West Partnership

Collective Impact and Highlight Report

June-October 2022

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Introduction

The purpose of this report is to provide a summary of West Partnership programme and workstream activity between June and October 2022. The collective impact of the partnership will be demonstrated through three key illustrations, one from each workstream. This report will build on previous highlight reports which introduced and developed a three-driver model of improvement.

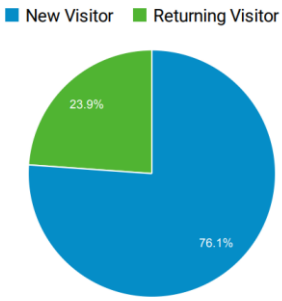
The report demonstrates how the work of the partnership is facilitating practice change which aims to impact positively on our children, young people, and wider school communities. When taken together the illustrations map out how our work supports change.

Programme Overview

Each workstream has made good progress with taking forward refreshed plans. There was consensus that existing programmes were broadly meeting the needs of officers and practitioners across the West Partnership. Therefore, following review and in some cases, augmentation, most programmes continue this session.

The Programme Manager (PM) has supported the Workstream Lead Officers (WLOs) with the continued provision and regular updating of comprehensive project management processes and templates sustaining quality assurance throughout the programme. The composition of an internal data schedule and regular collaboration with the WLOs ensures the timeous and accurate gathering of evidence demonstrating the three drivers of improvement. The introduction of an expenditure tracking system gives the WLO a coherent view of and better control over workstream budgets going forward.

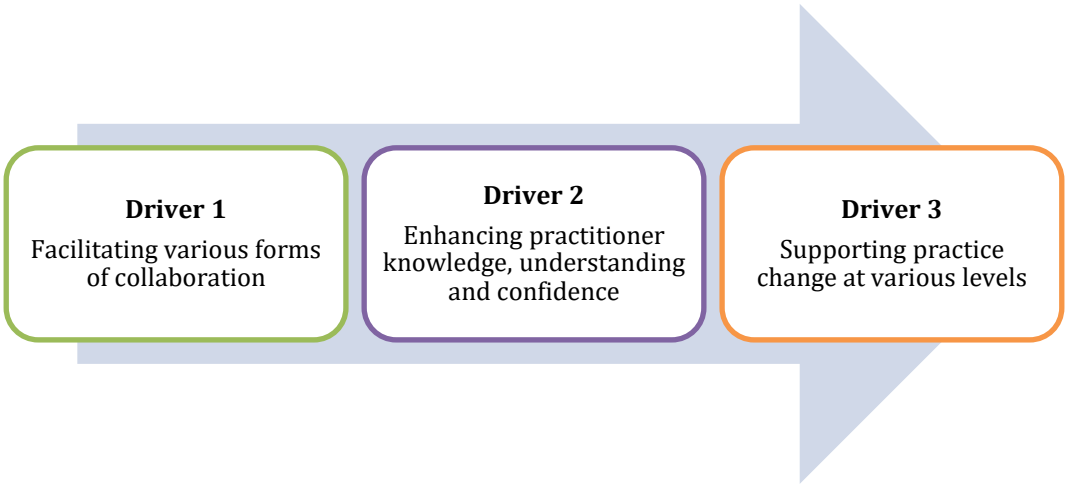
Our website continues to attract new stakeholders. For example, each month since the beginning of this session we have had around on average 2000 individual users. Our data shows that 76% of these are new users.



A Programme Brochure for 2022-2023 was designed and shared across the partnership outlining the offer for this year. West OS was launched on Instagram with the aim of attracting new users, particularly young people / learners, through different social media platforms. Our Instagram insights show that per post we are already reaching over 200 individual accounts.

Recap of Three Driver Improvement Model

Over the past session, the partnership has continued to develop its understanding of collective impact, that is, how the partnership activity is impacting on the educational system. A framework was developed to allow the partnership to demonstrate this impact and is summarised below as three drivers of improvement. The three key drivers are:



Supporting Practice Change

The purpose of the illustrations is to showcase specific workstream activity and the impact of this through the three drivers. Taken together, these three illustrations contribute to a cycle of practice change and improvement demonstrating how the partnership's work:

- lays the groundwork for practice change;
- supports practitioners to implement and evaluate such changes; and
- demonstrates how the work of the partnership can lead, both directly and indirectly, to positive outcomes for children and young people.

Illustration 1 – Wellbeing for Learning

Family Learning Programme - Preparing the Conditions for Change

Family learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning. When delivered well, it can increase parental involvement and engagement, and increase attendance, engagement and attainment for children and young people. Evidence from Education Scotland (2016) suggests that family learning opportunities can also develop skills, improve employability, support progression to further education, build confidence and improve parenting skills; creating a wider benefit to children and young people.

The West Partnership Family Learning programme comprised five sessions:

1) **What is family learning vs parental engagement?**
   Providing a clear focus on developing an understanding of the definition of family learning and removing any confusion with parental involvement and engagement.
2) **Partnerships**
   Highlighting the benefits of working in partnership with other agencies and the third sector with examples of interesting practice from across the collaborative.
3) **Engaging Families in Literacy & Numeracy at Home**
   Presenting guidance for participants on ways to engage families in learning in areas of the core curriculum with a post-Covid lens.
4) **Self-evaluation**
   Developing an understanding of the importance of evaluating family learning and exploring practical approaches on how to reflect on practice.

