Notes to accompany learning resource:

**Part 1 - Professional Knowledge Refresh**

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| Slide | Notes |
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| 1 | Education Scotland introduction slide |
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| 2 | Resource title: Professional Knowledge Refresh |
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| 3 | * Four statements outlining how the resource can be used. * The resource is intended to be used as part of a series (part 3 of 3). It can also be used independently. |
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| 4 | * The cycle diagram introduces three core elements that, carried out in a cycle, constitute the observation cycle. * In the most effective practice, each of these elements are visible and are undertaken by practitioners consistently well. * Slides 5-7 explain further in more detail, with examples, each part of the process. |
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| 5 | * The cycle begins with the skill of describing children’s learning. * For the practitioner, it is useful to think of the reflective question ‘**what am I seeing and hearing that makes me sit up and take notice?**’ * What is new or different about what I am seeing/hearing? * Observations are descriptive. An example is given. |
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| 6 | * The next stage in the process is analysing of observations to gain insight into how children are learning. * It is important not to draw conclusions from a single observation. In best practice, **robust analysis** is achieved from analysing observations gathered **across of learning episodes** and/or from a **number of practitioners**. * An example of language used in analysis is given. |

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| 7 | * Effective observation practice should always result in action being taken and such action can take many different forms. * Following gather and analysis, practitioners should be in a good position to:   + make a change to the learning environment to support and extend learning or to deepen an interest;   + consider carefully interactions to support and extend learning;   + make a judgement about how much and how well a child has learned. * An example of an action is given. |
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| 8 | * Having considered the process in full in gathering and making observations, it is important now to reflect upon the effectiveness of your approach. * The three self-evaluative questions are a useful starting place:   + **How are we doing?** allows practitioners to think about how well does our own approach match the cycle of observation presented?   + **How do we know?** invites practitioners to look for evidence that the system is effective.   + **What are we going to do now?** Is the key improvement question. What action needs to be taken to ensure that your approach is central to securing children’s progress. |
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| 9 | * This slide exemplifies the reflective process to identify the focus for self-evaluation. * Effective self-evaluation relies upon knowing what needs to be improved. This process helps ‘drill down’ to the specific area of focus. |
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| 10 | * Now, this process has been contextualised to assessment and observation. * The broad area for improvement is ‘assessment’. * Within assessment, it is the practice of gathering effective observations that provides the specific focus. * Now, using the **whole suite** of quality indicators, scan the document for where ‘observation’ is referred to or implied. This will enable an audit trail to be designed around your specific area for improvement. * In this example, quality indicator 2.3 is suggested as a useful place to begin. Can you identify any others? |

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| 11 | * Within identified QIs, full use should be made of themes, features of effective practice and challenge questions. |
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| 12 | Education Scotland end slide |