



# learningrounds

<b><i>Introduction</i></b>	<b>3</b>
<b><i>Section 1: The background to Learning Rounds</i></b>	<b>5</b>
<b><i>Section 2: What is Learning Rounds?</i></b>	<b>6</b>
The Learning Rounds Process	
<b><i>Section 3: What did we do?</i></b>	<b>7</b>
Project 1: Improving school effectiveness in teaching and learning	<b>7</b>
Project 2: School wide improvement, supported at authority level	<b>8</b>
Project 3: System-wide improvement at directorate level	<b>8</b>
Project 4: Flexible routes to the Standard for Headship	<b>9</b>
<b><i>Section 4: How did we work?</i></b>	<b>10</b>
<b><i>Section 5: Impact of the programme</i></b>	<b>11</b>
<b><i>Section 6: System-wide Change</i></b>	<b>13</b>
<b><i>Section 7: Conclusion/recommendations</i></b>	<b>16</b>
<b><i>Appendix 1: Bibliography</i></b>	<b>17</b>
<b><i>Appendix 2:</i></b>	<b>19</b>
Summary of Learning Rounds team involvement at June 2010	
<b><i>Appendix Three: Project 4 - Benefits</i></b>	<b>21</b>

## ***Introduction***

Learning Rounds relates to the potential for systemic change where individuals change or improve their practices based on critical reflection. The key purpose is to promote a model of CPD based on collaborative practice and with an emphasis on the learning experience for all participants.

At its very core Learning Rounds is about educators observing learning and teaching in action. It offers teachers and other colleagues engaged in education a new way to develop a common language, based on agreed evidence, to discuss learning, and to identify next steps for improvement at a personal, school and authority level.

The strengths of the programme lie in the perception of staff that this is a 'bottom-up' model, with learning that is owned by those working in the school or centre. Learning Rounds (LR) is not done **to** schools, rather it is done **with** groups of interested volunteer staff.

### ***Learning Rounds has worked because . .***

#### **. . it makes a difference**

Learning Rounds can deliver high quality, sustainable improvements in the learning experiences of pupils in a range of contexts. It helps develop **collegial practice** and a **positive ethos**. Above all it is a motivating experience for participants.

#### **. . it builds learning communities**

Learning Rounds offers teams, schools, clusters and authorities a straightforward and effective way to build **a learning community**, owned and led by teachers, focussed on what matters.

It can provide an approach to the development of cluster engagement with **schools working together** at a practical level, fostering a sense of collegiate responsibility within a culture of positive support and challenge

It can provide an avenue for leadership development of **middle leaders** from within and across clusters

#### **. . it supports CPD for Curriculum for Excellence**

Learning Rounds provides high quality CPD at 3 levels:

- It promotes **individual learning** for each member of the **observation** team by building up understanding of what is effective learning and teaching
- It develops **the capacity of a school** and **authority** to create a culture of collegiality and shared learning in order to improve the learning experience of pupils.
- It creates new capacity **to bring about system wide improvement**

**. . it is affordable and sustainable**

Learning Rounds is not an event, but a **professional learning process** that is most effective when it is embedded in practice. It offers a powerful and cost-effective way to deliver improvements in learning and teaching across schools and authorities. It does not require the services of visiting experts, but builds on the learning and experiences of a range of colleagues including establishment staff, authority personnel and other school partners. Learning is shared and collegiate. Schools and authorities have found different ways to achieve this, often at minimal or no financial cost.

## ***Section 1: The background to Learning Rounds***

Much of the inspiration for Learning Rounds comes from the work of Professor Richard Elmore of Harvard. Elmore adapted the ideas from the practice of “Medical Rounds” in hospitals, into a Professional Rounds model for use in the unique contexts and challenges facing schools and education authorities. Central to this process is Elmore’s philosophy that schools need to break down the isolation that colleagues can experience at all levels when faced by the change process. He says, ‘Privacy of practice produces isolation; isolation is the enemy of improvement.’ This focus on collaborative learning and collegial practice means LR is particularly pertinent in the context of developing *Curriculum for Excellence* and issues around *Closing the Gap*.

