

## Supporting Improvement: Pedagogy and Equity

### Programme for Support for Learning Workers in Glasgow City Council

#### Tapestry and Glasgow City Council in Partnership with Professor Dylan Wiliam

#### Summary Information

#### Background

Glasgow City Council is committed to raising attainment and achievement and are working in partnership with Tapestry Partnership to support teachers and Support for Learning Workers to adopt a consistent approach to improving classroom practice as part of the 'Supporting Improvement' priority. This programme specifically tailored for Support for Learning Workers is designed to complement the Pedagogy and Equity programme currently underway for teachers. The principles reflected in both programmes are supported by research. In particular, key advisor, Dylan Wiliam's work with Paul Black identified a solid body of research showing the effect on children/young people's achievement of **5 key strategies**. When implemented well, these strategies can effectively double the speed of learning and the strategies are among those essential to support reducing the poverty related attainment gap as detailed in the Sutton Trust - Education Endowment Foundation (EEF) Toolkit.

The focus of the programmes for both teachers and Support for Learning Workers are these 5 key strategies:

1. **Ensuring understanding of expected learning and criteria for success**
  - Teachers plan for, share and ensure that the learners understand the focus of the learning and the criteria for successful learning – SfL Workers help groups and individual children/young people understand the focus of learning and the success criteria.
2. **Using classroom discussions, questions and tasks that motivate and elicit evidence of learning**
  - Teachers and SfL Workers use questioning, discussions and tasks to motivate learners, encourage deep thinking and to find out where the learners are in their learning.
3. **Providing feedback that moves learning forward**
  - Teachers give feedback in a way that identifies strengths and next steps in an ethos where errors are welcome. SfL Workers support teachers in giving feedback to children/young people that helps improve learning in an ethos where errors are welcome.
4. **Providing opportunities for learners to support each other's learning**
  - Teachers provide opportunities for learners to support each other in terms of peer tutoring, working collaboratively and peer assessment. SfL Workers support children/young people in these opportunities to support each other.
5. **Providing opportunities for learners to take responsibility for their own learning**
  - Teachers support learners in understanding what and how they are learning – self-regulation. SfL Workers support children/young people in taking responsibility for their own learning.

'The "big idea" that ties these 5 strategies together is that we use evidence of the learning to adapt teaching, or support, to meet children/young people's needs.' *Professor Dylan Wiliam*

*"We are committed to continuing to invest in high quality professional learning for all our staff. Professional learning is vital for the successful delivery of improvements. The experience, attitudes and capabilities of all staff and the culture of collaboration, reflection and improvement in schools make a critical contribution to providing an excellent educational experience for children/young people and families in Glasgow."*  
**Glasgow City Council  
 Education Services  
 Supporting Improvement**

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For real improvement, the strategies above need to be **embedded** in daily practice. This Tapestry programme provides the opportunity for Support for Learning workers to be open to ideas and actively learn for themselves. It encourages consideration of research and action to improve practice which ultimately supports improved learning and closing the poverty related attainment gap.

### Aims of 'Pedagogy and Equity Programme for SfL Workers'

- To work in partnership with Tapestry to support the local authority priorities for education in Glasgow in particular 'Raising Attainment and Achievement through Glasgow's Improvement Challenge 2015-2020;
- To support SfL Workers in their role as an integral part of a child's learning journey;
- To give confidence to Support for Learning Workers in:
  - understanding how and why teachers put the 5 strategies into practice;
  - working in partnership with teachers and others to support improvement through consistency of approaches to supporting learners;
  - understanding the importance of reflecting on and improving how they support children/young people in terms of their learning in relation to those messages identified through research and
  - embedding these into ongoing every day practice to ensure improvement for children/young people.

*Tapestry will work in partnership with Glasgow City Council Education Services to support the local authority priorities for education in Glasgow in particular 'Raising Attainment and Achievement through Glasgow's Improvement Challenge 2015-2020*

### Programme Format

The programme is designed to support schools already involved in the Supporting Improvement: Pedagogy and Equity Programme for teachers, that wish to ensure consistency of practice by also improving how learners are supported by SfL Workers. Improving teaching and learning is not an easy or a quick process and all those involved in supporting learning will need to engage with other colleagues over the period of the programme (and beyond) to change habits and to see the improvements that research tells us is possible. The professional development model used involves workshops led by a Tapestry tutor using the format of Learning Community workshops.

