform that informs priorities and practice (next steps)
Relationships, behaviour, and learning (PL,GS)	**Learning and Teaching/Enquiry (PL)**
ESP indicates new EDC plan: pre-emptive professional reading/enquiry group on relationships, behaviour and learning (replacing policy review of behaviour) **De-escalation strategies as part of trauma informed practice (EDC led – planned if dates/resources available)**	- Finalise review of existing toolkit for sharing with staff, integrating work carried out in previous session (continuation) - Introduce PLCs based on last session's work (next steps)
Family Learning/Parental involvement (PL, GS)	**Curriculum (A McC)**
- Review **EDC toolkit** for family learning - Review and develop parental engagement strategy to support literacy learning within the home - Digital template for parents to understand learning in class (next steps) - Parental learning portal for digital skills (next steps) - Parental Engagement groups	- Phase two of Curriculum review (next steps) - Review and update outdoor learning (next steps) - Use cost of the school day toolkit for planning curriculum - Curricular framework for development and progression of literacy and numeracy skills - Clusters adopt consistent approach to teaching of key numerical concepts - Curricular framework for development and progression of literacy skills, effective learning, teaching and assessment - Partnership groups for moderation of literacy - Secondary schools review and further develop processes for moderation/tracking of literacy/numeracy - Readings schools to support literacy (continuation)
Self Evaluation (PL)	**Mentoring (MH)**
- Self-evaluation and quality assurance processes focused on the use of benchmarks and tracking of progress to ensure that children are making very good progress in learning. Quality assurance across main QIs to be evidences by each department, using collegiate discussion time to moderate judgements (next steps) - Re-establish pupil improvement group and introduce parent improvement group	- Review mentoring process (next steps) - Introduce mentoring for new session (next steps)
Tracking and monitoring (MH)	**Leadership and professional learning (RH)**
- Maths recovery assessment for targeted intervention groups - Review use of data to improve attainment and achievement through targeted support/interventions for equity - Secondary schools review and further develop processes for moderation/tracking of literacy/numeracy	- Establish and enhance collaborative working and leadership opportunities - Identify high quality professional learning opportunities aligned to school improvement plan priorities - Professional learning pathway – staff wellbeing and wellbeing-centred learning - Update nurture training and continued implementation of nurture groups - Revisit effective use of data/data literacy training/modules

Evidence 2: from February in service day.

Commentary on evidence

This evidence shows the process and feedback for teacher-led sessions based around areas of improvement, themed around the sense of belonging. This theme came out of the work of a fellow DHT in relation to wellbeing surveys around the lockdowns and return to school.

Within this work, particularly the feedback from challenge questions, I was able to begin to pull together some ideas about areas of improvement, and also encourage evaluative thinking around key areas of improvement – something we could pick up again at the next in service day then in the improvement teams. An SLT discussion informed the idea that teachers should lead these sessions, and this worked well.

In the sample evidence, the responses show a mix of reflection and positive actions around pupil leadership. Think links directly to the final improvement team process, where the leader of this workshop took part and contributed effectively to planning with a DHT on further steps at school and department level.

February Inservice 2022 – Workshop Choices

Our Changing School – Creating belonging in uncertainty
Looking at Learning, Teaching & Assessment through a Wellbeing Lens

> ***Belonging is about people accepting you for who you are. It's about self esteem. It's about where your stability comes from. It's the roots that help you grow.***
>
> ***It's where you decide where your roots are. This is what helps you feel valued…to be rooted is to known and comfortable***.
>
> **Place, Belonging and School Leadership – Researching to Make the Difference - Kathryn Riley.**

Sessions offered by staff are based around sharing practice on what can make a positive impact on pupils' sense of belonging within the school, through inclusion, environment, the enquiry of teachers, leadership and the curriculum. Each session will run for 40 minutes. There will be two times for each session and staff will be able to choose two sessions to attend. Departments should work together to cover all areas of interest.

Sessions will be led by teachers from our school, who will share their experience. The final part of each session will be to feed back on a challenge question around this area and reflect on your next steps in your own practice. The overarching theme of our day is belonging. You will see a variety of posters around the school highlighting some of the effects of the pandemic on learning across Scotland and the world. Even when we are not in school, we are still a school – but what about this place and group of people gives us a sense of purpose and belonging, and how do we reflect on continuing to foster this sense of belonging for all our pupils?