In 2005 the Scottish Government developed an International Thought Leaders programme to stimulate innovation and creativity in the area of CPD and Leadership. Part of the programme involved giving Scottish educators access to respected international educational thinkers from abroad. Elmore visited Scotland in March 2007 as part of this programme. He met many of the key partners engaged in shaping new ways of developing school leaders and led a major seminar for headteachers and other interested educators. He also led a trial of Professional Rounds in Queen Anne High School in Fife on 29 March 2007. This involved a team of 14, made up of 9 school, 1 authority and 4 university personnel, spending a day in Queen Anne High School observing classes and discussing the results. Colleagues, consisting of principal teachers and deputy head teachers, came from schools around Fife, with two colleagues from Queen Anne itself.

This pilot laid the basis for the development of a Scottish Government Schools Directorate Learning Rounds programme in Scotland from August 2008 led by the National CPD Team and the Scottish Centre for Studies in School Administration [SCSSA].

## ***Section 2: What is Learning Rounds?***

Learning Rounds is a new kind of collaborative professional learning. It involves teams of staff observing and learning about and from school practice. Observers create a base of evidence describing what they have seen. There are no evaluative comments or value-laden points. The team then discusses how they, their school or authority will use the data to bring about improvement.

This evidence-based process leads to a continuous development of practice at personal, school and authority level. Staff learn together and both those observed and those observing develop and deepen their understanding of how to improve learning. As importantly the process creates descriptive evidence that can generate effective change across a school or authority.

Learning Rounds is not an event, but a professional learning process that can be embedded in practice. It offers a powerful and cost-effective way to deliver improvement in learning and teaching across schools and authorities. It does not require the services of visiting experts, but builds on the learning and experiences of a range of colleagues including establishment staff, authority personnel and other school partners. Learning is shared and collegiate. Schools and authorities have found different ways to achieve this, often at minimal or no financial cost.

### ***The Learning Rounds Process***

A Learning Rounds begins with the establishment of a learning team. This team can be made up of staff from one school, or from a range of schools. It can include local authority officers and staff from partner agencies. With the host school, the learning team agree a focus for the Learning Rounds which should be observable and based around an issue of learning and teaching.

The learning team spend a morning observing learning and teaching in the host school, typically a minimum of six episodes. Through this process they gather evidence that is descriptive and specific.

Team members then discuss what they saw. They analyse the evidence - arranging it and identifying patterns. The strength of this element of the process lies in the rich discussion that follows group observation, and the principle that the learners are not those who are observed as in a traditional model, but those who are observing.

The group then engage in next steps creation. In the context of available resources, they generate and discuss a range of ideas on what should be done next at a system wide level.

### ***Section 3: What did we do?***

The Learning Rounds initiative began with a joint proposal by the National CPD Team and SCSSA to the Scottish Government in September 2007 to fund a small scale project over a 22 month period. The “Medical Rounds Approach” was described in the original bid as supporting learning around the efficacy and impact of the Elmore model in four different Scottish contexts. These were

1. Improving school effectiveness in teaching and learning
2. School wide improvement, supported at authority level
3. System-wide improvement at directorate level
4. Flexible routes to the Standard for Headship

These projects sought to develop a radical approach to the observation of learning and teaching which focussed on evidence rather than on evaluation of practice, while complementing and building on existing developments such as coaching, classroom /peer observation, ‘thought-leaders’ programme, authority reviews, etc. The fundamental objective of the approach was to enhance learning experiences for all children by fostering greater collegiality and developing practice within and across schools.

A joint Learning Rounds team was established in September 2008. The following is an overview of activity in each of the four identified areas.

#### ***Project 1: Improving school effectiveness in teaching and learning***

The LR team have led and supported a large number of LRs in individual schools, always at the invitation of the headteacher and staff. This enabled a continuous review of the process, and meant that the model was strengthened and developed as the team built up shared understanding. Many of the schools had been involved in LRs at authority level, and were keen to explore the potential of the model within their own environment. It became clear that educators valued it as an effective way to build consistency of practice, to share ideas relating to effective learning and to build collegiality. A number of individual schools took forward LRs independently, having heard about it from colleagues or having attended a SCSSA or CPD Team briefing.

