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| **Scottish Attainment Challenge Practice Exemplar**  **Leadership**  **All Saints Primary School, Inverclyde**  Inverclyde’s aspirational vision is to develop practice which is both effective and sustainable, and in order to raise attainment and reduce inequity, leadership will be transformed. Leadership development work is based on a sustainable model which focuses on up skilling the permanent workforce. Opportunities have been planned at all levels for leadership development, recognition of and use of staff skills to develop practice across the community of schools.  Leadership Development Professional Learning sessions were developed using Uplifting Leadership by Andy Hargreaves, Alan Boyle, and Alma Harris. Based on original research from a seven-year global study, Uplifting Leadership demonstrates how leaders from diverse organizations inspired and uplifted their teams' performance. Distilling the six common characteristics of leaders across a range of high-performing organisations, participants engaged in opportunities to learn how to:   * Identify and articulate an inspiring vision * Effectively pursue the vision, * Forge paths of innovation and improvement * Monitor progress in a mindful and meaningful way * Build teams that naturally pull people into change   Uplifting Leadership professional learning sessions provided tools for leaders to incorporate performance-driving strategies into their own practices.  Kathryn Simpson, Class Teacher at All Saints Primary School in Greenock, participated in the Leadership Development professional learning sessions delivered to six focus schools in Inverclyde’s Scottish Attainment Challenge work. She recognised the challenges faced by some children in her class and wanted to create a more positive learning environment.  Using the theme of collaboration with competition, Kathryn wanted to further develop how she worked with children displaying challenging behaviours. Her vision was to create positive behaviour leaders and to effectively use restorative approaches in the classroom and playground. From this, she created BEST Leaders (Behavioural and Emotional Support Team). Over a ten week period, one afternoon each week, Kathryn worked with a targeted group of children, who benefited from small group teaching and support to understand and use Restorative Approaches. With this group, she prepared a whole class restorative session, which the BEST Leader delivered. In effect, the targeted group led the learning in restorative approaches in the class.  Uplifting leadership gave her tools to support this change. This professional learning inspired Kathryn to develop her own teacher leadership skills and to develop approaches to children’s leadership of learning, using her own leadership of learning to inspire children.  Kathryn wanted changes to be sustainable and as such, employed a small test of change approach to measure change and improvement. She demonstrated commitment to measurement with meaning through gathering a range of data.  A baseline assessment was also carried out with each child at the beginning of this work. An Education Psychologist assessed the confidential questionnaires, and repeated the same assessment as a follow-up to demonstrate improvements. |
| **Early signs of impact/positive progress**  Children engaged in the weekly Restorative Approaches sessions, delivered by BEST Leaders. They now more frequently, and openly, share challenges they faced in the previous week and use their peers to find solutions for use now, and in the future. There are increased signs of empathy and increased understanding that behaviours of individuals impact on others, and the wider class and school communities.  Weekly tasks for BEST leaders were planned and set, reminders and prompts given, and success follow ups kept targeted pupils on track with their goals. Children benefited from reminders and positive interactions with adults to help keep them focused on developing positive behaviour and positive relationships.  BEST leaders were uncomfortable with ‘role play’ in the early stages of the project, and so used ‘scenarios’ as an alternative. This was a successful way to engage targeted children in restorative work.  Parents were involved in individual discussions about their children’s involvement in the group as BEST Leaders. A clear message was communicated to parents that this was not a sanction, but a positive approach to develop a range of skills and to improve the quality of children’s learning experiences at school.  Early signs of improvement are positive, with targeted children experiencing more frequent and positive interactions with peers, adults and learning activities.  **Reflections**  It helps us to get along…so that they can think about the consequences of their behaviour. Pupil 4  It helps us know what to do, even when we grow up. Pupil 1  It’s cool! It’ll help people get along. Pupil 2  Asking people questions makes them feel better. Pupil 3 |