**A Learning Community consists of a group of SfL Workers who meet in a group during the workshops to improve how they support children/young people in their learning. It places the responsibility onto all workers for supporting and challenging each other as a group.**

The SfL Workers will attend an introductory workshop and 7 further workshops as well as the Dylan Wiliam Masterclass. During the programme they will consider the research and practical ideas in terms of improving their support for learners whether in groups or individually in the classroom. They will reflect on their current practice and plan for ongoing improvement during the workshops.

At the workshops all SfL Workers will share their changes to practice since the previous workshop and will be challenged and supported by colleagues as appropriate. In school, they will liaise with a member of the teaching staff involved in the school Teacher Learning Community.

On the next 2 pages you will find an overview of roles of personnel involved (page 3) and then an overview of the sessions for SfL Workers (page 4). More details including approximate timescales are shown in a separate handout.

## Supporting Improvement: Pedagogy and Equity – Programme for SfL Workers

### Roles and Responsibilities

#### Support for Learning Workers

- Attend every workshop
- Share progress and changes to their practice since the last workshop
  - Actively listen to and challenge/support other SfL Workers
- Participate fully in professional discussions on approaches to improving practice during the workshops
  - Commit to and implement a plan to improve an aspect of practice between workshops
- Discuss progress between workshops with a member of the teaching team participating in the school Teacher Learning Community (Link TLC teacher)
- Complete their Professional Learning Log ongoing through the programme
- Support other SfL Workers through discussion between workshops

#### Link TLC Teachers

- Meet with link SfL Worker in between workshops to discuss how they are progressing
- Support the link SfL Worker with their planned changes to practice