The LR team has continued to support schools wherever possible, and have actively encouraged peer support. For example a number of headteachers from Perth and Kinross arranged a day long visit to a school in North Ayrshire which they found extremely helpful in extending their own understanding of the process as a consequence of which the model has been adopted in a number of schools; a group of class teachers from the same North Ayrshire school also led a Learning Rounds for colleagues in a school in South Ayrshire. A primary headteacher in the Scottish Borders, and another in Edinburgh, were so interested in the positive changes they believed had occurred in their own schools as a result of Learning Rounds, they arranged to work with other schools in their area. More examples of this can be found on the Learning Rounds Glow group. Supported by their authorities, they have offered to contribute to seminars on Learning Rounds within their own council and at national level.

## ***Project 2: School wide improvement, supported at authority level***

We identified two authorities who were interested in exploring the model. In one the Learning Rounds team was composed of headteachers and authority officers; in the second the team was made up of principal teachers from a number of secondary schools and officers from the authority. In both cases there was a lead and support role for the National Learning Rounds Team. In each authority the first Learning Rounds was viewed very positively by those involved and both authorities have adopted the model more widely across their schools.

Since these first steps, the LR team has led Learning Rounds in nine local authorities, across the spectrum of provision from early years to secondary; mainstream and special and has included colleagues from partner agencies. Activity has been in individual schools, and across a significant number of schools within and across sectors. The model has proved to be effective in these different settings and for many different groupings. It has involved a full range of staff (directors, heads of service, CPD managers, teachers, early year's workers, classroom assistants, headteachers, principal teachers, local authority officers, CLD staff, psychological services and school librarians). In a small number of cases we have been part of Learning Rounds which have involved pupils. The LRs have involved educators from early years' centres, and from the primary, secondary and special sector, from clusters and families of schools and from authority-wide learning teams.

In addition to the nine authorities who have been involved as described above, a further nine have requested briefings from the LRs team to headteacher conferences, cluster meetings, etc, and have indicated an intention to support the model in their schools.

As a consequence of the very positive feedback from partner agencies and other stakeholders who had experienced Learning Rounds, the team is now developing a model which will formally incorporate the rationale and process for collegiate learning amongst colleagues who have a shared commitment to the delivery of CfE, ASL and GIR within an education setting. The model is being developed in collaboration with all interested parties, including SWS, Health, MCMC, HMle and LTS. It is intended to trial the model in January and February in a range of settings – Children & Families Centres; special schools and inclusionist settings in mainstream.

## ***Project 3: System-wide improvement at directorate level***

One of the basic values on which Learning Rounds is based is that of the need to explore changes at system-level in order to improve the pupil experience of learning. In this context the LR team invited interest from directors of education across Scotland, and subsequently led a group of five directors on a full engagement with the process. This included briefing sessions and at least one full day spent observing learning and teaching. The post observation discussions focussed on the evidence and began to

explore the implications for authorities on system wide change. In follow up interviews with each of the participants they said it had been an instructive process. One director said, "The concept is a winner because you immediately see where benefits can come. LRs are all about the quality of teaching and the learning experience that young people have."

The team was asked by one of the participating Directors to lead a series of LRs across his authority which included all members of the education officer team. At the conclusion of this major initiative, a joint conference of headteachers, teachers and education officers discussed the collated evidence from this project in terms of challenges to current systems of quality improvement and school support. The team has also interviewed each of the directors or heads of service in the authorities where we have been involved to a significant degree to identify next steps in terms of system change. This will form the main focus of next steps for Learning Rounds in the new school year.

#### ***Project 4: Flexible routes to the Standard for Headship***

This is the most recent project that the team has led. Our interest was in exploring whether the LRs model could offer new insights and support to school leaders. Our target group for this work was those colleagues who were already engaged in the Flexible Route to Headship (FRH) programme.

