

# The Scottish Attainment Challenge: **Leadership, Learning and Success**

Dunfermline,  
October 2015



# Welcome to Dunfermline

**The Scottish Attainment Challenge:  
Leadership, Learning and Success**



**When a young person is  
encouraged to find their  
passion it can be the  
beginning of a lifelong  
journey**

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**The schools represented  
here today, like all Scottish  
schools, are at the heart of  
the communities they  
serve**

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# Leadership, Learning and Success

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# The Attainment Challenge

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# Identify the Challenge

The gap in educational attainment between low-income and high-income households in Scotland starts early. By age 5, it is 10–13 months.

Lower attainment in literacy and numeracy is linked to deprivation throughout primary school.

Parental socio-economic background has more influence than the school attended.

*Closing the Attainment Gap in Scottish Education, Joseph Rowntree Foundation, 2014*

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# The Matthew Effect

*“For unto every one that hath shall be given, and he shall have abundance: but from him that hath not shall be taken even that which he hath.”*

Matthew 25

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# Identify the Challenge

*‘Little of the variation in student achievement in Scotland is associated with the ways in which schools differ.... Who you are in Scotland is far more important than what school you attend, so far as achievement differences on international tests are concerned. Socio-economic status is the most important difference between individuals.’*

OECD, 2007, p. 15

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# Reframe the Challenge as an Opportunity

It is easy to capitulate and outsource all responsibility for effecting change

Help colleagues understand that there are proven interventions which we can use to make a sustainable difference

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# **Challenge limiting beliefs and casual assumptions which kill aspiration**

**‘We’ve tried that...’**

**‘We already do that...’**

**‘I’d love to do that but...’**

**‘It won’t work ...’**

**‘It won’t work with our children...’**

**‘It won’t work with these children...’**

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# Support your Parents

*'Effective parental involvement programmes that have an impact on the attainment gap are those that focus on helping parents to use appropriate strategies to support their children's learning at home.'*

*Despite parents from disadvantaged households being as likely to help with their children's learning as economically advantaged parents, their efforts are less effective, especially where parental educational attainment is low. Successful parental involvement programmes include providing parents with effective strategies to tutor their children, making a good space for homework, and providing enjoyable books.'*

OECD, 2007, p. 15

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# Support your Parents

*'Analysis reveals that parents education, social status, race, or wealth and not as important to IQ levels as how much they talked to their children and interacted with them in other ways.*

*Parents who talk to their children the most tend to praise the children's accomplishments, respond to their questions, provide guidance rather than commands, and use many different words in a variety of combinations. This type of interaction can... "accurately predict the vocabulary growth, vocabulary use, and IQ scores of children.'*

Hart and Risley, *Meaningful Differences in the Everyday Experiences of Young American Children*, 1995, Baltimore

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**Be deliberate in re-framing  
the 'Challenge' as an  
opportunity: begin by  
parking pre-conceptions,  
avoiding labels and  
enrolling parents**

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# Lessons from further afield

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# Lessons from Elsewhere

Evidence informed: be guided by a professional understanding of what works

Trust is key: it derives from opportunities, and an unconditional willingness, to share

Pursue Core Purpose: leadership teams stay focused on pupil learning

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# Lessons from The London Challenge

1. Clear, consistent leadership.
2. Improvement programmes which matched strategies to the needs of individual schools.
3. Strategic deployment of support from the London Leadership Strategy.
4. Successful heads mentoring headteachers in target schools.
5. Sensitive matching of partners under the leadership of LC advisors.
6. Support aimed at raising the quality of teaching and learning.
7. Collaboration between groups of schools in families.
8. Continuing development programmes for teachers.
9. Teachers being committed to all London children not just those in their own school.
10. The development of robust tracking systems to monitor children's progress.

OFSTED, 2010

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# Lessons from The City Challenge

- Bespoke solutions to give school leaders and staff a sense of ownership rather than 'being done to'.
- Arrangements that enable school leaders and teachers to share effective practice are extremely beneficial.
- The most effective strategies to improve teaching and learning take place in schools, and involve observing excellent teaching; opportunities to reflect with colleagues; and coaching in the teacher's own classroom.
- Perhaps the most effective aspect of City Challenge was that it recognised that people, and schools, tend to thrive when they feel trusted, supported and encouraged: celebrate successes.