Please find below the sessions for next Wednesday. On the attached form please put your name, and two choices plus a backup choice. We will try to ensure everyone has as many of their choices as possible, within the confined of room capacity. Nil returns will be added where space is available.

	Session led by	Title	Description	Challenge question
1	███████████	Creating a culture of learning across a department using ambassadors	Modern Languages have a long-standing history of using S6 to support learning across the curriculum. Jill will talk through their experiences with ambassadors.	How could you use your ambassadors to further the sense of belonging in your department?
2	██████	Lesson Study – Inclusion in the classroom	Gary will look at his work on Lesson Study where a sample of pupils within the one lesson were observed and their interaction with LI&SC as well as feedback were examined.	How do we review our work on inclusion within our curriculum? What are our next steps?
3	████████	Professional Reading to inform practice	The Modern Studies department has focus on Professional Reading as a tool for improving learning and teaching. Lynsey will outline their approach.	What are my next steps to link professional reading to improvements in learning and teaching?
4	█████████	Rights Respecting Schools – using rights to create a sense of belonging	Claire and Jennifer will outline the work carried out on Rights Respecting Schools, and link this to how it could be embedded in your own practice.	What areas of my curriculum can be improved through looking at rights?
5	███████	Creating a culture of belonging within Music	The Music department has had a unique challenge of delivering an extra-curricular experience in totally new ways. Linda will talk about how they have created an inclusive environment that enabled this and helped with improving attainment.	What is the strongest part of the learning culture in your department? What would you improve?
6	█████████	Research and professional reading to support inclusion	The RMPS department has been looking at inclusive practice and meeting the learning needs of all through research activities. Tony will talk about how this has affected their practice.	Can you clearly identify where you should make improvements to learning and teaching to facilitate all learners? How can you build a clear picture?
7	█████████	Career Education Standards and Meta-Skills to improve employability skills.	Developing a sense of place, belonging and inclusion among learners is the focus for practitioners. How can we build the Career Education Standards and Meta-Skills into our lessons to improve employability skills and sustained, positive destinations for all young people?	How can we build the Career Education Standards and Meta-Skills into our lessons to improve employability skills and sustained, positive destinations for all young people?
8	████████	Mentoring programmes and how they impact positively	Kelly will discuss different types of mentoring programmes and the impact on both pupils and staff. She will also share her experience of the iWIL mentoring programme.	How can I support a mentored pupil effectively, as their teacher,

		on both young people and staff within a school.		and what mentoring approaches exist in my own practice?
9	▉▉▉▉▉	The school, your classroom and Inclusive Learning & Teaching.	Claire will discuss reflections on our attunement style with young people in the classroom and other school settings	Can we identify and own our strengths and key areas to develop?
10	▉▉▉▉	Nurture and wellbeing and recovery – what we've seen and what has worked	Elizabeth will discuss the impact of the pandemic on pupils' wellbeing and will outline the interventions that have been guided by the Nurture Principles to support the transition back to school.	What have you seen in your classroom in relation to the wellbeing of pupils? What has worked well to support the transition back to school and provide a safe base for young people? What are your next steps to continue supporting young people?
11	▉▉▉▉	Wider achievement and improving chances for learners	Alice will look at how we can use the data from the Wider Achievement QR code to continue to value our young people and their many accomplishments as well as plan opportunities for our young people to achieve in the widest sense.	What is your next step in planning to widen the experience in your subject?
12	▉▉▉▉	Support for Learning Toolbox	Gillian will run through the ASN toolbox and lead a discussion on its best use across the school.	How can you make use of the ASN toolbox to support ever learner?

1: How could you use your ambassadors to further the sense of belonging in your department?

Evidence 3 : from May Inservice Day

Commentary on evidence

The form shows the options staff were able to opt into – these were 40 minute discussion groups with feedback via post-its. Discussion was facilitated by a member of the group chosen by their peers, and for most groups a DHT would attend where possible to support discussion in line with their remit.

I have included the resultant evidence from one group, which was focused on the question "How have we ensured high quality learning and teaching, and what did we do to ensure this? What are the biggest areas of focus for improving learning and teaching for next sessions? "

I grouped the feedback into two areas – those that corresponded strategic priorities for the school and those that did not reach a level of detail to ascertain that there was a strategic suggestion to follow up. This would help inform the final stages of designing the process of sense-making including the process of having two members of a group write the report and use critical questions to help ensure ideas were tested in some way that encouraged thinking around equity.