Project 4 involved a pilot group from the current Flexible Route to Headship cohort (2008–10). The participants formed a group of three to observe each other in turn. The focus for observation was identified from each participant's professional learning plan (PLP). FRH participants have constructed their PLP following a self audit against the Standard for Headship. The audit allows participants, in discussion with their professional development coach and headteacher, to identify strengths and individual development needs within essential elements of the Standard for Headship. Contained within the PLP will be at least one project relating to leading learning and teaching and leading and developing others.

The PLP offered a platform for observation within Learning Rounds. Through discussion with the coach the participant identified an aspect of leadership of learning and teaching which formed the focus of observation. This could already be considered a strength which the participant considers can be improved. Observation followed the Learning Rounds model within the classrooms of the host FRH participant. The observer group included one mediator from the National CPD Team, 2 other participants from FRH, one other school leader from the local authority and the FRH Leadership Development Coach from the authority.

Some of the benefits for participants and for the FRH programme are described in Appendix 3

## ***Section 4: How did we work?***

The team identified four work strands to drive forward the Learning Rounds programme described above.

### ***1. Learning through Reading: Literature Review and Bibliography***

There was agreement among the LR team that the development of the approach should take full account of available and relevant research and current practice. A bibliography was developed (See Appendix 1) and used to influence thinking, and members of the team explored the principles and core values of the initiative with a wide range of colleagues throughout the life of the project.

### ***2. Learning by Doing***

The team was committed to “learning by doing” and so began to seek opportunities to try out the methodology in a range of different sectors and situations. After each LR, the team reflected on the experience and amended the model in the light of new insights

### ***3. Learning by Sharing***

As the projects progressed, the team offered training, presentations, awareness-raising and briefing sessions to staff in the authorities through the CPD Managers’ network, and to schools and centres through the work of SCSSA. These proved to be popular and contributed to the rapid spread of interest in the programme. (See Appendix 2 for a summary of activity up to June 2010)

### ***4. Resource Development***

The team was concerned to build sustainability into its work, and so drew together the resources, materials, presentations, etc into an *All you Need to Know About Learning Rounds Toolkit*. This was launched at an event in June 2010 at which more than 20 different authorities were represented. Following the conference a number of schools and local authorities have adopted the approach. In response to expressions of interest, this event has subsequently been offered again to very positive evaluations.

## **Section 5: Impact of the programme**

Learning Rounds aims to register impact on three levels: personal, collegiate and systemic, with the objective of enhancing the learning and life chances of children and young people. To do this, the programme provides a specific context for professional development which is premised on collegiate activity and which addresses the expectations in Curriculum for Excellence as rehearsed in BC5: that staff will undertake self-evaluation at individual and school level. It also supports staff in achieving and maintaining the Standard for Full Registration.

This section provides information, based on the feedback from staff who have been involved and the observations of team members, on evidence of impact to date. Given the phase of implementation, impact registers most in the areas of personal and collegiate results. There are however encouraging signs from some authorities that the approach has merit for reviewing current systems, for example, the way in which Quality Improvement Officers engage with schools – particularly in a climate of high-expectations of self-evaluation at school and local authority level. The team is also exploring its potential in relation to the Children’s Services agenda as a means of refreshing opportunities for corporate professional development. Again early signs are encouraging.

### **Personal: Learning Rounds as CPD**

Across the many schools and establishments which have undertaken Learning Rounds there has been an overwhelming positive response in terms of the immediacy of impact on personal professional development, from probationer teachers to long-serving unpromoted staff to promoted colleagues.