Evaluation of the City Challenge programme, DfE, 2010

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# Lessons from closer to home

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# Lessons from Fife

Climate for Improvement

Shared research approach

Beneficial outcomes

Social and Professional Capital

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# The Project

Self-Sustaining Action-Research in eight Fife Schools

## Overview of the Project

school-based individual research

school support groups

**broad observation (s)**

lesson study research method and background research

support visits

interim showcase

partner school visits

informal school based observations

**focused observations**

final showcase

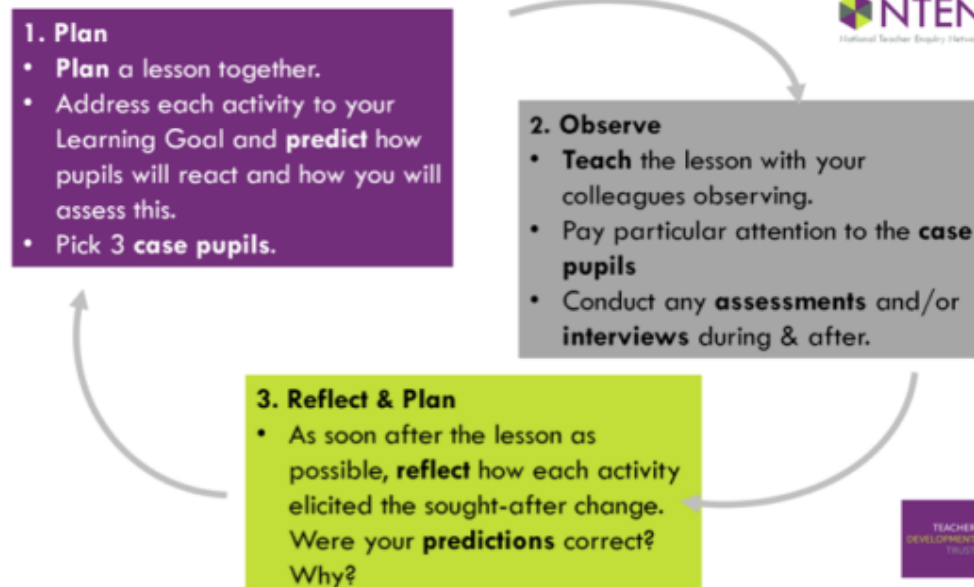


A Year of Learning

# Lesson Study

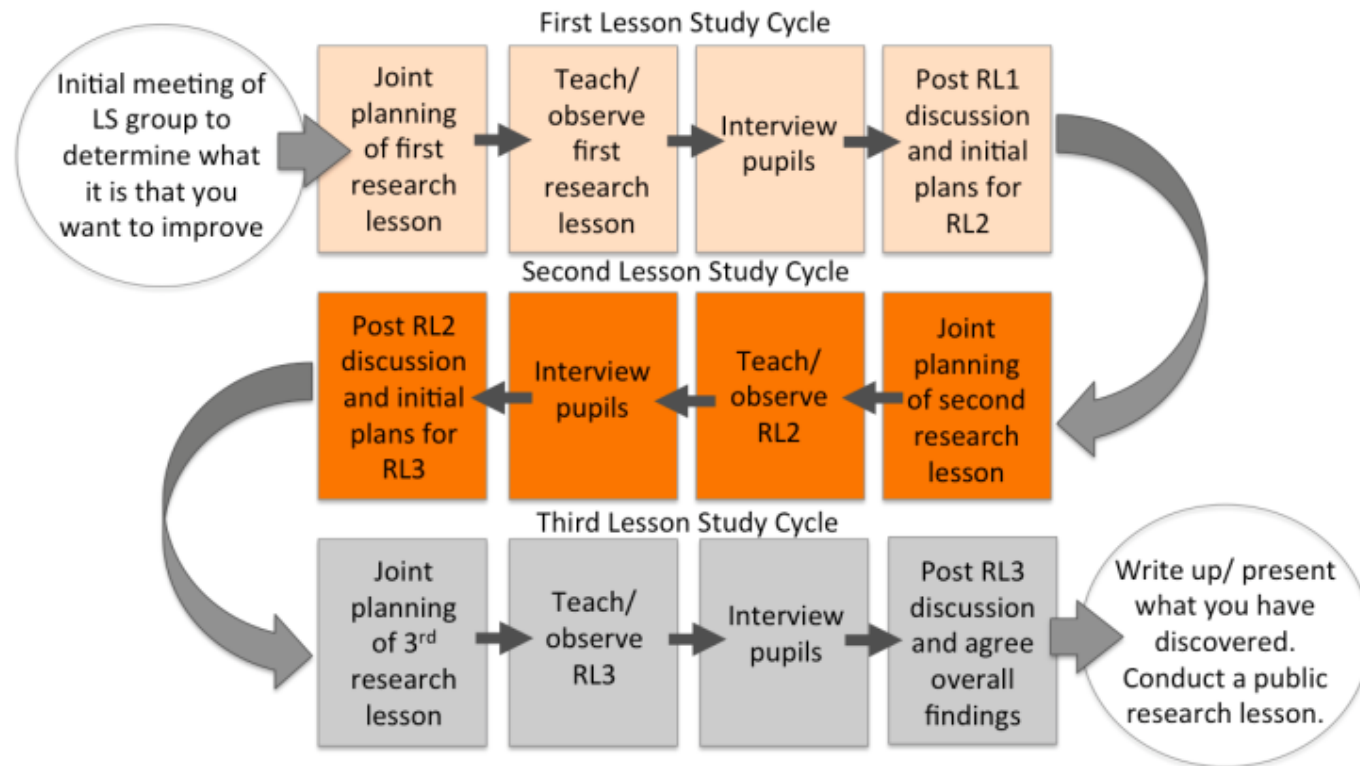
## Self-Sustaining Research in Eight Fife Schools

### Implementation: Lesson Study



# Lesson Study

## Self-Sustaining Action-Research in eight Fife Schools





# The Project

Self-Sustaining Action-Research in eight Fife Schools

What was the experience of our early observations?

Good class management

Very good pupil behaviour - if passive

Good pupil interest and engagement in learning

Teacher directed focus on task completion

Greater pupil independence in Primary contexts

Task design structured around activities

Prevalence of lower order questioning techniques

Narrow range of feedback methods

Time pressures



A Year of Learning

# Lessons in Leadership

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# Lessons in Leadership

It's a Moral imperative  
Constructive Alignment and Modelling

Role Clarity First  
Commit beyond the Role  
Stand back to Reflect

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# Lessons in Learning

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# Lessons in Learning

Know what Impacts

Focus your Interventions

Offer a Structure

Share Planning and Moderation

Develop your Teaching Assistants

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# Know what impacts

Metacognition

Effective Feedback and Marking

Skilled Questioning

Informed Task Design

Collaborative Learning

Memorability

Expectation (Growth Mindset)

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# Lessons in Learning

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# Lessons in Success

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# Lessons in Success

Measure success through Childrens'  
Experience

Enable involvement through the School  
environment

Define and Capture Success as you go

Win the H Factor

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# Learning behaviours for infants