Return for In service day, 5th May 2022

1. Please choose two discussion groups *

- [ ] How have we expanded the curriculum for pupils within the context of an ongoing pandemic, and what do we do next to make it work for those most affected

- [ ] How did we support pupils with digital tools, to enhance opportunities to learn at home and within school? What do we need to do differently to ensure every pupil benefits?

- [ ] How have we used data to identify, target and support all pupils regardless of income, race, gender, prior learning or postcode? How can be show that this has worked and what can we do better?

- [ ] How has professional learning and collaboration helped prepare and equip us for the challenges we have faced in the last two years? What have we learned and how do we plan to improve?

- [ ] How have we ensured high quality learning and teaching, and what did we do to ensure this? What are the biggest areas of focus for improving learning and teaching for next sessions?

- [ ] How did we ensure the expansion of the rights of our pupils through work on the LGBT charter, Rights Respecting Schools and other initiatives? How did this impact on practice in the classroom and what are the next steps to ensure that this work provides equity for all pupils?

- [ ] How did mentoring help support pupils across all subjects? What are our next steps as a school to ensure that pupils feel supported and guided through their school experience?

- [ ] How has tracking data informed the extra support we have offered pupils this session? Where pupils have not improved, what would we do differently?

- [ ] How have pupils been involved in leading learning in our school? How does this look in the classroom context, and what can we do to further make links into pupil leadership?

- [ ] How has the Reading Schools initiative helped inform classroom practice? How do we utilise this accreditation to improve the experience of pupils in the future?

How have we ensured high quality learning and teaching, and what did we do to ensure this? What are the biggest areas of focus for improving learning and teaching for next sessions?

Image 1 (sticky notes):

- Consistent self-evaluation
- English - back into groups. Increase engagement.
- Pupils anxious about exams skills - incorporate more peer marking for pupils to group SQA standard.
- High quality (AT) Retrieval practice, Treasure hunt, lesson studies/drama, Plickers, SEI, Adapting the curriculum
- Re-visit co-op learning training. Collegiate approach to behaviour policy
- Lots of sharing of ideas for T&L on teams.
- Covid recovery, Literacy/Confidence, Developing relationships, Not having split level class. Setting expectations across school. Grammar - collaborating across school.
- Sharing of Good Practice ~ DMs / Professional Dialogue, etc.
- Acknowledges mistakes as learning experiences to build resilience.
- Taking pupil staff interests into learning, to engage them in their learning.
- Self evaluation.
- Variety of activities to keep engagement of pupils in class. Reflecting on courses + adapting those.
- Meta skills Progression Framework - Uniform language across school?
- Pupil / peer evaluation.
- Pupil leadership → sharing their learning with peers. Pupils teach to reflect their learning.
- self-evaluation of practice
- sharing good practice asking for feedback from pupils, and using the data to implement changes increased use of digital technology.
- Collaborate with other schools (PDGs). Whole school calendar / pack
- Quality Assurance Cycles within departments.

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Image 2 (sticky notes):

- Behaviour policy understood + consistent.
- Registration - Removal of staggered lunch. → collegiate working → clubs → study buddies.
- Wifi / Connectivity issues are seriously hampering use of digital hardware.
- Interventions re latecoming - Regression noticed across school.
- Robust Tracking & Monitoring ~ Targeted interventions
- going forwards are pupils still expected to be doing work posted on teams. If they aren't + not with covid?
- Concerns over SQA removing science assignment → impacts on practical skills
- Staff socialisation.
- Vocab from previous years was potentially weak - so made flashcards to consolidate.
- Continued use of Kahoot / blooket etc - during lockdown pupils particularly enjoyed this
- Trips! Including external agencies
- Adapted active learning tasks to include more differentiation → support & challenge
- Use of Digital Provision and scope for outreach what this provides
- Updated EDC policy on use of phones?
- Re-introducing practical skills eg. science.
- Concerned over inconsistency between Higher & Adv H Assignments. eg. S6 this year did dissertations but found doing this really challenging. Same will happen again this year.
- Pupil feedback acted on.
- Earlier identification of pupils for urban areas scope.
- Develop alternative pathways - Needs scope.
- looking forward to end of staggered lunch
- Made all lessons & resources available on Teams. Is should we continue with this?