The following quotes are representative of the feedback which has been given from colleagues in all sectors

- “A great opportunity to have an informed discussion with other colleagues”*
- “Gave me a greater insight into the overall learning environment in the school”*
- “Feel much more comfortable about discussing learning and teaching”*
- “Great chance to spend time with colleagues who you don’t usually have time to meet with”*
- “It (Learning Rounds) is going to help me identify my CPD needs”*
- “Has definitely made me reflect on my own practice”*
- “Great to see the children in other areas – made me think about how they respond in my class”*

Initial involvement in the process has prompted educators to maintain contact with colleagues in their own schools with whom they might not have previously engaged and to establish contact with colleagues whose schools they have visited. The National CPD team has developed a facilitated, self-help community on GLOW to support this contact. The site will not only signpost colleagues to relevant information and contacts but will also hold videos of colleagues who have participated in Learning Rounds sharing their perspective and most importantly will describe the ongoing impact of the experience on their professional

development and practice. It also holds the finalised version of the ***Learning Rounds Toolkit*** which is the product of ongoing discussion with colleagues and provides guidance on the principles and practice which underpins the approach.

### ***Impact on Schools/Centres: Collegiate Working***

The experience of the Learning Rounds process has illustrated that although colleagues work in the same schools and have discussions with colleagues they do not necessarily recognise this as collegiate activity. Learning Rounds provides a structure and process which formalises collegiate activity in a very real and immediate way. Many colleagues have commented that by being involved in teams of staff who would not necessarily have contact has greatly enhanced the collegiate culture in the school. In addition, LRs helps create a shared language which educators can use to discuss learning, their own and importantly, that of their pupils. This in itself can be of real help to schools who are building a learning community.

The enhanced insight LRs has given staff, whether it is a P7 teacher observing learning experiences in early years or the technical teacher observing pupils in the art class undertaking tasks planned as part of a collaborative CfE project, has been a universal feature in all of the LRs. The process has been credited as providing a means by which staff can progress the challenge of shared planning and, critically, assessment. For example, in at least two recent HMIE reports, it was noted that the quality of self-evaluation within the schools was improved through engagement in LRs.

Teachers who have been involved in LRs tell us that they have a new understanding of the range of learning activities and contexts which pupils experience and that this has provided a very real reference point for considering how to put the principles of CfE in to practice.

Schools have also reported on changes to school wide understanding and practice in relation to other issues such as the implementation of AifL ; differentiation and personalization, and pace and challenge. This has been as a direct result of “seeing with their own eyes” and accepting that practice has to be developed in these areas. Many staff have commented on LRs being a prompt to their “professional conscience” in a way that perhaps external assessment has not.

### ***System-wide Impact***

The potential of Learning Rounds as a catalyst for system wide change has been recognised. To date the most significant developments have involved some schools adopting it as the core CPD collegiate activity and ensuring that time and budgets are prioritised accordingly. There is feedback from secondary and primary schools of the direct influence of Learning Rounds on their collegiate CPD activity. There is also evidence of schools revising their school improvement priorities as a consequence of the evidence collated following a Learning Round.

The team has been involved with authorities who are actively considering a revised model of school self-evaluation. This has included reflecting on a more collaborative role for authority officers in their annual reviews of schools.

### ***Section 6: System-wide Change***

Learning Rounds enables school and local authorities to explore the issues and conditions for effective system change and improvement and how to build shared expectations and practice among all colleagues. Its target is to help transform the fortunes of schools by both building capacity in a collegiate fashion and developing strong internal accountability systems that will develop sustained and continuous improvement.

The development of effective system change has been the most challenging feature of the LR Team's work and we see it in action where groups of observers have presented their descriptive evidence to a school or authority. The LRs model, which draws heavily on the research by Elmore, suggests that in response to this evidence a school or authority would draw up a list of next steps, which it would present to a return visit of the observation group. In this forum, group members would offer opinions on the school's plans. This meeting should be a significant driver for change, leading to an amended and often innovative 'next steps' programme. The key is that everyone is learning in a joint enquiry and, like the medical rounds model in hospitals, it would be necessary to revisit issues to ensure that there is improvement. Where there is a lack of progress, the strategy should be amended accordingly until fully successful. This combination of evidence and a jointly generated prescription has, according to Elmore, had a huge impact on the schools involved. However the LRs team has found it difficult to replicate this full model in a Scottish context.

