



Equity, Excellence and Empowerment. Regional Improvement Collaborative Conference

Overview of Collaborative learning

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Key themes

- Importance of collaborative learning in the context of promoting improvement
- What works regarding promoting collaborative learning to promote improvement.



- There is extensive national and international experience and research evidence to demonstrate that collaboration is crucial for systemic improvement and educational equity.
- In particular, collaborative improvement strategies involving school-to-school networking and cross-authority partnership can work as levers of innovation and system improvement.

(e.g. Fullan 2013, Chapman, C., Muijs, D., Reynolds, D., Sammons, P. and Teddlie C. 2015; Chapman, C and Hadfield, M 2010; Donaldson 2012; Ainscow et al., 2012; Harrison, C. Hofstein, A. Eylon, B.S. & Simon, S. 2008.



- The system has untapped capacity to improve itself
- There is a need to strengthen collaboration both within ***and*** between institutions and authorities
- Evidence and enquiry can be used to bring a critical edge to new arrangements
- Action has to be focused on specific issues, adapted to local context and owned by those involved
- Co-ordination of effort is needed to optimise improvement efforts
- This approach can tackle the achievement gap *and* support the development of a more equitable education system.

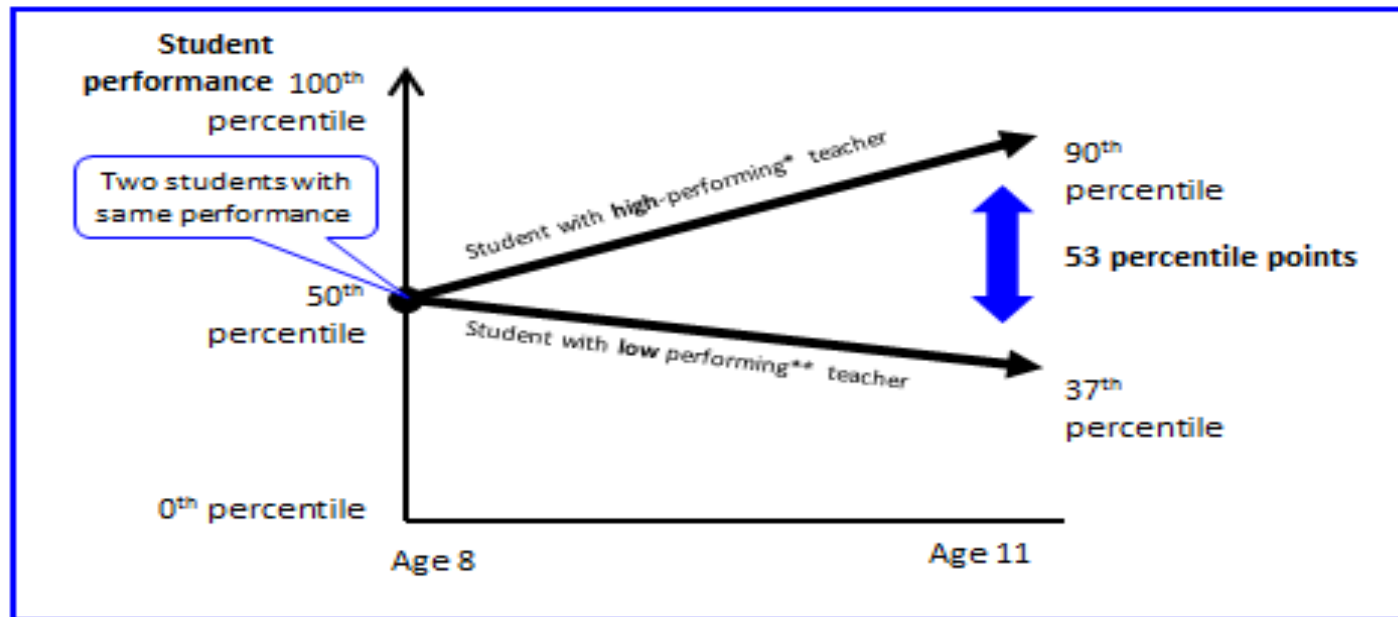


Importance of teacher effectiveness

- Long established that pupils from more deprived communities/families do less well educationally than their less deprived peers (Perry and Francis 2010, The Sutton Trust, 2009, Wedge and Prosser 1973)
- Interventions can have an impact but sustaining and widening the impact is less well demonstrated (Sosu & Ellis, 2014, Greaves et al., 2014, Ainscow et al., 2010)
- Teacher quality/effectiveness has been shown to be a crucial element in promoting positive educational outcomes irrespective of social/economic background (RAND corporation, 2012)