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Evidence 4: from pilot session on Learning and Teaching
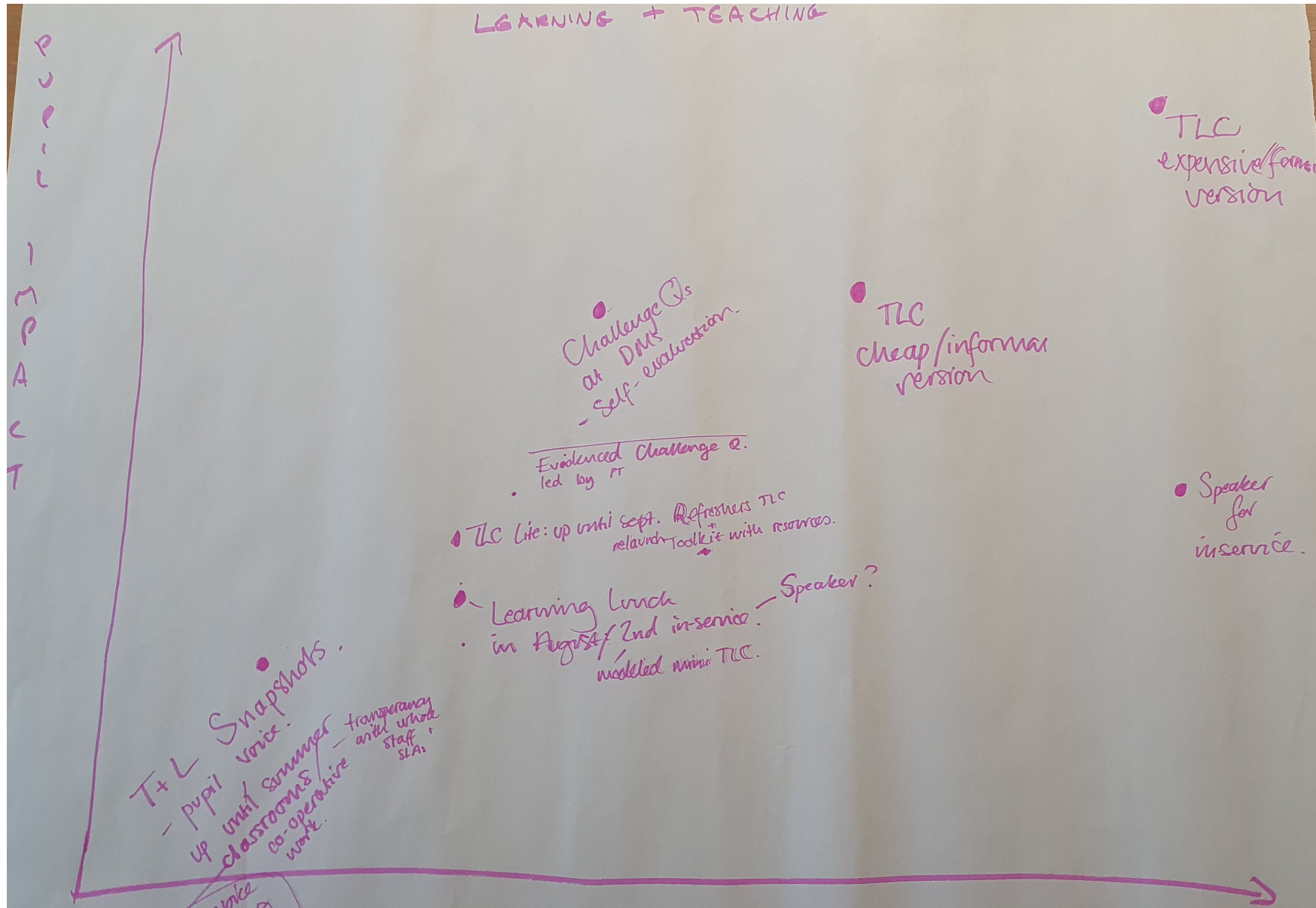
Commentary on evidence

The photos show group planning evidence around the tasks in the process I have designed.
There are ties back to the feedback from the second in-service day around learning and teaching, and evidence of professional discussion and dialogue, prioritisation and formation of teams and responsibilities.

ACTION POINTS.

Meg to put together.

1) PE + English to model snapshots, Whole school email to alert

2) Conversations with all PTs to gather prospective snapshots post summer: ~~whole school~~ ~~to alert.~~

3) 2 snapshots out before summer: Drama + RME.

4) Launch TLC at inservice: ② mentimeter. tea + biscuits. TLC focus sign-up.

5) Lyndsay + Kimberley to look at toolkit + LIT evaluation wheel. KT to support by speaking to PTs.
   ready for soft launch Aug
   DM task post inservice task.