This area around system change and sustaining improvement has proved the most challenging aspect of the Learning Rounds programme. The following issues and concerns have been raised by educators involved in the Learning Rounds process:

- Using descriptive data to generate 'next steps' is a difficult and challenging process. Some colleagues, when faced with information that indicated an issue across their school or group of schools, found that their initial response was to gravitate towards solutions designed to improve the situation in an incremental way. For instance, in response to the lack of higher order questions, colleagues might consider more training to supplement the existing training. In effect they would look for solutions that were easy to implement rather than developing a deeper analysis of the causes of the data in order to generate sustainable and effective long-term strategies.
- In discussion with heads and officers involved in the Learning Rounds process a number evidenced concern at their lack of understanding of the conditions required for effective system change, or how specific drivers can be combined with a range of developments in order to be both effective and sustainable. This did not mean that they were unable to effect change, but rather reflected their frustration that they often got involved in change that was limited in its impact on improving learning outcomes for children.

According to Elmore we often get schools or school systems that can suddenly do better for a variety of reasons and then fail to sustain the improvement, either leveling out or in fact dipping. If we were to apply Elmore's research to the Scottish situation the initial increase can come from a variety of reasons: the stimulus of an HMI inspection; the development of a training programme such as Critical Skills or Cooperative Learning; a new head teacher and so on.

For Elmore the initial improvement in something like results comes about from teachers improving or doing more of what they have always done e.g. running lunchtime revision classes, giving more homework, using the training to make small changes in existing teaching and so on. Without radical systems changes in what teachers do there is a limit on what can be achieved and the initial incremental improvement inevitably levels out and frustration creeps in at the lack of progress. Elmore suggests it is at the point of leveling out or dipping that the crucial system next steps need to be taken if the improvement cycle is to be sustained.

This raises a number of questions that future developments of the Learning Rounds programme require to explore and address. For instance, at system level how do we ensure that:

- all AifL programmes develop teacher skills in open-ended questioning approaches?
- all teachers are adept at scaffolding questions to increase levels of difficulty and engineering situations where pupils themselves are asking challenging questions?
- activities that all children are engaged in are both challenging and stimulating, regardless of ability?
- each school develops an unrelenting focus on how children learn, for all staff in schools?
- each school and authority is exploring the effectiveness of the impact on Learning and Teaching of existing CPD approaches, both formal and informal, **and** from this are supporting the conditions for all teachers to develop effective pedagogic expertise?
- the concept and practices of Leadership for Learning are well defined and developed throughout each authority's schools?
- learning collaborations are developed within and between schools?
- all senior and middle leaders have skills in leadership that impact positively on learning and teaching?
- lesson observation approaches use coaching and the use of descriptive language?
- CfE developments interweave effective learning and teaching approaches into new curricula while ensuring depth of learning in terms of subject?

System wide change by its very nature involves not one or two initiatives at whole school or authority level, but rather the establishment of an intricate lattice of development and

innovation within existing robust structures and patterns of activity.

In recent years there has built up a significant body of research on what constitutes effective systems, but rather less research on what the methodologies would look like at school and authority level. Learning Rounds creates a platform for schools and authorities to explore issues for system change and improvement and consider actions that effectively build shared expectations and practice among all colleagues to ensure quality learning for each and every child. It is in this area of system change and sustaining of improvement that the Learning Rounds programme requires to focus in the next year.

## ***Section 7: Conclusion/recommendations***

### ***The spread of Learning Rounds***

The Learning Rounds programme has generated a great deal of interest among teachers, school leaders and local authority officers, and the team believe that LRs is now an accepted tool for interrogating aspects of learning and teaching within a school or centre setting.