Teacher quality is vital for improving student outcomes



In the classrooms of the most effective teachers, ‘at risk’ students learn at the same rate as those from advantaged backgrounds. Hamre & Pianta, *Child Development*, 76, 949-967 2005

*Among the top 20% of teachers; **Among the bottom 20% of teachers

Source: Sanders & Rivers *Cumulative and Residual Effects on Future Student Academic Achievement*, reported in ‘*Shaping the Future, How Good Education Systems can become Great in the Decade Ahead*’ McKinsey 2009



What works regarding promoting
collaborative learning to promote
improvement?



We have evidence of previous effective collaborative improvement initiatives:

- The Manchester and London Challenges (England)
- The Extra Mile programme (England)
- School Improvement Partnership Programme (SIPP) in Scotland

These all shared similar characteristics that are reflected in the wider research on effective collaboration.



- Are tailored, context specific and have a clear focus
- Invest in building positive relationships and recognise that this takes time
- Promote a risk-taking culture and provide structured opportunities for collaboration – key role here for school and LA leaders
- Draw on external expertise when necessary
- Are locally owned and led
- Generate and share new ways of working
- Use appropriate evidence / data to understand context, challenges, inform practice and assess impact
- All involved understand the principles and definitions of effective collaborative learning and embed this in planning and practice



Research also highlights the importance of

- Clear focus on helping children do well at school and beyond
- Key intermediaries, for example, HTs, motivated staff, QIO, LA managers, Attainment Advisors etc., to help facilitate partnership working and knowledge mobilisation across the system
- Embedding the approaches in school and local planning and ensuring that the process empowers leadership at all levels to support sustainability
- A focus on working with and empowering families and communities. This is key to making a difference to learners' attainment and wider achievement
- Meaningful use of data and evidence from numerous sources including practitioner enquiry.



Collaborative Action Research process:

- Collaboratively establishing what we want to change /accomplish – what is the challenge?
- What actions/ approaches do we need to implement to achieve this?
- Agreeing across the partnership what positive change would look like – what indicators would we use?
- Agreeing what evidence would be needed to demonstrate this positive change?
- Collaboratively developing and implementing change approaches that include integral action research to assess impact and processes.

This process is repeated to provide on-going reflective practice.



Collaboration at all levels

- Educational change is technically simple but socially complex, i.e. planning the actions that are needed can be relatively straight forward; the challenge for the team is to find ways of getting people involved to implement them
- Investing in professional dialogue and networks to build the 'infrastructure' needed for effective collaborative working and enquiry
- Here the role of local leaders and advisers is crucial.

- Year 1: The initial year focuses on building professional dialogue and networks focused on using local data to develop and monitor strategies to tackle the attainment gap. This phase builds professional relationships, forms or develops data/ enquiry teams and a culture of data use.
- Year 2: embeds the activity and approaches developed in Year 1.
- Year 3: Sustains and expanding the approaches to build data and evidence use across the local authority

West Partnership Event March 2019

Celtic Park

Barry Smedley- Head Teacher Douglas Academy

COLLABORATIVE LEARNING



What is important as a school leader?

*...to visualize and create the conditions in which
every child can flourish...*

(Fullan, 2003)

Improving Learning and Teaching

...school improvement is concerned with enhancing student outcomes by focusing on the teaching and learning process...