Noticing

Explaining things

Asking good questions

Learning something new

Practising hard till you get it right

Thinking carefully

Listening carefully

Trying different ways of doing things

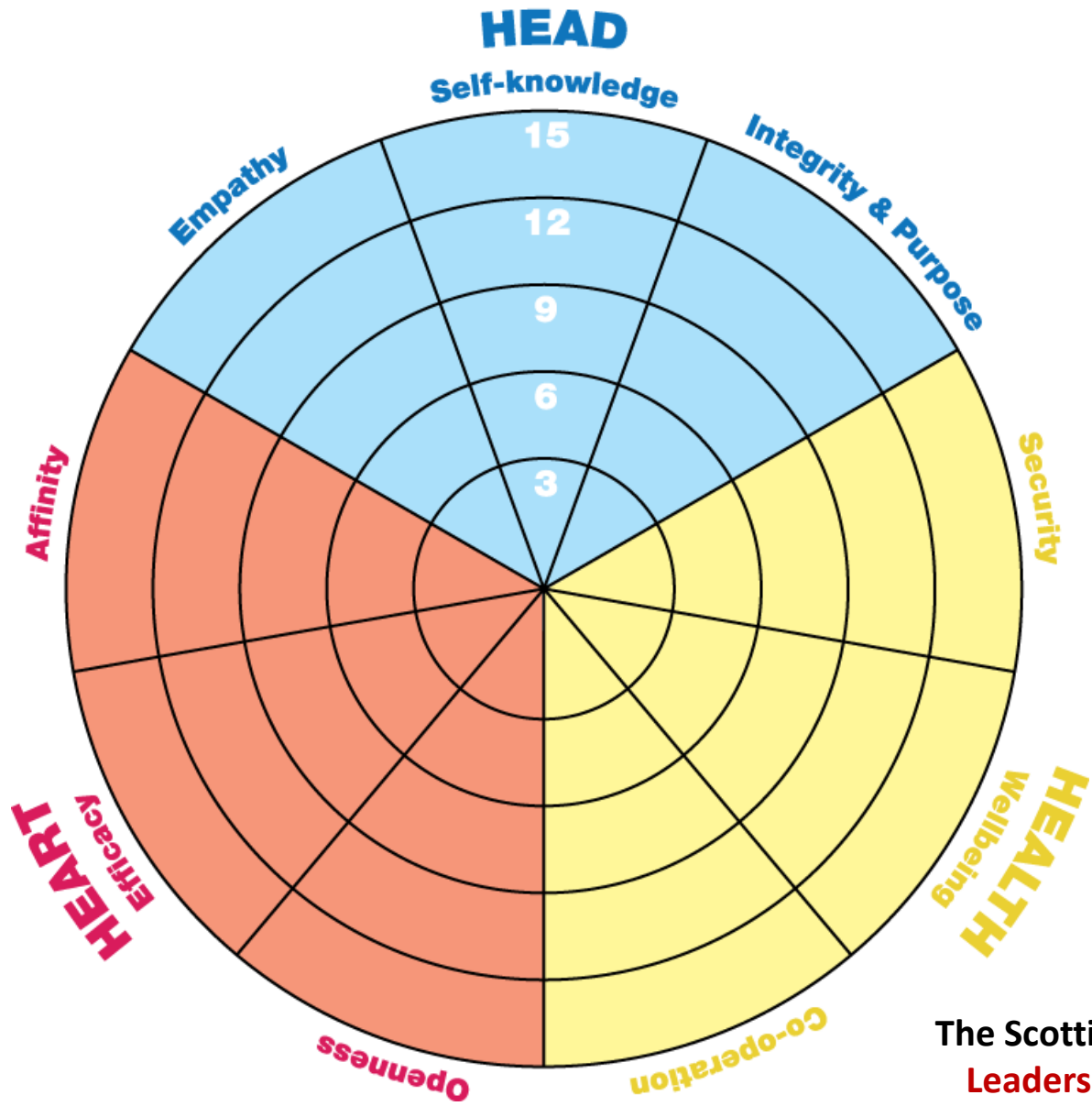
Being a *learning* friend who helps others learn

Making someone else happy

Becoming better at sharing

Reading every day

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# Who is the **happiest**?

Friendship networks

Family support

Sufficient sleep

Regular Exercise

Balanced Diet

Mutually supportive long-term relationship

Hobby or Interest

Faith (or strong belief system)

Job satisfaction

Sufficiently remunerated

Reflective (e.g., Journal or Diary)

Strong locus of control

Others

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# On leaving Dunfermline

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## What I'd Do Next...

1. Model the learning behaviours you wish from others
2. Give explicit guidance and support to parents
3. Integrate Teaching Assistants into shared planning
4. Revise CPD and build around key themes: expectation, differentiation, questioning, feedback and marking, metacognition, task design
5. Introduce focused Lesson study for influential staff in teams of three
6. Track pupil progress methodically

***'Become Leaders of Learning and Promoters of Success'***

KINEMA BALLROOM, DUNFERMLINE



**Sunday, 14th February**

**ELTON JOHN**



**Ticket 12/-**

**Within every community  
there are success stories.  
Scots have not been  
great at sharing and  
enjoying each other's  
successes**

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