The reasons for this have been discussed earlier in this report, but in summary valued characteristics would include:

- The simplicity of the model, building on internal capacity
- The flexibility of the programme in terms of relevance to different sectors, allied professionals, collegial practice
- The potential to offer what is perceived to be high quality CPD at minimal cost
- The opportunity for focused observation of practice
- Opportunities for educators to discuss learning and teaching in a more systematic and focused way within and across schools and with partner agencies
- The potential for Learning Rounds to act as a catalyst and as a focus for the development of learning communities
- The perception of the model as being “bottom up” – owned by teachers and partners

In response to a large number of requests from schools and centres to lead LRs events, the team created the ***Learning Rounds Toolkit***, and has offered two national events at which this was shared. We have also developed a facilitated, self-help community on Glow to support those schools and centres who are engaging in Learning Rounds.

### ***Recommendation 1:***

The team recommend a review of the Toolkit to take account of feedback from those who have been using it, and that they continue to offer “training days” in its use

### ***Next Steps and System Change***

As described elsewhere in this report, this area has proved the most challenging aspect of the Learning Rounds programme. Some school and authority staff, when involved in discussions around next steps based on descriptive data, experienced real difficulty. In some discussion the solution was seen as working ‘harder’, ‘faster’, ‘more’, rather than developing a deeper analysis of the causes of the data in order to generate sustainable and effective strategies.

### ***Recommendation 2:***

That the LRs team maintain and develop a focus on System-Wide Change, by trialing next steps within at least one school and one authority. This would incorporate the pilot work on an inter-agency Learning Rounds model.

## **Appendix 1: Bibliography**

Bloom, G. Castagna, C.L. Moir, E. Warren, B. *Blended Coaching: Skills and Strategies to Support Principal Development*. Sage Publications

City, E.A., Elmore, R. F., Fiarman, S. E., and Teitel, L. [2009] *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Massachusetts: Harvard Education Press.

Day D.V. (2001), Leadership development: a review in context, *Leadership Quarterly*, 11 (4), 581–613.

Elmore, R.F. (2000) *Building a New Structure for School Leadership*. Washington, D.C.: Albert Shanker Institute.

Elmore, R.F. [2007] *School Reform from the Inside Out*. Cambridge: Harvard Education Press.

HMIe [2007] *Leadership for learning: The challenges of leading in a time of change*. Livingstone: HMIe.

HMIe [2008] *Improving Scottish Education 2005 – 2008* Livingstone: HMIe.

HMIe *The Journey to Excellence*. Livingstone: HMIe.

HMIe *Learning Together: Opening up learning*. Livingstone: HMIe.

Little, J.W. (1982). *Norms of collegiality and experimentation: Workplace conditions of school success*. *American Educational Research Journal* 19:3: 325-340.

Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson and Kyla Wahlstrom, *How Leadership Influences Student Learning*, Learning from Leadership Project, Commissioned by the Wallace Foundation, 2004, p. 5, <http://www.wallacefoundation.org/> (accessed Jan. 09, 2010).

Lyuba Konopasek, John Encandela, Gingi Pica. *Using the New Feedback Sandwich to Provide Effective Feedback*. Faculty Development Workshop accessed 18.02.09 at <http://www.google.co.uk/search?hl=en&q=gingi+Pica&start=0&sa=N>

MacBeath. & P Mortimore (Ed.) (2001) *Improving School Effectiveness*, Buckingham: Open University Press.

McPhail, Ian & Vass, Andy [2006] *Coaching and Reflecting Pocketbook*. Teachers' Pocketbooks: Hampshire

McKinsey Report *How the world's best-performing school systems come out on top* can be found [http://www.mckinsey.com/App\\_Media/Reports/SSO/Worlds\\_School\\_Systems\\_Final.pdf](http://www.mckinsey.com/App_Media/Reports/SSO/Worlds_School_Systems_Final.pdf)

Stoll, L. NCSL *Enhancing Internal capacity: Leadership of Learning* can be found at [Link]<http://www.ncsl.org.uk/media-604-df-enhancing-internal-capacity.pdf>

Timothy Brighouse, *'The jigsaw of a successful school – Fifteen Essential Pieces.'* INFORM Magazine at

<http://www.rm.com/Secondary/InTheNews/Article.asp?cref=MNEWS594924>

### ***Further Reading on Learning***

How do they walk on hot sand? Suffolk Learning and Management Network  
[www.aaia.org.uk](http://www.aaia.org.uk)