6) Lyndsay, Helen, Katharine to discuss structure for TLC and feedback.

7)

Meeting Thursday 9th June.

LEARNING + TEACHING

PUPIL IMPACT ↑

● TLC
expensive/formal
version

● Challenge Qs
at DMS
- Self-evaluation.

● TLC
cheap/informal
version

Evidenced Challenge Q.
● led by PT

● TLC Lite: up until sept. Refreshers TLC
relaunch Toolkit with resources.

● Speaker
for
inservice.

● Learning Lunch
● in August/ 2nd inservice. - Speaker?
modelled within TLC.

T+L Snapshots.
- pupil voice.
- up until summer - transparency
- classrooms and whole
staff.
co-operative work. SLAs

Evidence 5: Final Sense-making report – example

Commentary on evidence

This report attempts to pull together all strands of the process into a sense-making report. This is used to inform the final improvement plan and acts as the document for the team to continue to update (the improvement plan would be a briefer version of this).

I think that this example and others from the pilot sessions demonstrate collegiate, collaborative work in line with the National Model for Professional Learning. They seek to use critical lenses to ensure a well thought out plan that considers equity throughout. It also focuses on the core mission of each group, and the nature of the work they will be carrying out, including time implications. This should allow departments and senior leaders to work together to synthesise a working time calendar that highlights the work and its importance to the overall improvement of the school.

Family Learning

Group membership
-, -, -, - (redacted)

Mission Statement

Develop approaches to ensure that the curriculum is accessible and visible to families.

Action board

Actions	Timescale	Responsibility
Programme of weekly engagement to ensure high uptake of Satchel One. Communication to parents that this will be used for sharing a learning calendar.	**August**	--
Development of training events around using Satchel One to reach parents with curricular mapping information that allows family engagement using Big Ask questions	September-October	- - - -
Development of engagement events for parents and carers around technological barriers to ensure high uptake	August	
Departmental level task – develop BGE resource for family learning approaches to support learning S1-S2. Develop this task around an enquiry model to encourage thoughtful planning of tasks based on research evidence.	September to December	--

Development of exemplar family learning resources and additional guidance and reading to shape opportunities for departments to enhance offer	August	
Liaise with Self Evaluation group to ensure all work generated strongly demonstrates evidence for family learning and effective learning, teaching and assessment	February (time when LT&A will have been introduced)	--
Plan across session for gathering evidence of effective interventions based on family learning and support – e.g., liaison with partners, community opportunities	May (review period)	-

Monitoring progress

Success criteria	• Completed round of enquiry and high quality resources to engage families in learning to support work in BGE • Evidence of clear uptake with digital tools – read rates, reports • Effective reporting and sharing of enquiry at the end of the process showing progression in professional learning and implementation of strong family learning curricular examples
Resources	• Acting PT to lead on digital • DHT to meet with acting PT • Group to meet – TBC
Monitoring and evaluation	• Track via set tasks and returns from departments. Utilise group support when necessary.

Critical lenses

Professional learning – are teachers prepared and ready to implement what you are asking them to do?	We have identified training needs for technology and professional learning around curriculum.
Meeting learning needs – does this plan specifically target pupils with additional support needs?	This would be part of the discussion around the exemplar
Cost of the school day – does this plan impact on the costs of the day, including presumptions about access to technology?	This would be part of the discussion around the exemplar
Family learning – does this help parents support children at home, independent of their prior subject knowledge?	Yes!
Does this positively impact on pupil wellbeing?	Initial thoughts and reflections on this from PT C and PT G – yes, removal of uncertainty for families, less need to contact and more support for engaging with children on learning.
Does this plan promote pupil voice within its actions?	Yes, within the family context.
Are the opportunities for pupil leadership within your actions?	We have not considered this in the first instance; however we could review this, particularly the role of digital ambassadors.
Are there opportunities for pupil accreditation within your actions?	Not the focus currently.

Are there opportunities for staff accreditation within your actions?	Link into common work on professional recognition in respects to enquiry aspect.
What are the implications on whole school time?	Significant work for DHT and Acting PT Digital to support.
What are the implications for departmental time?	One significant departmental task.
What roles does the team looking at this priority play across this session?	Follow up and support. Agreed to review this document and agree further meetings.
How does educational research and literature justify your planned actions?	Using Family Learning Toolkit from East Dunbartonshire as well as revised national guidance.