

***Empowering transformational change at all levels.***



**Transforming Learning**

# **Scoping and Scanning**

Complete the scoping and scanning cycle, responding to the six prompts to understand the past, present and potential future in your learning environment.

Use this knowledge to consider what the top priorities are to be developed in order to be responsive to the future needs of all learners.

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## **1. Need to STOP doing (no longer relevant):**

## 

## **2. Exemplary “classics” and current top priorities:**

## **3. What we want to do but can’t:**



## **4. Present barriers:**

## **5. Solutions to the barriers:**

## **6. Scanning for the future:**

# **Looking Inwards, Outwards and Forwards**

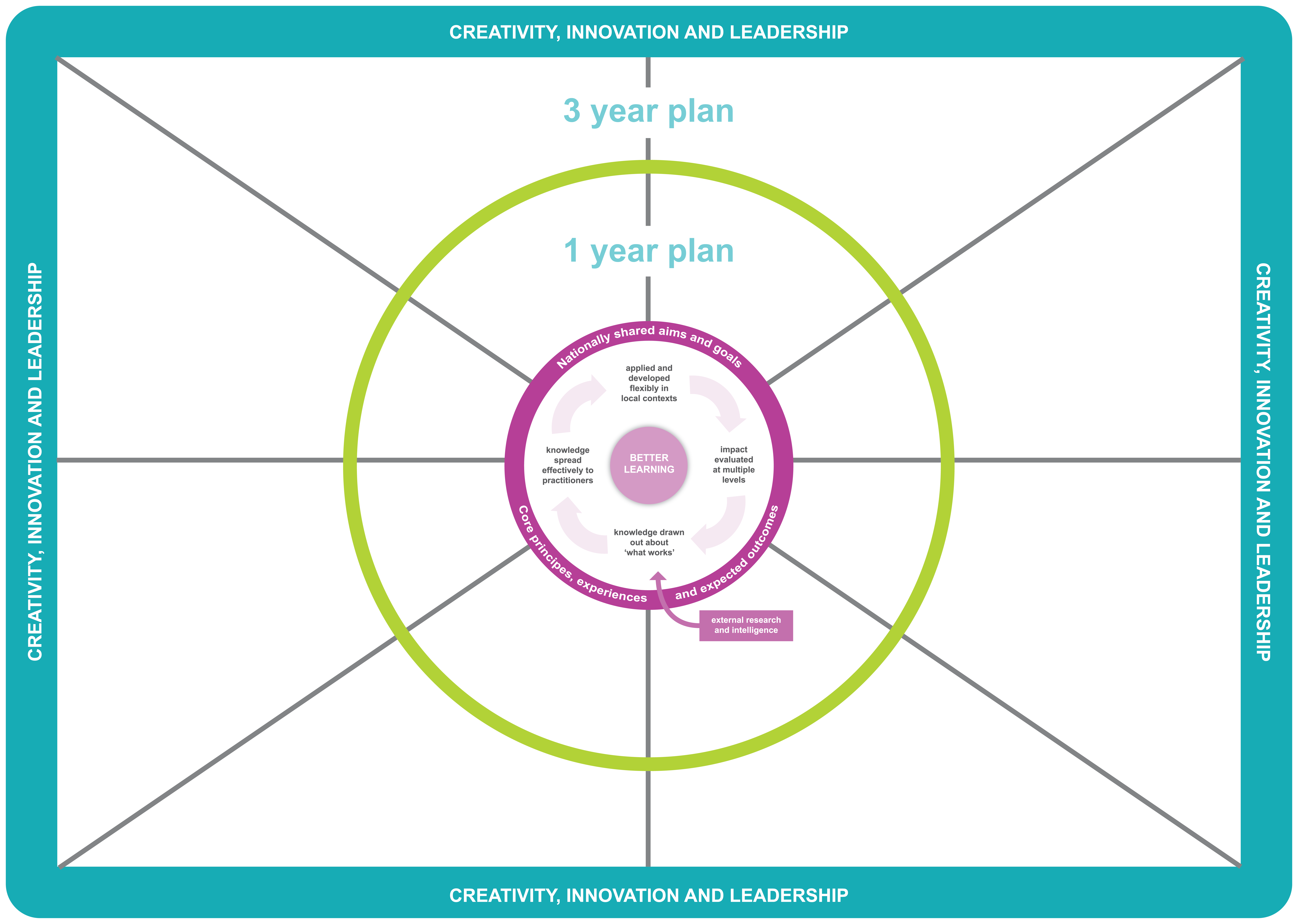
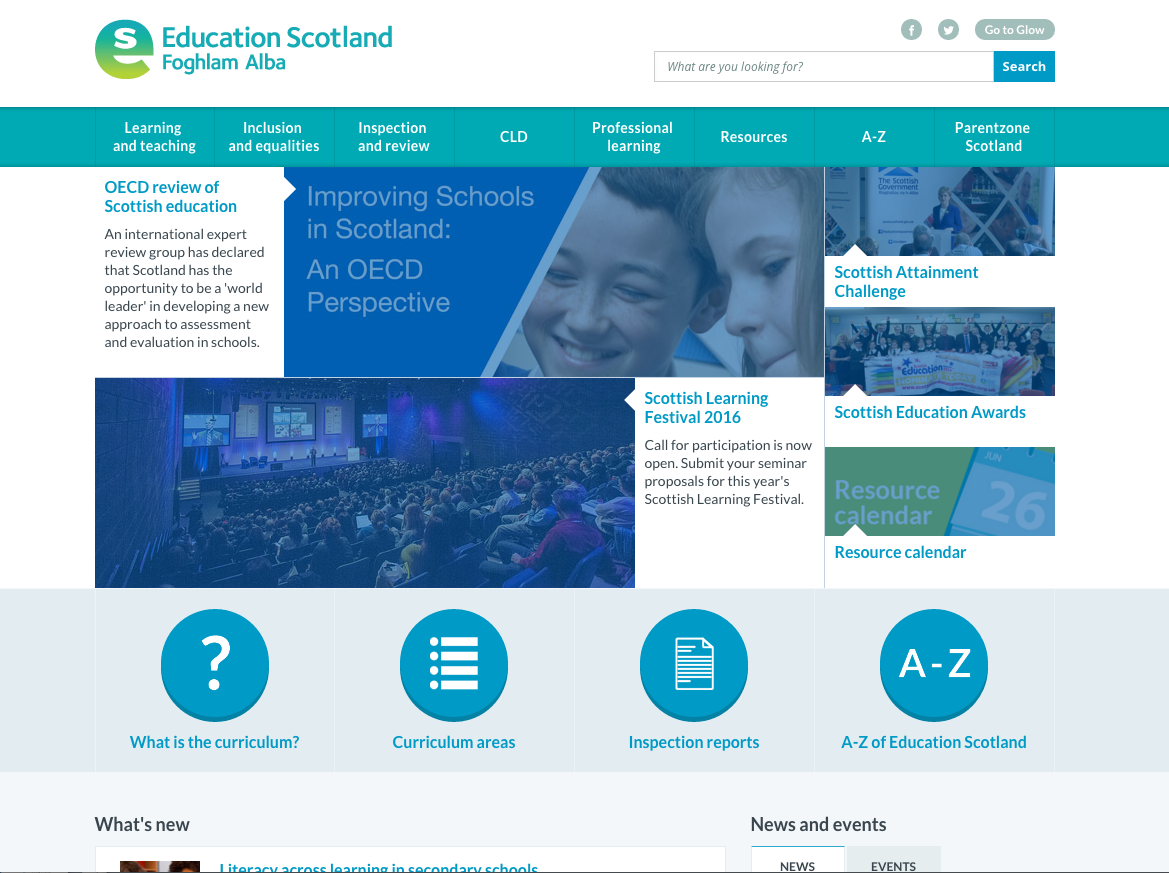
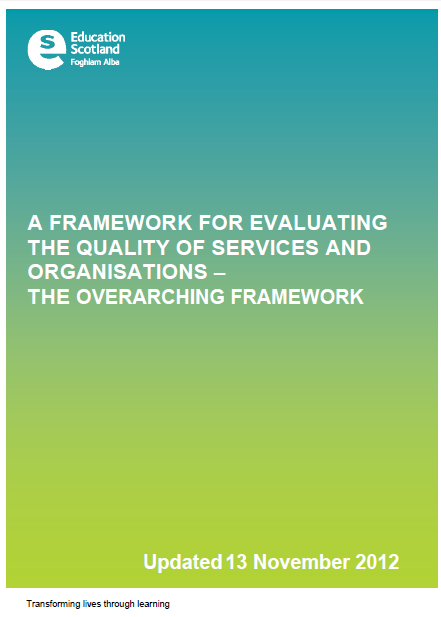
Record the evidence, evaluation frameworks, research information, systems management and resources from your area of expertise to demonstrate your inwards, outwards, forwards strategy suggested by Education Scotland.