Hopkins and colleagues, 1994 (as cited by Chapman 2014)

Teacher quality appears to be the crucial variable at classroom level. William (2013) reports that: 1. The most effective teachers are at least 5 times as effective as the least effective; 2. Teacher quality may close the achievement gap in both primary and secondary schools; 3. Good teachers continue to benefit students for at least 2 years after they have stopped teaching them

(Mincu, 2012)

Changing Culture

OECD/CERI's work (2000 and 2004) on knowledge management suggests schools have weak networking and knowledge-sharing amongst teachers- most of the professional knowledge that teachers use in their daily work is tacit: it is rarely made explicit or shared with colleagues. Schools and classrooms are normally isolated from one another rather than interlinked. In short the message is that too many schools still tend to have only rudimentary knowledge management practices, despite knowledge being education's explicit business

CERI 2008 (as cited by Frost, 2012, 223)

Changing culture- improving learning and teaching

Past

- Hierarchical, 'top down' approach to self-evaluation of learning and teaching
- 'Tick box' observation
- Viewed as a competency measure (teaching as a set of skills)

Vision

- Inclusive approaches to self-evaluation of learning and teaching
- Collaborative approaches focusing on learning rather than observing teaching
- Shift to a 'teacher learning' focus

Why teacher collaboration?-

Policy Context

International

- Preparing Teachers and Developing School Leaders for the 21st Century (Inquiry based teaching and learning)
- Schools for 21st Century Learners (Teachers Self-efficacy and their Professional Collaborative Practices, Collaborative Planning, Orchestration and Professional Development)

National

- Teaching Scotland's Future (A greater emphasis on Professional Networks, Improving the Culture and Focus of CPD)
- National Improvement Framework (Teacher Professionalism and School Improvement are key drivers)

Local

- Strategic Plan- Professional Learning Communities

Why teacher collaboration?- Research

...it is assumed that improvement in teaching is a collective rather than an individual enterprise and that analysis, evaluation and experimentation in concert with colleagues are conditions under which teachers improve...

(Rosenholtz, 1989, 73)

...teachers who work in cultures of professional collaboration have a stronger impact on student achievement, are more open to change and improvement, and develop a greater sense of self-efficacy than teachers who work in cultures of individualism and isolation...

(OECD, 2015, 132)

Increased opportunities for collaboration

- Lesson Study- within departments
- Learning Rounds- beyond departments



Two approaches

Lesson Study (UofE)

Departmental approach:

- 3 members of staff jointly plan lesson;
- 3 pupils in the class observed;
- Observe the same pupil over 3 different lessons;
- Selected focus.

Learning Rounds (UWS)

Whole school approach:

- Staff member teaches lessons as normal;
- All pupils in the class observed;
- Group of four observers ; Visit several classrooms over one morning/afternoon;
- Problem of practice.

Lesson Study- why?

...there is emerging evidence from a range of school-based networks to suggest that collaborative inquiry-driven approaches, underpinned by the intelligent use of performance and contextual data, can improve learning outcomes for students...

(Chapman 2014)

Learning Rounds- why?

The intention is to use this to develop understanding of the teaching and learning practice in the school and make plans for what needs to be done next to develop that practice...

(Philpott and Oates, 2015)

Impact- whole school

- Improved attainment at all levels
- Embedded collaborative inquiry into whole school self-evaluation of learning & teaching
- Leadership opportunities developed at all levels
- In-house, context specific CLPL programme developed that involves all staff
- Collaborative approaches extended to other areas e.g. assessment & moderation

CLPL Survey May 2018

<u>Area of Teaching and Learning</u>	<u>Rank</u>
Differentiation	1
Feedback	2
Learner Conversations	3
Questioning Techniques	4
Active Learning	5
Skills for Life, Learning and Work	6
Use of ICT	7
Learning Intentions and Success Criteria	8
Interdisciplinary Learning	9
Revision Strategies	10
Cooperative Learning	11

CLPL Programme 2018-19

Cycle 1 (3 sessions)			
	February 2019 In-service (Session 1)	May 2019 In-service (Session 2)	August 2019 In-service (Session 3)
CLPL Focus	Differentiation	Differentiation	Differentiation
	Feedback	Feedback	Feedback
	Learner Conversations	Learner Conversations	Learner Conversations
	Questioning Techniques	Questioning Techniques	Questioning Techniques
	Active Learning Strategies	Active Learning Strategies	Active Learning Strategies
	Skills for learning, life & work	Skills for learning, life & work	Skills for learning, life & work
	Use of ICT	Use of ICT	Use of ICT

Impact

...teachers place most value on CPD that involves experimenting with classroom practices, working collaboratively, and adapting approaches in the light of pupil/peer feedback and self evaluation...

