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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| Slide  | Notes |
| 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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| Slide  | Notes |
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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 |