5) **Transforming education systems through family-school collaboration: Brookings Institute**
Presented by the Brookings Institute, based in Washington DC, this is a spotlight on the power of collaboration with families, showcasing strategies to bring families on board with family learning. Participants also received access to the Brookings Playbook.

This programme aimed to support colleagues by preparing the conditions for change. The Covid-19 period had halted some of the West Partnership activity on family learning. Through discussion in the Families and Communities Specialist Network and in the Wellbeing for Learning workstream, it was clear that there was a need to revisit the principals of family learning through a professional learning offer. This was also supported by the findings in Engaging Families in Learning A Thematic Inspection of Family Learning. The structured sessions created, shared theory from national and international experts, case studies from practitioners in the West Partnership and gave participants the opportunity for networking and knowledge exchange within focussed discussions. As with all our programmes, each session was evaluated by participants.

The programme encouraged collaboration by providing opportunity for discussion where participants discussed scenarios and reflected on their practice and setting. The programme enhanced practitioners' knowledge and confidence of family learning. Over the five sessions, 73% of participants reported an increase in knowledge and 66% of participants reported an increase in confidence. The sessions with the greatest impact were Self-evaluation and Transforming education systems through family-school collaboration, with both sessions having 100% of evaluation respondents recording an increase in knowledge and confidence. Furthermore, 93% of participants stated that they were likely or very likely to implement their learning in their own setting and 96% saying that they were likely or highly likely to share their learning with colleagues.

Next steps

Going forward, further support will be focused on practice change through a collaborative action research programme. Participants will be guided by the Robert Owen Centre to apply their learning to a programme within their setting. Participants will present on their findings and the overall impact on their practice, their setting, their community and most importantly, the learners.

Illustration 2 – Leadership, Empowerment, and Improvement

Improving Our Classrooms - Supporting practitioners to facilitate change

Improving Our Classrooms (IOC) is a year-long programme for class teachers in the primary, ASN and secondary sectors. It has a clear focus on high quality self-evaluation at classroom level, leading to:

- improved learning and teaching;
- use of data informed targeted interventions;
- improved attainment and achievement; and
- a relentless focus on equity and excellence for all children and young people.

Breadth and Depth

The programme is Masters Level (SCQF level 11) professional learning and participants who successfully complete the core IOC programme, which is assessed through a 5000 word case study of improvement (CSI), gain 30 Masters Credits. The programme is accredited by Glasgow Caledonian University (GCU) and successful IOC participants also receive Accreditation for Professional Learning from the General Teaching Council for Scotland. In our 21-22 session,114

IOC participants from seven local authorities submitted a CSI. These focused on different aspects of the curriculum and pedagogy, as exemplified in the tables below:

Curriculum focus	Submissions
Number, Money and Measurement	21
Reading	34
Social Subjects	1
Talking and Listening	8
Writing	50

Pedagogy focus	Submissions
Active learning	11
Collaborative learning	1
Dialogic teaching	4
Differentiation	6
Feedback	34
Hattie Multiple Exposures	1
Learning intentions and success criteria	6
Metacognition	36
Parental engagement	1
Questioning	9
Reviewing and connecting learning	2
The creative classroom	3

Implementing Change

Participants undertook a process of reviewing the data for their class, evaluating their own practice, and selecting their areas of focus based on the triangulation of this evidence. IOC enabled all participants to make changes that have directly impacted on the children and young people that they work with. Their case studies provide a wealth of examples - three examples from different local authorities are provided below:

- One South Lanarkshire teacher focused on improving children's talking skills and confidence across the curriculum. They did this through drama and improving feedback. Significant improvement was seen in the target group with additional evidence demonstrating that over 90% of the whole P5 class also saw progress when measured against the benchmarks.

- A Renfrewshire teacher identified a gender gap in boys' engagement, confidence, and ability to write independently in a P1/2 class. Developing the use of continuous peer and teacher feedback, digital learning and writing tools, the teacher saw the gender gap decrease from 43% to 23% over the course of the intervention. The children's attainment improved with almost all of the children involved moving from being off track to on track for writing, and the others making significant progress towards this.

- A P7 teacher in Glasgow focused on developing the children's vocabulary around fractions, decimals, and percentages. This was done in conjunction with developing the learners' metacognitive skills using retrieval practice. All the children involved made significant gains with an average increase of 34% in the post-intervention numeracy assessment score. They also became much more confident in explaining and sharing their thinking using retrieval practice strategies.

Next Steps

This session, there are 143 teachers from eight local authorities, split across six cohorts, participating in IOC. This includes 107 primary, 31 secondary and 5 ASN practitioners. To ensure the sustainability of the programme, several of last session's participants are now mentoring trios. They will also undertake an accredited Delivering Mentorship module to support the development

of their skills in this area. Moving forward, the programme will continue to stimulate classroom practitioners to make evidenced improvements to practice in their environments.