Pedder et al, 2008 (as cited by Frost, 2012, 208)

Impact on staff

...it's the best professional learning I have experienced in 25 years of teaching...

...watching an individual pupil and how they made progress was fascinating...

COLLABORATIVE LEARNING NETWORKS

Making it happen

A MODEL



RATIONALE

Most effective school improvements are locally owned and led by teachers and school leaders working in partnership and collaboration with like-minded professionals

Collaboration is a key driver for change

The Chief Education Officer of WDC made a commitment to promoting collaboration across schools



BUILDING CAPACITY

Creating the conditions for collaboration



School Improvement Partnerships
Cross authority WDC/Renfrewshire
small change research based
projects.



Training Programme
Collaborative Action Enquiry Model
Creating questionnaires
Implementing a lesson study
Effective Professional Dialogue
Analysing data effectively

Cross school visits

Moderation Trios
P1, P3 and P5
Teacher trios
coming together to
plan and observe
lessons

Probationer
Programme
All probationers
supported to
implement a CAR
Project

Learning Community
Research Projects
Early Years Practitioners
involved in CAR Projects

ELCC Trios
Early Years
Practitioners involved
in CAR Projects

HT Trios
Head Teachers
working together
to deliver change



SYSTEMATIC APPROACH

Strategic Overview



Teacher led

Focus on raising attainment
in Numeracy and Literacy

Supported sessions to plan
interventions

Led by key facilitators

Nurtured by Service
Managers/Head Teachers to
promote collaboration

Class Teachers designed enquiry questions

Class Teachers investigated and researched methodologies

Class Teachers attended training from external experts

Class Teachers met together to evaluate ideas, successes and failures

Class Teachers implemented agreed assessments and surveys

Class Teachers designed measurement tools

Class Teachers shared resources across schools and authorities

Class Teachers planned and delivered lessons together

Class Teachers observed children at work and reflected with
colleagues

Class Teachers facilitated training opportunities, sharing what they
had learned with colleagues

Class Teachers participated in learning rounds or lesson studies to
delve deeper in their understanding of the methodologies they were
now practicing.

Class Teachers analysed data to identify next steps



THE PROCESS

Collaborative Working Model

Preparation

Innovation Teams Set up

Area for Change/Improvement identified

Action enquiry question developed

Action

Research

Baseline surveys/questionnaires implemented

Agreed assessments implemented

Evidence to be collected identified

Follow-up surveys/questionnaires

Findings

Lesson Study Rounds

Evidence analysed

Findings reported

Knowledge shared

Policy and procedures for future practice outlined

Key Features -keeping it simple

Taking a closer look at practice - making a small change and seeing if it will make a difference

- Agreed common question to investigate
- Focus on raising attainment and improving equity
- Trying something new
- Based on data intelligence (qualitative and quantitative)
- Opportunities to plan collaboratively
- Opportunity to observe teaching and learning in action - lesson study/learning round
- Findings shared and evidenced



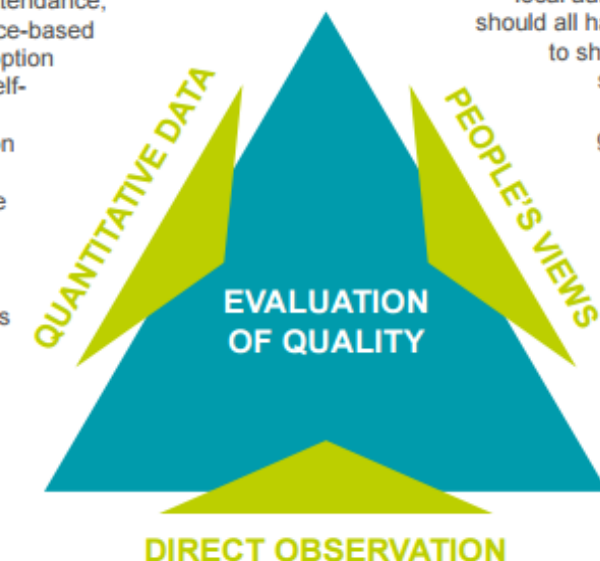
Triangulation of evidence

Triangulation is the process used to ensure evaluative statements about strengths and aspects for development are grounded in a robust evidence base. The triangulation of evidence-based information and data, people's views and direct observation of practice should involve all school staff, learners, partners and other stakeholders. This process leads to a shared assessment of risk and an understanding of your school's capacity for continuous improvement.