Towards Dialogic Teaching Robin Alexander

Formative Assessment in Action Shirley Clarke (Hodder Murray)

Active Learning through Formative Assessment Shirley Clarke (Hodder Murray)

Inside the Black Box series Paul Black and Dylan Wiliam (nferNelson)

Asking Better Questions Ian Smith, Learning Unlimited

## ***Appendix 2:***

### ***Summary of Learning Rounds team involvement at June 2010***

<b>Local Authority</b>	<b>Authority involvement</b>	<b>School involvement</b>
Aberdeen City	Officer attended Learning Rounds Training Day	School briefing
Aberdeenshire	Officers attended Learning Rounds Training Day	
Angus	Commitment at authority level	Extensive programme in secondaries
Argyll and Bute		
Clackmannan		
Dumfries & Galloway	Officer attended feedback on FRH project briefing	Engagement with FR Candidates School activity in both sectors at cluster level
Dundee	LA officers attended training day Joint meeting with Angus	
East Ayrshire	Officers attended Learning Rounds Training Day	LRs in one primary
E Dunbartonshire	Officer attended Learning Rounds Training Day	Briefing for QIOs in August 2010
East Lothian	Interest in authority programme SMT briefed Nov 09	LR in secondary involving primary school leaders from across the authority and 2 officers
East Renfrewshire	Officers attended training day	
Edinburgh	Extensive engagement in Special schools Presentation at Learning Festival	SW Neighbourhood primaries
Falkirk	Director engagement	LRs in one HS
Fife	Presentation at headteachers conference Commitment at authority	Cluster briefing
Glasgow	Officers and headteachers attended training day	
Highland		Two secondaries taking forward after SCSSA presentation
Inverclyde		One secondary involved, training for all staff
Midlothian	Director engagement Officer attended Learning Rounds Training Day	
Moray	Briefing for officers	

N Ayrshire	Strong commitment at authority level Discussions with HoS	Most secondaries; some primaries coming on board
N Lanarkshire	Director engagement	One secondary
Orkney		
Perth & Kinross	Interest at authority level Briefing for all head teachers Visit by group to S Ayrshire Briefing for all primary staff	
Renfrewshire	Officer attended Learning Rounds Training Day	
Scottish Borders	Discussions with Director's team	Extensive support in secondary and primary sector
Shetland		
S Ayrshire	Discussion with HoS Training day for QIOs	Going forward in secondary & primary
S Lanarkshire	Commitment from authority Training day for QIO team	One secondary has started
Stirling		
W Dunbartonshire	Interest at authority level Officers have attended training days	
West Lothian	Director engagement Programme of LRs across 4 Clusters	Going forward in primary and secondary
Western Isles		

## ***Appendix Three: Project 4 - Benefits***

### ***Certain benefits for the participants were identified:***

- The observers had the opportunity to focus on an aspect of practice in leading learning and teaching and to provide objective, non-evaluative evidence relating to this.
- The FRH participants further benefit from the support of the coach to critically reflect on practice from observation feedback and identify next steps for development
- The host FRH participant can take forward improved leadership and management practice in school to support and influence colleagues and to facilitate school improvement.
- The observers are in position to refine and extend the skills of observation and be better placed to reflect on and evaluate their own practice in leadership of learning.
- All participants by engaging in CPD of a collaborative nature, which current educational research informs is the most effective and sustainable, are experiencing a model of CPD with the potential of making a difference to practice in leadership and management and leading to system wide change.

### ***In addition, benefits for the FRH model were also identified:***

Where the Learning Rounds methodology was applied, the FRH model has been further strengthened as a leadership development programme in terms of:

- The observation triads offer an extended and informed peer support structure for FRH participants
- The leadership development coach had an involvement in the initial planning for observation and in listening to and reflecting on feedback to ensure both support and challenge for the FRH participants
- The headteacher of the FRH participant was offered an opportunity to be more informed as headteacher supporter for the participant