Illustration 3 - Curriculum, Learning, Teaching and Assessment

Supporting Children and Young People via West OS

West OS is a free, online resource for teachers, parents and young people, that gives young people from across Scotland the opportunity to gain valuable support and help with their learning. The video content can be used to support bi-level teaching, encourage independent learning, and to facilitate the flipped learning model. Children and young people are using the video resources in a variety of ways. Recent feedback has drawn attention to the ways in which West OS videos are encouraging independent learning. For example:

> *"[I can use West OS] at home when there isn't a teacher to ask for help".*
> (Senior Phase Pupil)

> *"West OS resources help me with revision and to grasp things that I haven't understood in class- so I can practically have my own little lesson where I can get work down at my own pace".*
> (Senior Phase Pupil)

The materials on West OS empower learners to extend their own learning time whilst doing it at their own pace. Exam revision remains a key reason as to why resources are utilised; with learners building time on West OS into their study timetable and accessing resources to consolidate their own learning. Expanding understanding has also been supported through live study sessions where 90% of evaluation respondents agreed or strongly agreed that the session had supported the learning they have completed in school (see previous Highlight Report for more details on West OS Live)

Previous highlight reports have focused on the development of these video resources and the breadth of their use across our region. This illustration moves in a different direction to focus on qualitative insights that demonstrate how other elements of West OS are having an impact on children, young people, and their communities. This illustration will therefore focus on our recent work on school transitions.

Supporting School Transitions

Research shows that a successful transition can positively impact a young person's overall wellbeing and attainment (Jindal-Snape et al., 2019). Recently, West OS has promoted effective school transitions by creating materials to support children and young people at all stages. This happens by ensuring West OS is accessible, that it continues to support children and young people during their school transition and that it supports learning across the West Partnership. West OS School Transition resources are open access and can be viewed on the West Partnership website. The resources are designed to support children and young people at key transition points. These include: 3 leaver's destination videos, a primary 7 question time video which is accompanied by guides for parents and learners and a podcast which supports young people with the transition into the senior phase. To meet the needs of our diverse community, transition guides on starting secondary school have been translated into the 5 most spoken languages across the West Partnership. This has ensured that families who do not have English as a first language can use these guides with their children. Feedback from children, young people, parents, and wider stakeholders has been positive:

"[the resource] really helped me to understand how to help my child and has answered some questions I have about having someone to contact for help and support".
(Parent)

"I think it can help P7 pupils because it answers a lot of things that people could be worried about".
(P7 Pupil)

"West OS has raised the bar in terms of accessibility, [helping] new families starting the school to feel welcome, safe and clear on how secondary schools operate".
*(*Education Scotland)

In terms of impact and use, by September, over 700 different people had viewed the resource directly on the West Partnership website. Throughout this period, we have collected feedback from those who have accessed the resource. One recurring theme from this feedback was about accessing support in transition moments:

"I think I will really enjoy college. I was worried that nobody would help me…after watching this I know that there are people that will".
(Senior Phase Pupil)

Raising awareness of this support was also appreciated by our colleagues at Skills Development Scotland, who praised the resource as:

"It reassures school leavers that SDS advisors are approachable and here for them every step of the way".

Another recurring theme in the qualitative feedback was that the resource was useful in addressing anxieties. Positive feedback was received in response to the guides for young people and their families navigating the primary to secondary transition:

"I think it can help P7 Pupils because it answers a lot of things that people could be worried about".
(P7 Pupil)

The guides were produced in consultation with P7 learners and based on questions that they submitted. Furthermore, the first episode of the podcast (Westcast) focussed on the transition to the senior phase and featured a child-centred therapist who gave learners advice on maintaining a healthy life balance. One listener noted:

"The podcast helped me to understand what I was feeling was normal and the tips of how to deal with stress and anxiety were really useful".
(Senior Phase Pupil)

As such, an emerging body of feedback suggests that West OS resources are positively impacting on the children and young people who are using them. This feedback is also emerging in our initial offering, which was to support learning and teaching.

As West OS continues to grow and diversify, the team will continue to be guided by the needs of stakeholders. A number of developments are being considered, with a masterclass programme which seeks to enhance teaching and learning by recording skilled practitioners and key note speakers. To keep West OS accessible for all, a parental engagement strategy is also under consideration with the team investigating different ways to promote parental involvement.

Challenges and Slippage

The West OS engagement officer will commence post slightly later than anticipated and the work programme will be amended accordingly.

There was a delay in the 1140 hours research assistant taking up post however work has now commenced.

There is a current vacancy for the Communications Officer and recrutiment is underway.

Next Steps

There will be a focused session on reviewing the West Partnership critical indicators and how they link with the three drivers of improvement framework. The WLOs will be focusing on gathering evidence around driver 3 which will help to further demonstrate the impact of the partnership activity on children and young people.

Sustainability will also be a focus this session. Processes will be developed to ensure that programmes which are demonstrating impact are embedded and sustained.

We look forward to a successful and productive year, ensuring the partnership continues to add value to local authorities, being accessible to those who will benefit most and focusing on activities that have the greatest impact on learner experiences and outcomes.