Fig. 4: Triangulation

Schools collect a wide range of **quantitative data** for example about attainment, attendance, bullying and prejudice-based discrimination and option choices. Effective self-evaluation includes rigorous interrogation of this data by staff who are data-literate and use the data to recognise emerging issues and when specific interventions are necessary.

Staff, pupils, parents/carers, partners and other stakeholders such as the local authority or governing body should all have regular opportunities to share their views about the school. Examples of how **people's views** can be gathered include through surveys, focus groups, ongoing professional dialogue, learning visits and minutes of team meetings.

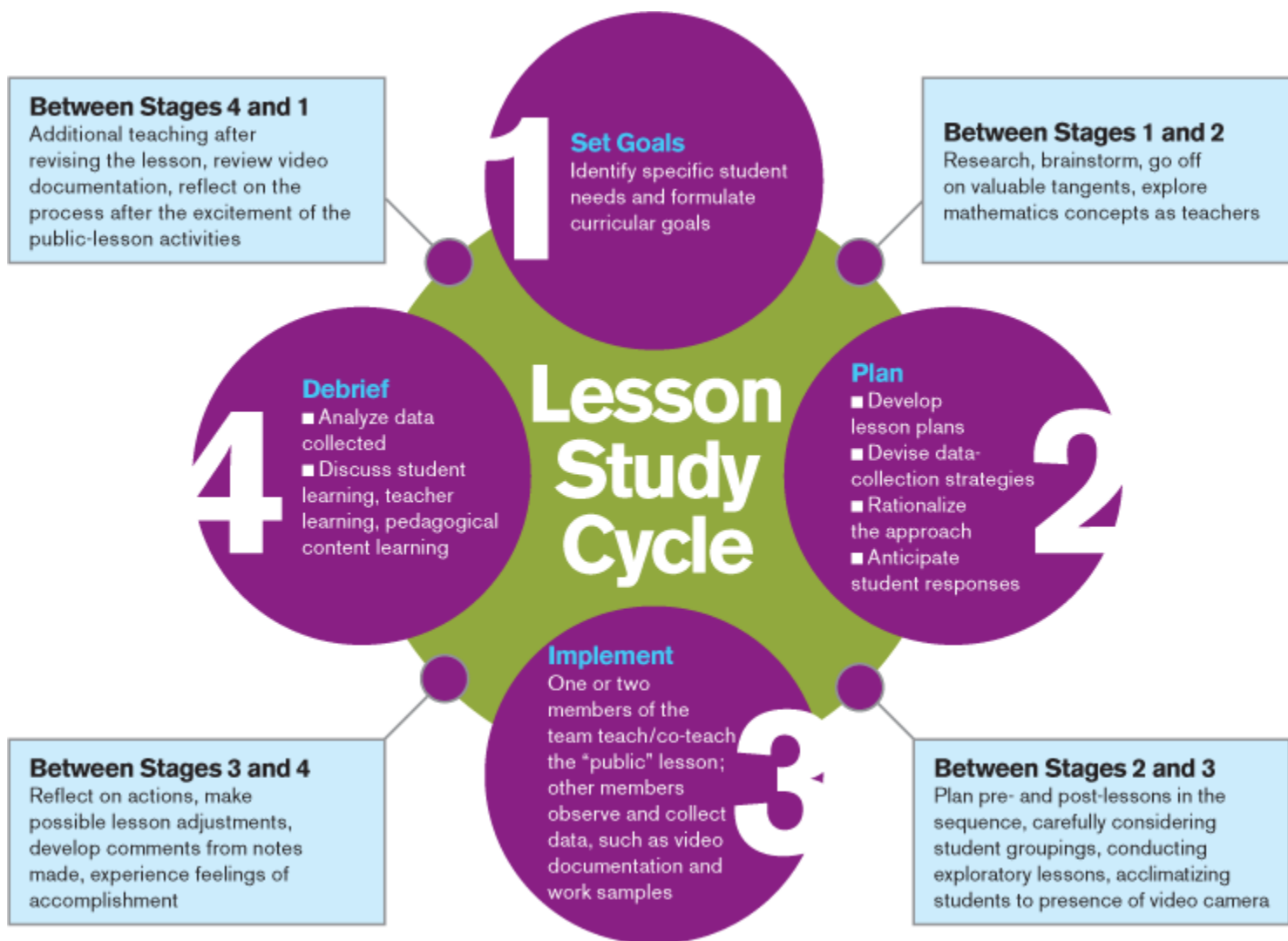


Direct observations of practice can take place in a range of learning contexts including during learning which takes place outdoors, in a workplace, at college and during excursions and residential experiences. Observations should be linked to agreed criteria and a shared understanding of their purpose. All stakeholders including staff, learners, parents and partners can engage in these structured observations and give feedback to support self-evaluation.

Quantitative Data

Qualitative Data

Lesson Studies



Possible Timeline...

SIPP - OVERVIEW			
TIMESCALES	PROCESS	POSSIBLE ACTIVITIES	Success Criteria
Aug - Oct	PLANNING	Identifying groups, research questions, data to be collected	All groups having met and completed plan
Oct - Dec	TRAINING/SKILLS DEVELOPMENT	Training opportunities, professional research	Training offered in creating questionnaires, lesson studies, supporting professional dialogue
Jan or before Intervention	PRE- TESTING	Pre-tests, questionnaires, surveys	Pre- Tests developed and implemented. Surveys, questionnaires carried out
Jan- April	IMPLEMENTATION OF INTERVENTION	Learning rounds/studies, videoing good practice	Learning Rounds completed in each SIPP Video evidence captured
May	POST TESTING	Post-tests, questionnaires, surveys	Post -Tests developed and implemented. Surveys, questionnaires carried out
May	DATA COLLATION/ANALYSIS	Additional training and support, evidence collated, interpreted and presented	Training and support provided in data analysis Summaries of data findings created
June	SHARING OF FINDINGS	Final reports, presentations of findings to others, sharing of resources, guidance packs	Final reports completed Opportunities made available to share findings Guidance Packs created (where appropriate)