**Looking inwards:** to evaluate performance at every level and use the information gathered to decide on what needs to be done to improve.

**Looking outwards:** to learn from research, others and best practice and use this to facilitate innovation and creativity and inform improvement actions.

**Looking forwards:** to explore what the future might bring and use this information to anticipate what change is required to ensure the education system is responsive to the future needs of all learners.

**Drag the images on the right and add text areas into each section below:**

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# **Action Points**

Define your chosen actions and link them to your improvement plan.

**Your chosen action:**

**Link to improvement plan:**

|  |  |
| --- | --- |
| What are we going to achieve? | High level outcomes for your actions: |
|  |  |

Summary and Planning

Define your why, what, how and then calibrate\* your responses from these questions to support your chosen actions.

*\*The team must go back round the Why? What? How? for a second time to* ***‘calibrate’*** *(check, adjust, adapt, benchmark, explore further) their responses now they have a full cycle in place.*

|  |  |
| --- | --- |
| Why? | What? |
|  |  |
| How? | **Calibrate** |
|  |  |

# **Aspirational actions**

**List the finalised aspirational action points from your previous analysis?**



# **1 Year Plan** *“for an aspirational standard”*

**Your chosen action:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Task** | **Resources** | **Personnel** | **Timescale** | **Risks** | **Progress Checks** |
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| --- | --- |
| **Evidence** |  |
| **Impact** |  |

# **Risks and Hazards Analysis**

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| --- | --- | --- |
| Low Risks | Medium Risks | High Risks |
|  |  |  |
|  |  |  |
|  |  |  |
| Best practice to avoid any of these risks | | |
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|  |  |  |
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Evidence of impact

**Explain your progress and impact.**

*How will we know there has been an impact on outcomes for learners from this work?*

|  |  |
| --- | --- |
| **Possible Measures used** | **Impact** |
| **Stakeholders surveys** |  |
| **Leaners’ views** |  |
| **User evaluations** |  |
| **Use of data** |  |
| **Impact reviews** |  |

|  |  |
| --- | --- |
| **Site visits** |  |
| **Others please specify** |  |
|  |  |

Impact Analysis

**Demonstrate the impact achieved from actions completed.**

*Remember the Education Scotland “tackling bureaucracy” advice when completing this section.*

|  |
| --- |
| **Possible Measures used** |
| **Learner and other stakeholder’s response:** |
| **Leadership team response:** |