Closing the Gap:
Realising the power of partnership and collaboration

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Club Culture
A rationale for collaborative working

- The system has untapped capacity to improve itself
- There is a need to strengthen collaboration both within, between and beyond institutions
- Evidence can be used to bring a critical edge to new arrangements
- Some co-ordination of effort is needed to optimise improvement efforts
- Action has to be focused on specific issues, adapted to and owned by local context
- Collaborative Action Research can be used to bring a critical edge to new practice and arrangements
Phase 1: Preparing the ground
Where are we now?
What are our key challenges?
What would success look like?

Phase 2: Exploring the evidence
How do we exploit internal and external knowledge?
What further evidence do we need?
What new insights do we have?

Phase 3: Testing change
What changes do we need to make?
How do we lever and embed change?
How do we know we have made a difference?
One collaborative’s story

- Examined attainment data
- Determined a target group
- Tried a new approach to teaching maths and engaging parents
- But they had a desire to capture clearer evidence of impact

Why choose CAR?

- CAR (in the form of Lesson Study) provided the context for a deep examination of key interactions in classrooms; content and links between topics; the use of resources and curriculum development
- Generated professional knowledge
What is Lesson Study?

• Teachers plan a lesson together, observe pupils during the lesson, debrief, refine lesson and repeat the cycle with a different class.

Why choose Lesson Study?

• Developed and refined across many countries and age groups.
• Blends all features of effective professional learning.
Lesson Study Process

- Setting goals
- Planning the study lesson
- Teaching and observing
- Debriefing
- Revising and re-teaching
- Reflecting and sharing results
“We didn’t have a good idea of where the children were [before using Lesson Study]. Even if the children were getting the right answers we weren’t able to identify which strategies each child was using. Now we’re able to. The impact … is huge.” (teacher)

“Teachers became more skilled in their approaches to observing, evaluating and assessing pupils’ learning and understanding in mathematics.” (partnership report)
Eg of Practice 2: The Extra Mile Programme

- Focus on pupils in receipt of Free School Meals

- 2 year programme (2008-2010)

- Key activities for primary (40) and secondary (83) that were found to be important levers for change in schools that ‘bucked the trend’

- Guidance materials, external advisor support, partner school and cluster working
1. Raised awareness of a compelling issue for improvement

2. EM benefited from its alignment with the values of the local participants

3. Provided a framework without imposing prescription

4. Supported local contexts to determine the design of local activity

5. High quality external support and critical friendship

6. Promoted but did not impose opportunities for collaboration

At GCSE there was a 20 point difference in favour of the EM group, statistically significant at the 5\% level.

This is equivalent statistically to compensating for one -but only one and not any combination - of the effect of FSM or 22\% adverse deprivation on the IDACI scale or an 8\% absence rate.

Considerations for Developing Your Strategy

Collaboration within, between and beyond
Targeting individuals and groups
Using evidence
Resources
CAR
Club culture
Resources

Challenge  Strategy  Success

Evidence

Moving into discussion
Within School

• What are the key challenges we face?

• What do we know (and what else do we need to know) about these challenges?

• What resources do we have at our disposal to tackle them?

• What would success look like in 1, 3 and 5 years time?
What value might collaboration with other schools add to our improvement efforts?

What resources do we have at our disposal to facilitate this collaboration?

How might we connect to other schools locally and nationally?

What would success look like in 1, 3 and 5 years time?
Beyond School...

- What else beyond the education system do we need to do to be successful?

- Where are these resources and how do we leverage them?

- How do we connect these into our improvement strategy?

- What would success look like in 1, 3 and 5 years time?
Resources

Challenge  Strategy  Success

Evidence
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Thank you and…

Good luck