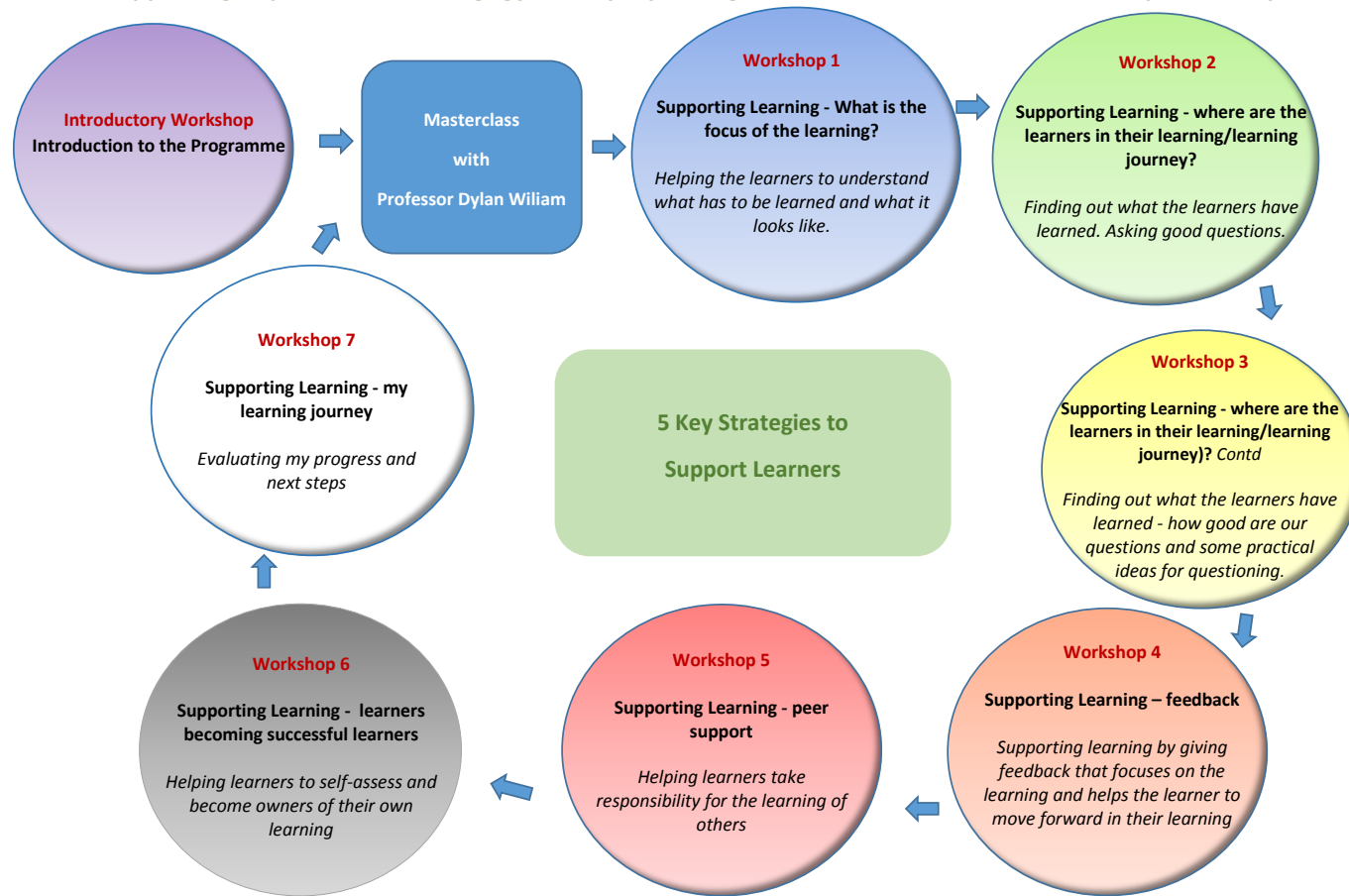
#### Headteacher

- Ensure that SfL Workers in the school understand the format and expectations of the programme
  - Attend sessions for SMT
- Ensure support by a member of the teaching team in the school for SfL Workers during the programme
- Co-ordinate the evaluation of the programme and next steps for the school

#### Local Authority Council Officers

- Local authority key officers will liaise with Tapestry Partnership throughout the duration of the programme
- Officers, as part of quality improvement procedures, will support the implementation and evaluation of impact of the programme

## Supporting Improvement: Pedagogy and Equity – Programme for SfL Workers – Workshop Summary



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## Supporting Improvement: Pedagogy and Equity – Programme for SfL Workers

### Sessions for Support for Learning Workers

#### MASTERCLASS

SfL Workers will have the opportunity to consider 'Supporting Improvement: Pedagogy and Equity' during the **one-day Masterclass with Professor Dylan Wiliam**. The purpose of this introduction to the programme is to make sure that SfL Workers understand why improving practice in particular through the 5 key strategies and Learning Community workshops are so important to raising achievement. He will offer some practical advice on supporting learning.

#### WORKSHOPS

Every workshop is led by a member of the **Tapestry Partnership tutor** team and starts with everyone sharing their progress and finishes with personal planning. Professional discussion on an aspect of learning from the key strategies takes place in between. Support for Learning Workers are expected to improve their practice with support from colleagues, noting progress in their Professional Learning Log.

The format for each workshop is shown below:

1. **Welcome... sharing aims**
2. **Share – Support – Challenge... feedback on changes to practice since last workshop**
  - *Each person will be given time to share with their colleagues the progress they have made in their practice since the last workshop in an ethos where errors are part of the learning experience. (confidentiality is essential).*
3. **Professional discussion**
  - *At every workshop time is given to activities led by the Tapestry tutor designed to discuss and understand the focus of the workshop taken from one of the 5 key strategies. This will include the research and practical ideas for SfL Workers to use in the classroom.*
4. **Reflection and Personal Planning**
  - *Time should be taken to reflect on learning from the workshop and make a brief note in the relevant section of the Professional Learning Log.*
  - *Time is given for everyone to plan, and commit to, what improvement to practice they plan to try to make before the next workshop.*
5. **Arrangements for next workshop**
  - *Everyone to check arrangements for next workshop.*

#### SHARING PROGRESS MEETINGS WITH LINK TLC TEACHER

Between workshops, Support for Learning Workers will discuss how they are progressing with their planned improvements and get support from their **LINK TLC TEACHER** ie a member of the teaching staff who is participating in the school Teacher Learning Community (TLC) as part of the *Supporting Improvement: Pedagogy and Equity Programme for teachers*.

Improving staff are characterised by:

- 1 *The belief that improvement is possible*
- 2 *A willingness to reflect critically on their own way of working*
- 3 *The recognition that there are other ways of working to support learning*
- 4 *A willingness to learn what has to be learned in order to do the job that has to be done*

Adapted from MacGilchrist  
'The Intelligent School'