LESSONS LEARNED

Busy teachers have a clear understanding of the expectations

- Share expectations of commitment – attend 5 Collaborative Meetings to plan and implement a class based intervention participating in at least one learning round/lesson study
- Keep the meetings task focused
- Clarify and revisit **rationale** – enquiry question – ensuring all staff understand the aim of the intervention
- Plan and share a **consistent approach** to implementation – especially in relation to data collection
- Plan meeting **dates** early on in the process – staff commit to dates

The key role of facilitators to maintain momentum of projects - identify project leaders to '**drive**' the project – not 'do' it

- Facilitators meet regularly with teams to support and challenge groups
- Role of leaders within schools to ensure collaboration is promoted and prioritised
- Ensure staff are confident through offering appropriate training – where appropriate share **expertise**
- Offer staff **personalised support** – find out the what the barriers are and offer support – the challenge is involving all staff not just enthusiastic staff



OUTCOMES

Strategically Managed and Locally Coordinated

8 projects involving 16 practitioners in 2013-14
70 projects and 200 practitioners in 2018-19

1. Classroom practitioners reflecting on classroom practice
2. Classroom practitioners committed to leading research - changing classroom practice
3. Increased engagement with data by classroom practitioners

Through increased and planned opportunities for professional collaboration



"The project has had an impact on the children involved and on building the confidence and willingness of the staff to be involved in future collaborative activities. The project I am sure will have an impact on how we take forward priorities on our improvement plan - particularly numeracy." Primary School Head Teacher

"I have found collaboration useful, visiting other classes in different schools was very effective and I felt the professional dialogue was worthwhile."
Primary Class Teacher

"More links have been created between establishments, increasing the sharing of different expertise and ideas; this has impacted on confidence and increased knowledge."
Primary Depute Head Teacher

"I felt really anxious and worried when I knew other teachers were going to come and watch me teaching but because we planned the lesson together and the focus was on the children learning not the teacher teaching I found the experience very enjoyable"
Primary Class Teacher